



EXECUTIVE COMMITTEE MEETING

Wednesday, July 10, 2024 at 1:45 p.m.

Concho Valley Council of Governments
5430 Link Rd, San Angelo, Texas 76904 and via Teleconference

The meeting place is accessible to persons with disabilities. If assistance is needed to observe or comment, please call the CVCOG office at 325-944-9666 at least 24 hours prior to the meeting.

Join By Zoom Teleconference - <https://us06web.zoom.us/j/85406834277>

*Meeting ID: **854 0683 4277** *Passcode: **929360**

833 548 0282 US Toll-free

877 853 5247 US Toll-free

888 788 0099 US Toll-free

833 548 0276 US Toll-free

Agenda

NOTICE: The Concho Valley Council of Governments may discuss, deliberate and take all appropriate action on any matter listed on this Agenda. Items on this Agenda may be taken out of the order listed. The Executive Committee reserves the right to deliberate in closed session pursuant to 551 of the Texas Government Code. Public comment is limited to five minutes per person on any agenda item.

BUSINESS

1. Determination of Quorum and Call to Order
2. Invocation and Pledge of Allegiance
3. Public Comment
4. Consent Agenda
 - a. Consider and take appropriate action concerning the minutes from the June 12, 2024 Meeting.
 - b. Consider and take appropriate action concerning the Staff Travel Report May 2024.

REGULAR AGENDA

5. Consider and take appropriate action concerning Checks in excess of \$2,000 for May 2024.
6. Consider and take appropriate action concerning the Budget Comparison Report for Head Start Nutrition FY 23 - 24 Grant H06, YTD October 1, 2023 through May 31, 2024.
7. Consider and take appropriate action concerning the Budget Comparison Report for Head Start Grant H05 FY 23-24, YTD June 1, 2023 through May 31, 2024.
8. Consider and take appropriate action concerning the Head Start Credit Card/Open Account Summary for May 2024.
9. Consider and take appropriate action concerning CVCOG Parent Handbook.

10. Consider and take appropriate action concerning the Head Start Policies and Procedures.

- a. 1301 Program Governance
- b. 1302 Subpart A ERSEA
- c. 1302 Subpart B Program Structure
- d. 1302 Subpart C Education
- e. 1302 Subpart D Health Program Services
- f. 1302 Subpart E Family and Community Engagement
- g. 1302 Subpart F Additional Services for Children with Disabilities
- h. 1302 Subpart G Transition Services
- i. 1302 Subpart H Enrolled Pregnant Women
- j. 1302 Subpart I Human Resources
- k. 1302 Subpart J Program Management and Quality

11. Consider and take appropriate action concerning the Emergency Response Plans.

- a. Day Head Start/Early Head Start
- b. Rio Vista Head Start/Early Head Start
- c. Eden Head Start
- d. Eldorado Head Start
- e. Menard Head Start/Early Head Start
- f. Ozona Head Start

12. Consider and take appropriate action concerning updates to the Concho Valley Regional Law Enforcement (CVRLEA) documentation and policies including general information, tuition and registration policy, training information, and retention of VA records.

13. Consider and take appropriate action concerning the appointment of a committee to conduct a Performance Evaluation of the CVCOG Executive Director.

14. Consider and take appropriate action concerning the appointment of a budget committee for CVCOG FY 2024-2025.

15. INFORMATION ITEMS AND REPORTS

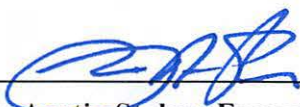
- a. Review of the CVCOG Monthly Financials for May 2024 (Balance Sheet, Schedule of Revenue by Source, and Cash Flow) – Brandon Sanders
- b. CVCOG Head Start Director’s Report for May – Carol Raymond
- c. CVCOG Report – John Austin Stokes

16. Consideration of any other business.

17. ADJOURNMENT

The Concho Valley Council of Governments reserves the right to conduct an executive/closed session at any time during the course of this meeting to discuss any matter listed on the agenda posted for this meeting, as needed, pursuant to one or more authorized and applicable exceptions to an open meeting described in Chapter 551 of the Texas Government Code (the Texas Open Meeting Act), including but not limited to the following statutory exceptions: Texas Government Code Sections 551.071 and 551.129 (Consultation with Attorney), 551.072 (Deliberation Regarding Real Property), 551.073 (Deliberation Regarding Prospective Gift or Donation), 551.074 (Personnel Matters), 551.076 and 551.089 (Deliberation Regarding Security Devices or Security Audits), or 551.087 (Deliberation Regarding Economic Development Negotiations).

Posted in accordance with the Texas Government Code, Title V, Chapter 551, Section .053 this, 3rd day of July 2024.



John Austin Stokes, Executive Director



EXECUTIVE COMMITTEE MEETING MINUTES

Wednesday, June 12, 2024

The Executive Committee of the Concho Valley Council of Governments met on Wednesday, April 10, 2024 at 5430 Link Rd., San Angelo, Texas 76904 and via Zoom Teleconference.

Members present were:

Brandon Corbin, Chairman, Menard County Judge
Molly Criner, Vice-Chairman, Irion County Judge
Hal Spain, Coke County Judge
Frank Tambunga, Crockett County Judge
Sheree Hardin, Mason County Judge
Souli Shanklin, Edwards County Judge
Jim O'Bryan, Reagan County Judge
Lucy Gonzales, COSA Council Member, District 4 via Zoom
Lane Carter, Tom Green County Judge
Charlie Bradley, Schleicher County Judge via Zoom
Mike Knittel, Sterling County Judge

Members absent were:

Jody Harris, Sutton County Judge
Bill Dendle, San Angelo ISD Board Member
Hal Rose, Secretary, Kimble County Judge
Frank Trull, McCulloch County Judge
David Dillard, Concho County Judge

BUSINESS

Chairman Judge Brandon Corbin announced the presence of a quorum and called the meeting to order at 1:47 p.m.

Judge Brandon Corbin gave the invocation and led the Pledge of Allegiance.

There was no public comment.

APPROVAL of the Consent Agenda

- a. Judge Hal Spain made a motion to approve the Meeting Minutes from April 10, 2024. Judge Jim O'Bryan seconded the motion. No questions or discussion. The motion passed unanimously.
- b. Judge Hal Spain made a motion to approve the Staff Travel report from March 2024. Judge Jim O'Bryan seconded the motion. No questions or discussion. The motion passed unanimously.
- c. Judge Hal Spain made a motion to approve the Staff Travel report from April 2024. Judge Jim O'Bryan seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of Checks

Crystal Garcia, Finance Specialist, presented the checks in excess of \$2,000 written for March 2024. Judge Mike Knittel made a motion to approve the checks as presented. Judge Frank Tambunga seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of Checks

Crystal Garcia, Finance Specialist, presented the checks in excess of \$2,000 written for April 2024. Judge Mike Knittel made a motion to approve the checks as presented. Judge Frank Tambunga seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Budget Comparison for Head Start Nutrition Grant H06

Carolina Raymond, Director of Head Start, presented the Budget Comparison Report for Head Start Nutrition FY 23-24 Grant H06, YTD October 1, 2023 through March 31, 2024 for approval. Judge Souli Shanklin made a motion to approve the Budget Comparison Report as presented. Judge Mike Knittel seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Budget Comparison for Head Start Grant H05

Carolina Raymond, Director of Head Start, presented the Budget Comparison Report for Head Start FY 23-24 Grant H05, YTD June 1, 2023 through March 31, 2024 for approval. Judge Frank Tambunga made a motion to approve the Budget Comparison Report as presented. Judge Lane Carter seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Budget Comparison for Head Start Funding Grant 829, ARP and CRRSA

Carolina Raymond, Director of Head Start, presented the Budget Comparison Report for Head Start Funding Grant 829, ARP and CRRSA YTD June 1, 2021 through March 31, 2024 for approval. Judge Molly Criner made a motion to approve the Budget Comparison Report as presented. Judge Souli Shanklin seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Head Start Credit Card/Open Account Summary Transactions

Carolina Raymond, Director of Head Start, presented the CVCOG Head Start Credit Card/Open Account Summary Transactions for the month of March 2024 for approval. Judge Molly Criner made a motion to approve the summary of transactions as presented. Judge Sheree Hardin seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Budget Comparison for Head Start Nutrition Grant H06

Carolina Raymond, Director of Head Start, presented the Budget Comparison Report for Head Start Nutrition FY 23-24 Grant H06, YTD October 1, 2023 through April 30, 2024 for approval. Judge Jim O'Bryan made a motion to approve the Budget Comparison Report as presented. Judge Hal Spain seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Budget Comparison for Head Start Grant H05

Carolina Raymond, Director of Head Start, presented the Budget Comparison Report for Head Start FY 23-24 Grant H05, YTD June 1, 2023 through April 30, 2024 for approval. Judge Frank Tambunga made a motion to approve the Budget Comparison Report as presented. Judge Mike Knittel seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Head Start Credit Card/Open Account Summary Transactions

Carolina Raymond, Director of Head Start, presented the CVCOG Head Start Credit Card/Open Account Summary Transactions for the month of April 2024 for approval. Judge Molly Criner made a motion to approve the summary of transactions as presented. Judge Souli Shanklin seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the request for Supplemental Funding for Playground Upgrades

Carolina Raymond, Director of Head Start, presented the request for Supplemental Funding for Playground Upgrades for approval. Judge Souli Shanklin made a motion to approve the request for Supplemental Funding for Playground Upgrades as presented. Judge Sheree Hardin seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Head Start Self-Assessment Report

Carolina Raymond, Director of Head Start, presented the Head Start Self-Assessment Report for approval. Judge Brandon Corbin made a motion to approve the Head Start Self-Assessment Report as presented. Judge Frank Tambunga seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Policy Council By-Laws

Carolina Raymond, Director of Head Start, presented the Policy Council By-Laws for approval. Judge Souli Shanklin made a motion to approve the Policy Council By-Laws as presented. Judge Hal Spain seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the request to purchase classroom supplies, furniture, and materials from Lakeshore Learning Materials off Sourcewell cooperative purchasing contracts #091423-LSH and #040121-LSH in an amount not to exceed \$140,000 for FY 24-25

Carolina Raymond, Director of Head Start, presented the request to purchase classroom supplies, furniture, and materials from Lakeshore Learning Materials off Sourcewell cooperative purchasing contracts #091423-LSH and #040121-LSH in an amount not to exceed \$140,000 for FY 24-25 for approval. Judge Souli Shanklin made a motion to approve the request as presented. Judge Molly Criner seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the Video Surveillance Policy

Carolina Raymond, Director of Head Start, presented the Video Surveillance Policy for approval. Judge Souli Shanklin made a motion to approve the policy as presented. Judge Molly Criner seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the updates to the Concho Valley Council of Governments Employee and Volunteer Background Check Policy

Felicia Lindsey, Human Resources Manager, presented the Concho Valley Council of Governments Employee and Volunteer Background Check Policy for approval. Judge Hal Spain made a motion to approve the policy as presented. Judge Molly Criner seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the authorization for the Executive Director to enter into a contract with Intrado based on HGAC Buy contract EC07-23 to renew 9-1-1 Telecommunications Center (TCC) Text-to-911 annual licensing services

Mason Wheeler, Assistant Director of Public Safety, presented the authorization for the Executive Director to enter into a contract with Intrado based on HGAC Buy contract EC07-23 to renew 9-1-1 Telecommunications Center (TCC) Text-to-911 annual licensing services for approval. Judge Souli Shanklin made a motion to approve the authorization as presented. Judge Molly Criner seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the authorization for the Executive Director to enter into a contract with Intrado based on HGAC Buy contract EC07-23 for new licensing to provide 9-1-1 AI translation configuration and service for Text-to-911

Mason Wheeler, Assistant Director of Public Safety, presented the authorization for the Executive Director to enter into a contract with Intrado based on HGAC Buy contract EC07-23 for new licensing to provide 9-1-1 AI translation configuration and service for Text-to-911 for approval. Judge Jim O'Bryan made a motion to approve the authorization as presented. Judge Sheree Hardin seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the appointment of a new Criminal Justice Advisory Committee (CJAC) member, Antoine Callum from City of San Angelo Police Department, to the CJAC committee to fulfill a vacant law enforcement position

Regina Duran, Criminal Justice Planner, presented the appointment of a new Criminal Justice Advisory Committee (CJAC) member, Antoine Callum from City of San Angelo Police Department, to the CJAC committee to fulfill a vacant law enforcement position for approval. Judge Souli Shanklin made a motion to approve the appointment as presented. Judge Hal Spain seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the CVCOG Records Management Policy and Procedures

Erin Hernandez, Assistant Executive Director, presented the CVCOG Records Management Policy and Procedures for approval. Judge Molly Criner made a motion to approve the policy and procedures as presented. Judge Mike Knittel seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the designation of Cheryl Franke the CVCOG Records Management Officer

Erin Hernandez, Assistant Executive Director, presented the designation of Cheryl Franke the CVCOG Records Management Officer for approval. Judge Molly Criner made a motion to approve the policy and procedures as presented. Judge Mike Knittel seconded the motion. No questions or discussion. The motion passed unanimously.

APPROVAL of the CVCOG Regional Project Priorities for Texas Community Development Block grant

Erin Hernandez, Assistant Executive Director, presented the CVCOG Regional Project Priorities for Texas Community Development Block grant for approval. Judge Souli Shanklin made a motion to approve grant as presented. Judge Hal Spain seconded the motion. No questions or discussion. The motion passed unanimously.

INFORMATION ITEMS & REPORTS

- a. Curtis Donaldson – TAMU Rural Health Initiative – Mr. Donaldson spoke on the Rural Medicine Program. This program tackles Texas’ rural healthcare shortages by early education, clinical exposure, and community involvement. The goal is to increase the number of physicians who practice in rural communities and establish Texas A&M School of Medicine as a national leader in rural medicine.
- b. Crystal Garcia, Finance Specialist, gave the report of the CVCOG Monthly Financials for March 2024. She gave an overview of the balance sheet, schedule of revenue and cash flow.
- c. Crystal Garcia, Finance Specialist, gave the report of the CVCOG Monthly Financials for April 2024. She gave an overview of the balance sheet, schedule of revenue and cash flow.
- d. Carolina Raymond, Director of Head Start, gave a report on the operations, enrollment and disability numbers, and state of the Head Start and Early Head Start Centers for the month of May 2024.
- e. John Austin Stokes, Executive Director, gave a brief overview of items that the COG is working on. Mr. Stokes spoke on an assistance program that the Broadband Development Office (BDO) is offering for broadband planning. We are still collecting data on this program and more information will be provided at a later date. The Request for Proposals (RFP) for broadband has been submitted so we can decide on a provider. Mr. Stokes informed the committee that the COG had applied for a Safe Streets for All grant through TxDOT and we were awarded the grant. This grant is for rural transportation planning.

ADJOURNMENT

There being no further items to discuss, Judge Hal Spain made a motion to adjourn the meeting. Judge Mike Knittel seconded the motion. Judge Brandon Corbin, Chairman, adjourned the meeting at 2:55 p.m.

Duly adopted at a meeting of the Executive Committee of the Concho Valley Council of Governments on this 10th day of July 2024.

CVCOG
Check/Voucher Register
From 5/1/2024 Through 5/31/2024

Docum... Number	Document Date	Name	Transaction Description	Document Amount
1718	5/14/2024	CB Concho Valley Electric Cooperative, Inc.	Electric service for Link Road, Christoval Road Shop and Lig	2,407.18
1726	5/14/2024	CB Frontier Communications	911 Selective Routing 02/19/24 - 03/18/24 ~ CBG	6,521.58
1751	5/14/2024	CB RTIC Outdoors	9 cases of 12; 40oz. customized logo tumblers ~ CBG 2	3,201.33
1752	5/14/2024	CB Sam's Club	Day HS/EHS purchase of diapers (sizes 4 & 5), Easy-Ups (size	2,381.40
1753	5/14/2024	CB Samsung Electronics	Head Start purchase of 100 SSD's for HS/EHS laptop hard driv	5,699.00
195574	5/7/2024	Curriculum Associates LLC	BRIGANCE Head Start Screens III Kit, Online Management Syste	5,960.30
195575	5/7/2024	Concho Valley Seamless Rain Gutters	Rio Vista HS purchase and installation of gutters and downsp	5,700.00
195577	5/7/2024	GEO-COMM, INC	GIS Data Manager Licensing Fee and Support & Mtc Licensing 5	8,545.51
195578	5/7/2024	HELPING HANDS FOR THE ELDERLY, INC.	HDM Meals HH 03-24	4,140.86
195579	5/7/2024	LAKESHORE LEARNING MATERIALS	Day HS purchase of CD player, books, learning toys and activ	2,782.29
195587	5/7/2024	Aspen Robert	PP 4/16 thru 4/30/24	3,554.50
195591	5/7/2024	Sysco West Texas	Rio Vista HS/EHS purchase of nutrition items for children an	3,378.55
	5/7/2024	Sysco West Texas	Day HS/EHS purchase of nutrition items for children and kitc	4,372.24
	5/7/2024	Sysco West Texas	Rio Vista HS/EHS purchase of nutrition items for children an	2,946.07
195592	5/7/2024	TEXAS ASSOCIATION OF REGIONAL COUNCILS	Annual membership dues for 10/01/2023-09/30/2024	6,549.00
195593	5/7/2024	TXU ENERGY RETAIL COMPANY LLC	Electricity usage for Head Start sites: service range 02/14/	2,808.46
195607	5/14/2024	COKE COUNTY	HDM Meals Coke 3-24	2,473.08
195608	5/14/2024	CTWP	HS Copier Lease April 2024 - 03/28/24 to 04/27/24	2,068.77
195613	5/14/2024	LONGHORN OFFICE PRODUCTS, INC DBA Concho Busine...	Day HS/EHS purchase of classroom and office supplies	2,092.03
195622	5/14/2024	Roderick Mays dba Ready Maids Cleaning Services LLC	5430 Link - April 2024 Janitorial Srvc	11,666.63
195623	5/14/2024	SCHLEICHER COUNTY ISD	Eldorado HS Early Childhood Teacher for Head Start Program M	2,000.00
195624	5/14/2024	Sysco West Texas	Day HS/EHS purchase of nutrition items for children and kitc	4,793.94
	5/14/2024	Sysco West Texas	Rio Vista HS/EHS purchase of nutrition items for children an	3,127.90
195629	5/21/2024	ABILA, INC (Community Brands Holdco, LLC)	Microix Hosting, MIP Cloud: Executive View User(s) Subscript	2,358.42
195633	5/21/2024	BANK & TRUST	Health Savings Act for payroll 5/15/2024	2,514.91
195635	5/21/2024	CHRISTOVAL ISD	Christoval ISD for April 2024 meal reimbursement	2,088.90
195638	5/21/2024	COKE COUNTY	Solid waste pass through grant	6,460.00
195641	5/21/2024	IRION COUNTY	Irion travel reimbursement Charlet Schaule and Patti Thompso	2,316.01
195642	5/21/2024	LAKESHORE LEARNING MATERIALS	Rio Vista HS purchase of writing center, light table, name p	2,884.80
	5/21/2024	LAKESHORE LEARNING MATERIALS	Rio Vista HS purchase of light table, garage, dollhouse, art	3,539.27
	5/21/2024	LAKESHORE LEARNING MATERIALS	Rio Vista HS purchase of coat lockers, CD player, puzzles, a	2,724.89
	5/21/2024	LAKESHORE LEARNING MATERIALS	Ozona HS purchase of rolling storage unit, teacher cabinet,	5,227.70
	5/21/2024	LAKESHORE LEARNING MATERIALS	Day HS purchase of listening & writing centers, storage unit	4,915.95
	5/21/2024	LAKESHORE LEARNING MATERIALS	Day HS purchase of activity carpet, writing center, group ta	5,272.55
	5/21/2024	LAKESHORE LEARNING MATERIALS	Rio Vista HS purchase of CD player, kitchen, activity carpet	3,398.78
195645	5/21/2024	NATIONWIDE RETIREMENT SOLUTIONS	NACO & Roth 457B payroll 5/15/2024	3,065.00
195648	5/21/2024	SAN ANGELO POLICE DEPARTMENT	SACC Travel reimbursement Sgt Boulligny and L Waller to 2024	2,651.36
195652	5/21/2024	Sysco West Texas	Day HS/EHS purchase of nutrition items for children and kitc	4,706.85
	5/21/2024	Sysco West Texas	Rio Vista HS/EHS purchase of nutrition items for children an	3,424.48

CVCOG
 Check/Voucher Register
 From 5/1/2024 Through 5/31/2024

Docum... Number	Document Date	Name	Transaction Description	Document Amount
195662	5/29/2024	AMERICAN UNITED LIFE INSURANCE COMPANY	G 00620509 Employees Life Premium 05/01/24-05/31/24	8,824.01
195666	5/29/2024	BLUE CROSS AND BLUE SHIELD OF TEXAS	029143 CVCOG Group Health Insurance 05/01/2024-05/31/2024	191,980.00
195669	5/29/2024	CITY OF SONORA	HDM SONORA 04-24	11,814.48
195670	5/29/2024	COKE COUNTY	HDM Meals Coke 04-24	3,052.36
195673	5/29/2024	Dreamscapes Artificial Grass, LLC	Day HS/EHS & Rio Vista HS/EHS installation of artificial tur	32,811.25
195676	5/29/2024	HELPING HANDS FOR THE ELDERLY, INC.	HDM Meals HH 04-24	4,147.32
195677	5/29/2024	KIMBLE COUNTY SCBA	Congregate Meals KMOW 04-24	2,843.80
	5/29/2024	KIMBLE COUNTY SCBA	HDM Meals KMOW 04-24	3,107.26
195679	5/29/2024	LAKESHORE LEARNING MATERIALS	Rio Vista HS purchase of sand/water table, kitchen, coat loc	6,044.11
	5/29/2024	LAKESHORE LEARNING MATERIALS	Day HS purchase of writing center, table, storage unit, wall	2,670.18
	5/29/2024	LAKESHORE LEARNING MATERIALS	Day HS purchase of doll crib, storage cubby, kitchen, table/	5,742.06
	5/29/2024	LAKESHORE LEARNING MATERIALS	Day EHS purchase of colorful buttons carpet, doll cribs, gro	2,442.35
	5/29/2024	LAKESHORE LEARNING MATERIALS	Rio Vista EHS purchase of 2 storage units, activity mat, but	2,512.25
	5/29/2024	LAKESHORE LEARNING MATERIALS	Rio Vista EHS purchase of arts & crafts supplies, sensory sp	2,251.11
	5/29/2024	LAKESHORE LEARNING MATERIALS	Rio Vista HS purchase of writing center, 2 storage units, co	6,376.64
	5/29/2024	LAKESHORE LEARNING MATERIALS	Rio Vista HS purchase of couch, shatterproof mirror, activit	4,018.74
195692	5/29/2024	Sysco West Texas	Day HS/EHS purchase of nutrition items for children and kitc	4,776.09
	5/29/2024	Sysco West Texas	Rio Vista HS/EHS purchase of nutrition items for children an	3,600.92
195695	5/29/2024	TXU ENERGY RETAIL COMPANY LLC	Electricity usage for Head Start sites: service range 03/14/	3,802.70
195699	5/29/2024	West TX Web LLC	Website design and update for cvcog.org and cvtd.org.	3,000.00
Report Total				462,538.12

CVCOG
 Summary Budget Comparison - DIR-Grant H06, Head Start Nutrition 23-24
 From 10/1/2023 Through 5/31/2024

Account Code	Account Title	YTD Budget \$ - Original YTD Actual		Percent Total Budget	
				YTD Budget \$	Variance - Used - Original
H06	Grant H06, CACFP Head Start Nutrition FY 23-24				
004	Revenue				
4221000	CACFP Nutrition CFDA 10.558	745,017.20	463,612.21	(281,404.99)	62.22%
Total 004	Revenue	745,017.20	463,612.21	(281,404.99)	62.23%
407	Head Start Nutrition				
5110000	General Wages	57,969.62	35,267.29	22,702.33	60.83%
5151000	Medicare Tax	840.57	406.44	434.13	48.35%
5172000	Workers Comp Insurance	1,266.20	1,784.21	(518.01)	140.91%
5173000	SUTA	23.28	111.19	(87.91)	477.62%
5174000	Health Insurance Benefit	24,589.55	12,130.71	12,458.84	49.33%
5175000	Dental Insurance Benefit	950.97	411.22	539.75	43.24%
5176000	Life Insurance Benefit	459.12	206.27	252.85	44.92%
5177000	HSA Insurance Benefit	2,516.26	439.44	2,076.82	17.46%
5181000	Retirement	6,447.68	3,859.41	2,588.27	59.85%
5199000	Indirect Allocation	4,604.62	3,846.12	758.50	83.52%
5291000	Contract Services	29,000.00	13,922.45	15,077.55	48.00%
5295000	HS Nutrition Service	515,149.33	285,113.77	230,035.56	55.34%
5513000	HS Food Serv Sup	101,000.00	84,595.67	16,404.33	83.75%
5753000	Dues and fees	200.00	0.00	200.00	0.00%
Total 407	Head Start Nutrition	(745,017.20)	(442,094.19)	302,923.01	59.34%
Report Difference		0.00	21,518.02	21,518.02	100.00%

CVCOG
Summary Budget Comparison - DIR-Grant H05, Head Start FY 23-24
From 6/1/2023 Through 5/31/2024

Account Code	Account Title	YTD Budget \$ - Original	YTD Actual	YTD Budget \$ Variance	Percent Total Budget Used - Original
H05	HHS-ACF Grant H05, Head Start FY 23-24				
	06CH010970-05				
004	Revenue				
4173000	HHS-ACF Head Start CFDA 93.600	7,395,208.00	7,050,171.46	(345,036.54)	95.33%
4411000	IK Contributions	1,848,802.00	1,709,708.50	(139,093.50)	92.47%
4523000	Local Revenue	18,401.38	19,593.86	1,192.48	106.48%
Total 004	Revenue	9,262,411.38	8,779,473.82	(482,937.56)	94.79%
400	Head Start CAN NO 9-G064122				
5110000	General Wages	2,388,068.01	2,388,068.01	0.00	100.00%
5118000	General Overtime Hours	38.07	38.07	0.00	100.00%
5150000	Vacation Time Allocation	27,235.04	27,235.04	0.00	100.00%
5151000	Medicare Tax	33,745.78	33,745.78	0.00	100.00%
5172000	Workers Comp Insurance	29,118.61	29,118.61	0.00	100.00%
5173000	SUTA	3,061.03	3,061.03	0.00	100.00%
5174000	Health Insurance Benefit	725,329.00	725,329.00	0.00	100.00%
5175000	Dental Insurance Benefit	24,850.80	24,850.80	0.00	100.00%
5176000	Life Insurance Benefit	17,140.78	17,140.78	0.00	100.00%
5177000	HSA Insurance Benefit	16,777.65	16,777.65	0.00	100.00%
5181000	Retirement	264,053.51	264,053.51	0.00	100.00%
5199000	Indirect Allocation	245,454.63	245,454.63	0.00	100.00%
5200000	Employee Health and Welfare	624.00	624.00	0.00	100.00%
5206000	HR Service Center	135,892.35	135,892.35	0.00	100.00%
5207000	Procurement Service Center	43,250.54	43,250.54	0.00	100.00%
5208000	Information Technology Service Center	81,134.72	81,134.72	0.00	100.00%
5291000	Contract Services	187,063.90	110,255.15	76,808.75	58.93%
5293000	HS Health & Disab Svc	108.32	108.32	0.00	100.00%
5295000	HS Nutrition Service	4,498.79	4,498.79	0.00	100.00%
5296000	HS Parent Service	2,282.92	2,282.92	0.00	100.00%
5309000	Travel-In Region	1,336.47	1,336.47	0.00	100.00%
5310000	Travel-Out of Region	2,149.81	2,149.81	0.00	100.00%
5351000	Fuel	1,131.89	1,131.89	0.00	100.00%
5361000	Vehicle Maintenance	269.02	269.02	0.00	100.00%
5413000	HS Site Rent	82,992.25	82,992.25	0.00	100.00%
5433000	HS Site Center Utilities	81,964.24	77,649.32	4,314.92	94.73%
5451000	Facility Allocation	34,370.91	34,370.91	0.00	100.00%
5453000	HS Site Center Bldg Maint	79,395.98	77,543.50	1,852.48	97.66%
5510000	Supplies	60,796.75	50,634.35	10,162.40	83.28%
5512000	HS Class Room Supplies	131,978.89	102,826.28	29,152.61	77.91%

CVCOG
Summary Budget Comparison - DIR-Grant H05, Head Start FY 23-24
From 6/1/2023 Through 5/31/2024

Account Code	Account Title	YTD Budget \$ - Original	YTD Actual	YTD Budget \$ Variance	Percent Total Budget Used - Original
5513000	HS Food Serv Sup	293.53	293.53	0.00	100.00%
5514000	HS Medical Supplies	9,317.52	9,317.50	0.02	99.99%
5515000	HS Disability Supplies	46.52	46.52	0.00	100.00%
5518000	HS Diapers and Wipes	14,394.96	14,394.96	0.00	100.00%
5621000	Project Equipment	104,451.49	0.00	104,451.49	0.00%
5622000	Internal Computer/Software	14,715.99	14,715.99	0.00	100.00%
5632000	Copier	23,804.73	22,768.63	1,036.10	95.64%
5711000	Insurance	7,217.66	7,158.41	59.25	99.17%
5721000	Printing	1,403.00	1,403.00	0.00	100.00%
5722000	Ads & Promotions	977.11	725.11	252.00	74.20%
5734000	HS Capital Playground	36,011.00	36,011.00	0.00	100.00%
5753000	Dues and fees	2,045.11	1,935.59	109.52	94.64%
5760000	HS Site Center Communications	20,832.76	19,280.16	1,552.60	92.54%
5762000	Postage/freight	863.46	863.46	0.00	100.00%
5791000	Other	27,786.89	27,786.89	0.00	100.00%
5796000	Safety	834.43	834.43	0.00	100.00%
Total 400	Head Start CAN NO 9-G064122	(4,971,110.82)	(4,741,358.68)	229,752.14	95.38%
401	Early Head Start CAN NO 9-G064122				
5110000	General Wages	1,258,085.42	1,258,085.42	0.00	100.00%
5118000	General Overtime Hours	6.81	6.81	0.00	100.00%
5119000	Holiday Work Time	759.60	759.60	0.00	100.00%
5150000	Vacation Time Allocation	5,401.49	5,401.49	0.00	100.00%
5151000	Medicare Tax	17,668.84	17,668.84	0.00	100.00%
5172000	Workers Comp Insurance	13,271.23	13,271.23	0.00	100.00%
5173000	SUTA	1,656.98	1,656.98	0.00	100.00%
5174000	Health Insurance Benefit	383,518.51	383,518.51	0.00	100.00%
5175000	Dental Insurance Benefit	13,216.73	13,216.73	0.00	100.00%
5176000	Life Insurance Benefit	9,006.65	9,006.65	0.00	100.00%
5177000	HSA Insurance Benefit	10,696.32	10,696.32	0.00	100.00%
5181000	Retirement	138,441.58	138,441.58	0.00	100.00%
5199000	Indirect Allocation	128,229.22	128,229.22	0.00	100.00%
5206000	HR Service Center	40,591.24	40,591.24	0.00	100.00%
5207000	Procurement Service Center	12,919.00	12,919.00	0.00	100.00%
5208000	Information Technology Service Center	24,235.05	24,235.05	0.00	100.00%
5291000	Contract Services	43,103.78	13,540.69	29,563.09	31.41%
5293000	HS Health & Disab Svc	31.64	31.64	0.00	100.00%
5295000	HS Nutrition Service	1,058.54	1,058.54	0.00	100.00%
5296000	HS Parent Service	523.41	523.41	0.00	100.00%

CVCOG
Summary Budget Comparison - DIR-Grant H05, Head Start FY 23-24
From 6/1/2023 Through 5/31/2024

Account Code	Account Title	YTD Budget \$ - Original	YTD Actual	YTD Budget \$ Variance	Percent Total Budget Used - Original
5309000	Travel-In Region	141.58	141.58	0.00	100.00%
5351000	Fuel	121.40	121.40	0.00	100.00%
5413000	HS Site Rent	24,746.75	24,746.75	0.00	100.00%
5433000	HS Site Center Utilities	23,163.46	22,678.44	485.02	97.90%
5451000	Facility Allocation	8,604.80	8,592.72	12.08	99.85%
5453000	HS Site Center Bldg Maint	23,557.16	17,919.40	5,637.76	76.06%
5506000	Janitorial and Facility Supplies	115.44	0.00	115.44	0.00%
5510000	Supplies	15,768.41	15,768.41	0.00	100.00%
5512000	HS Class Room Supplies	49,169.20	28,889.89	20,279.31	58.75%
5513000	HS Food Serv Sup	69.07	69.07	0.00	100.00%
5514000	HS Medical Supplies	2,747.60	2,747.60	0.00	100.00%
5518000	HS Diapers and Wipes	6,710.73	6,710.73	0.00	100.00%
5621000	Project Equipment	55,236.16	0.00	55,236.16	0.00%
5622000	Internal Computer/Software	10,282.05	10,282.05	0.00	100.00%
5632000	Copier	6,375.93	5,832.30	543.63	91.47%
5711000	Insurance	1,365.16	1,365.16	0.00	100.00%
5721000	Printing	2,797.87	2,797.87	0.00	100.00%
5722000	Ads & Promotions	76.22	76.22	0.00	100.00%
5753000	Dues and fees	417.99	364.41	53.58	87.18%
5760000	HS Site Center Communications	4,248.15	4,248.15	0.00	100.00%
5796000	Safety	278.01	278.01	0.00	100.00%
Total 401	Early Head Start CAN NO 9-G064122	(2,338,415.18)	(2,226,489.11)	111,926.07	95.21%
402	Head Start T&TA CAN NO 9-G064120				
5308000	Head Start T & T A	56,824.00	53,875.11	2,948.89	94.81%
5309000	Travel-In Region	0.00	83.21	(83.21)	100.00%
Total 402	Head Start T&TA CAN NO 9-G064120	(56,824.00)	(53,958.32)	2,865.68	94.96%
403	Early Head Start T&TA CAN NO 9-G064121				
5308000	Head Start T & T A	28,858.00	28,365.35	492.65	98.29%
Total 403	Early Head Start T&TA CAN NO 9-G064121	(28,858.00)	(28,365.35)	492.65	98.29%
409	Head Start InKind				
6791000	InKind Other	1,848,802.00	1,709,708.50	139,093.50	92.47%

CVCOG
 Summary Budget Comparison - DIR-Grant H05, Head Start FY 23-24
 From 6/1/2023 Through 5/31/2024

Account Code	Account Title	YTD Budget \$ - Original	YTD Actual	YTD Budget \$ Variance	Percent Total Budget Used - Original
Total 409	Head Start InKind	(1,848,802.00)	(1,709,708.50)	139,093.50	92.48%
997	Non Project				
5296000	HS Parent Service	1,350.00	1,350.00	0.00	100.00%
5312000	Meals	19.49	19.49	0.00	100.00%
5453000	HS Site Center Bldg Maint	18,400.48	13,676.52	4,723.96	74.32%
5510000	Supplies	4,543.50	4,543.50	0.00	100.00%
5753000	Dues and fees	4.35	4.35	0.00	100.00%
Total 997	Non Project	(24,317.82)	(19,593.86)	4,723.96	80.57%
	Total Expenditures	(9,268,327.82)	(8,779,473.82)	488,854.00	94.73%
	Total Revenue over Expenditures	(5,916.44)	0.00	5,916.44	0.00%
	Head Start (Project 400, 402)	(5,027,934.82)	(4,795,317.00)	232,617.82	95.37%
	Early Head Start (Project 401, 403)	(2,367,273.18)	(2,254,854.46)	112,418.72	95.25%
	Total Federal	(7,395,208.00)	(7,050,171.46)	345,036.54	95.33%
	Total Non-Federal, includes any Local Funds	(1,873,119.82)	(1,729,302.36)	143,817.46	92.32%
	Grand Total Head Start Expenditures	(9,268,327.82)	(8,779,473.82)	488,854.00	94.73%
	Non-Federal Percentage of Total Expenditures	19.70%	Note: match of 20%		
	Head Start Admin Expenditures	549,455.08			
	Administrative Indirect Expenditures	373,683.85			
	Total Administrative Costs	923,138.93			
	Administrative Percentage of Approved Budget	13.09%	Note: 15% maximum		

**Head Start Credit Card/Open Account Transactions Summary
(Detail Attached)**

Head Start Transactions	May, 2024
Citibank P-Card	51,649.42
Dean's Dairy	5,037.88
First Financial Credit Card	4,675.93
Lowes Pay and Save	468.95
Sysco Food Services	34,442.30
West Texas Fire Extinguisher	2,532.85
	<hr/>
	\$ 98,807.33
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CVCOG
Vendor Activity - Head Start Citibank P-Card
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5200000	Employee Health and Welfare	5/7/2024	010641	Head Start purchase of cake for staff members CB HS	624.00
5296000	HS Parent Service	4/30/2024	6001	Head Start purchase of staff meals during registration - April 30, 2024 CB HS2	191.40
5296000	HS Parent Service	5/1/2024	041396	Head Start purchase of staff meals during registration - May 1, 2024 CB HS2	80.95
5296000	HS Parent Service	5/8/2024	143933	Rio Vista HS/EHS purchase of snacks for parent education training CB HS	25.98
5308000	Head Start T & T A	5/21/2024	2000119-20400544	Head Start purchase of TV for training room (TCL 50 4K UHD) CBG2	228.00
5308000	Head Start T & T A	5/21/2024	806938066946	Head Start purchase of TV mount for training room TV CBG	53.99
5308000	Head Start T & T A	5/31/2024	1766853	Ozona HS Preschool/FCC - English CDA initial application fee for L.B. CB HS	425.00
5433000	HS Site Center Utilities	4/11/2024	221727-180104 03-24	Day HS/EHS water utility service from 03/06/24 to 04/08/24 (acct# 221727-180104) CBG	340.17
5433000	HS Site Center Utilities	4/11/2024	221727-180106 03-24	Day HS/EHS water utility service from 03/06/24 to 04/08/24 (acct# 221727-180106) CBG	190.03
5433000	HS Site Center Utilities	4/30/2024	0691-001283835	Rio Vista Head Start trash service for acct# 3-0691-2402993 from 05/01/24 to 05/31/24, including waste/recycling overages from 04/03/24-04/24/24 CBG	703.40
5433000	HS Site Center Utilities	4/30/2024	0691-001284208	Day Head Start trash service for acct# 3-0691-2405694 from 05/01/24 to 05/31/24, including waste/recycling overages from 04/03/24-04/26/24 CBG	703.40
5433000	HS Site Center Utilities	5/2/2024	221727-179684 04-24	Rio Vista HS/EHS water utility service from 03/27/24 to 04/29/24 (acct# 221727-179684) CBG	521.43
5433000	HS Site Center Utilities	5/15/2024	05-0560-02 04-24	Eden HS water, garbage, and sewer service from 04/15/24 to 05/15/24 CBG	232.01

CVCOG
Vendor Activity - Head Start Citibank P-Card
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5453000	HS Site Center Bldg Maint	5/1/2024	2431008-0836245	Rio Vista HS/EHS purchase of LED light bulbs - 6 pack CBG	14.59
5453000	HS Site Center Bldg Maint	5/1/2024	zzmgcx0i4sxt	Professional Commercial Security Monitoring, Fire Alarm Monitoring, and Commercial Security Service Agreement for Day (Invoice I150073) and Rio Vista (Invoice I150067) Head Start sites from 05/01/24 to 05/31/24 CBG	155.00
5453000	HS Site Center Bldg Maint	5/2/2024	80190275	Christoval HS purchase of moving supplies - boxes and paper tape CB HS	93.15
5453000	HS Site Center Bldg Maint	5/24/2024	07134	Rio Vista HS/EHS purchase of drill, tools and tool box CB FAC	1,011.96
5453000	HS Site Center Bldg Maint	5/28/2024	10090214924453...	Rio Vista HS/EHS purchase of extra batteries for leaf blower CBG	1,197.00
5510000	Supplies	4/24/2024	2588016	Eden HS purchase of 2 toner cartridges CBG2	74.00
5510000	Supplies	5/3/2024	5638861-7042645	Menard HS/EHS purchase of toner cartridges CBG	342.87
5510000	Supplies	5/8/2024	8685480-7480218	Head Start purchase of desktop book/document holders CBG	25.98
5510000	Supplies	5/13/2024	2594280	Eldorado HS purchase of 4-color toner cartridge sets (2) CBG2	192.00
5510000	Supplies	5/15/2024	003999	Head Start purchase of storage bags, plates, cups, utensils, label tape, markers, pencils, invisible and packing tape, batteries, compressed air duster, sheet protectors, and hanging strips CB HS	2,975.73
5510000	Supplies	5/15/2024	025019	Head Start refund for tax charged on purchase CB HS	(226.79)
5510000	Supplies	5/17/2024	1618675-8057855	Eden HS purchase of toner cartridge 2-pack CBG	58.99
5510000	Supplies	5/20/2024	1856053-7117017	Rio Vista HS/EHS purchase of stapler for office CBG	6.49

CVCOG
Vendor Activity - Head Start Citibank P-Card
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5510000	Supplies	5/20/2024	2000119-39509810	Rio Vista HS/EHS purchase of thermal laminating pouches CBG2	82.48
5510000	Supplies	5/20/2024	3017012-2417835	Rio Vista HE/EHS purchase of storage bin 10 packs (3) CBG	81.00
5510000	Supplies	5/20/2024	3844544-1526660	Rio Vista HS/EHS purchase of laminating roll 2 packs (3) CBG	267.69
5510000	Supplies	5/20/2024	6918421-5223453	Rio Vista HS/EHS purchase of binders, dividers, fasteners, wall board paper, laminate refills, glue gun, extension cord covers, and dry erase markers CBG	692.91
5510000	Supplies	5/21/2024	021779	Head Start purchase of permanent markers and assorted industrial strength and duct tapes CB HS2	340.33
5510000	Supplies	5/21/2024	078754	Head Start purchase of tissue, disinfecting wipes, permanent markers, and assorted industrial strength and duct tapes CB HS2	571.50
5510000	Supplies	5/22/2024	057442	Day HS purchase of office chair for site supervisor CB HS	424.99
5510000	Supplies	5/23/2024	098949	Head Start purchase of supplies - pens, labels, planner, and mouse CB HS2	122.64
5510000	Supplies	5/23/2024	H6807-206468	Eden HS purchase of storage shed CBG	4,543.50
5510000	Supplies	5/24/2024	0241656-6487403	Head Start purchase of scanners for inventory use at all sites CBG	1,074.00
5510000	Supplies	5/28/2024	7813091-4541026	Rio Vista HS/EHS purchase of trash cans for outside restrooms CBG	225.98
5510000	Supplies	5/29/2024	10177086403	Day HS/EHS purchase of copy paper (pallet and 19 boxes) CBG	2,469.62
5510000	Supplies	5/29/2024	10177086580	Rio Vista HS/EHS purchase of copy paper (pallet and 6 boxes) CBG	1,975.88
5510000	Supplies	5/29/2024	10177086837	Head Start purchase of copy paper for use at rural sites CBG	545.72
5510000	Supplies	5/30/2024	2473558-6320235	Head Start purchase of signature pads for all centers CBG2	2,835.56

CVCOG
Vendor Activity - Head Start Citibank P-Card
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5510000	Supplies	5/31/2024	066597	Head Start purchase of chair, printer, keyboard, ink, binders, and pens CB HS2	1,161.88
5510000	Supplies	5/31/2024	069609	Head Start EDUDI purchase of chair, printer, ink, pens, and file jackets CB HS2	654.83
5510000	Supplies	5/31/2024	5383887-3585023	Eden HS purchase of office chair CBG2	227.99
5512000	HS Class Room Supplies	4/30/2024	10167760617	Ozona HS purchase of Seville Classics UltraHD storage cabinet CBG2	219.98
5512000	HS Class Room Supplies	4/30/2024	3073642-4310638	Menard HS/EHS purchase of 20 cot sheets CBG	77.99
5512000	HS Class Room Supplies	4/30/2024	3361552-0463447	Day HS/EHS purchase of step stools, American & Texas flags, and mounting brackets CBG	325.80
5512000	HS Class Room Supplies	4/30/2024	3496884-3769069	Day HS/EHS purchase of Texas flags (24) for classrooms CBG	47.88
5512000	HS Class Room Supplies	4/30/2024	5277939-6277017	Ozona HS purchase of 20 cot sheets CBG	77.99
5512000	HS Class Room Supplies	5/3/2024	7559349-4095446	Eden HS purchase of ink cartridges (2) CBG	52.74
5512000	HS Class Room Supplies	5/14/2024	0200123	Rio Vista EHS purchase of Frog Street Toddler Bilingual Program - guides, books, story folders, posters, activity cards, and learning toys CBG	1,839.98
5512000	HS Class Room Supplies	5/21/2024	368407191-001	Head Start purchase of colored paper, file pockets, and pens for all centers CBG	347.40
5512000	HS Class Room Supplies	5/23/2024	076464	Early Head Start purchase of puzzles and toys for classrooms CB HS2	702.91
5512000	HS Class Room Supplies	5/29/2024	029554	Christoval HS purchase of moving boxes and cart CB HS2	99.48
5512000	HS Class Room Supplies	5/29/2024	83703777	Christoval HS purchase of moving boxes CB HS2	37.20
5514000	HS Medical Supplies	4/10/2024	1000113060	Head Start purchase of disposable toothbrushes (25 100/pkg) CBG2	730.41

CVCOG
Vendor Activity - Head Start Citibank P-Card
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5514000	HS Medical Supplies	4/10/2024	2385	Head Start purchase of 1 case of toothpaste for centers CBG2	72.96
5514000	HS Medical Supplies	4/10/2024	CM 1000048689	Head Start credit for tax charged and discount applied to disposable toothbrush order CBG2	(193.41)
5514000	HS Medical Supplies	5/22/2024	IN0871715	Head Start purchase of 5 Maico MA 25 audiometers with DD45 headsets CBG2	4,995.00
5518000	HS Diapers and Wipes	5/1/2024	2000119-59391425	Menard HS/EHS purchase of diapers (8 boxes) and wipes (3 boxes) CBG2	295.05
5518000	HS Diapers and Wipes	5/3/2024	2000118-45368967	Day HS purchase of Pull Ups for student with skin sensitivities CBG2	59.94
5518000	HS Diapers and Wipes	5/6/2024	10169746670	Day HS/EHS purchase of baby wipes (40 boxes) CBG2	869.60
5518000	HS Diapers and Wipes	5/6/2024	10169751272	Rio Vista HS/EHS purchase of baby wipes (40 boxes) CBG2	869.60
5518000	HS Diapers and Wipes	5/8/2024	10170525638	Rio Vista EHS purchase of Luvs size 3 diapers for student with specific needs CBG2	35.98
5518000	HS Diapers and Wipes	5/24/2024	10175661305	Day HS/EHS purchase of assorted sizes diapers and Pull Ups CBG2	4,717.70
5518000	HS Diapers and Wipes	5/24/2024	10175662002	Rio Vista HS/EHS purchase of assorted size diapers and Pull Ups CBG2	4,317.90
5760000	HS Site Center Communications	5/11/2024	07710150890010 05-24	Day HS/EHS phone service for acct# 07710-150890-01-0 from 04/25/24 to 05/24/24 CBG	228.08
5760000	HS Site Center Communications	5/17/2024	07710150887017 05-24	Rio Vista HS/EHS internet/phone service for acct# 07710-150887-01-7 from 05/01/24 to 05/31/24 CBG	161.85
5796000	Safety	5/31/2024	405SP0000374318	Criminal history search for prospective new employee on A.R. (Rio Vista EHS) CB HR	9.46
					49,538.70

CVCOG
Vendor Activity - Head Start Citibank P-Card
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
				Total H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05	49,538.70

CVCOG
Vendor Activity - Head Start Citibank P-Card
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5295000	HS Nutrition Service	4/30/2024	021012	Day HS/EHS and Rio Vista HS/EHS purchase of nutrition items CB HS2	94.06
5295000	HS Nutrition Service	5/1/2024	6697493-4285833	Eden HS purchase of plant based milk for student on dairy free diet CBG	33.99
5295000	HS Nutrition Service	5/2/2024	011865	Ozona HS purchase of nutrition items CB HS2	100.99
5295000	HS Nutrition Service	5/13/2024	017710	Rio Vista HS/EHS purchase of lactose free milk - 8 gallons CB HS	54.08
5295000	HS Nutrition Service	5/13/2024	071605	Day HS/EHS purchase of lactose free milk - 4 gallons CB HS	27.04
5295000	HS Nutrition Service	5/17/2024	2000119-71309005	Day EHS and Rio Vista EHS purchase of baby food, cereal, and sugar free juice CBG2	66.08
5295000	HS Nutrition Service	5/21/2024	039419	Rio Vista HS/EHS purchase of lactose free milk and formula CB HS2	461.55
5295000	HS Nutrition Service	5/21/2024	097741	Rio Vista HS/EHS purchase of lactose free milk CB HS2	52.18
5295000	HS Nutrition Service	5/31/2024	005810	Rio Vista EHS purchase of sugar free juice and Day EHS purchase of lactose free milk and Pediasure CB HS2	75.02
5295000	HS Nutrition Service	5/31/2024	2000121-02835735	Rio Vista EHS purchase of sugar free juice for child on special diet CBG2	36.82
5513000	HS Food Serv Sup	5/1/2024	0943595-3261821	Day HS/EHS purchase of serving spoons and spice containers CBG	276.67
5513000	HS Food Serv Sup	5/1/2024	10168014926	Eden HS purchase of plastic spoons CBG2	14.98
5513000	HS Food Serv Sup	5/1/2024	2089482-7151420	Rio Vista HS/EHS purchase of plastic utility tongs (24) CBG	34.46
5513000	HS Food Serv Sup	5/3/2024	157061	Day HS/EHS purchase of food serving baskets - 12 black & 7 rectangular green CB HS2	26.34
5513000	HS Food Serv Sup	5/22/2024	98139321	Rio Vista HS/EHS purchase of Edlund 266 115V electric can opener CBG	709.00
5513000	HS Food Serv Sup	5/31/2024	029448	Eldorado HS purchase of food service supplies CB HS2	47.46

CVCOG
 Vendor Activity - Head Start Citibank P-Card
 H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
 From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
				Total H06 - Grant H06, CACFP Head Start Nutrition FY 23-24	2,110.72
	Report Opening/Current Balance				<hr/>
	Report Transaction Totals				<hr/> 51,649.42
	Report Current Balances				<hr/> <hr/>

CVCOG
Vendor Activity - Head Start Deans Dairy Corporate
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5295000	HS Nutrition Service	4/29/2024	652265366	Day HS/EHS purchase of milk for children - 6 2% lactose free 6BX	26.95
5295000	HS Nutrition Service	4/30/2024	650665687	Eden HS purchase of milk for children - 13 1% 9/CS	37.86
5295000	HS Nutrition Service	4/30/2024	650665692	Menard HS/EHS purchase of milk for children - 29 1% 9/CS	84.46
5295000	HS Nutrition Service	4/30/2024	652069186	Rio Vista EHS credit for returned milk - 9 whole 9/CS	(26.62)
5295000	HS Nutrition Service	5/1/2024	650665697	Eldorado HS purchase of milk for children - 12 1% 9/CS	34.48
5295000	HS Nutrition Service	5/1/2024	652265400	Ozona HS purchase of milk for children - 24 1% 9/CS	68.95
5295000	HS Nutrition Service	5/6/2024	652265668	Day HS/EHS purchase of milk for children - 9 whole 9/CS and 198 1% 9/CS	595.18
5295000	HS Nutrition Service	5/7/2024	650666074	Eden HS purchase of milk for children - 11 1% 9/CS	31.60
5295000	HS Nutrition Service	5/7/2024	650666077	Menard HS/EHS purchase of milk for children - 32 1% 9/CS	91.94
5295000	HS Nutrition Service	5/7/2024	652069478	Rio Vista HS/EHS purchase of milk for children - 18 whole 9/CS and 144 1% 9/CS	466.36
5295000	HS Nutrition Service	5/8/2024	650666089	Eldorado HS purchase of milk for children - 12 1% 9/CS	34.48
5295000	HS Nutrition Service	5/8/2024	652069497	Rio Vista HS/EHS purchase of milk for children - 6 2% lactose free 6BX	26.73
5295000	HS Nutrition Service	5/8/2024	652265702	Ozona HS purchase of milk for children - 10 1% 9/CS	28.73
5295000	HS Nutrition Service	5/8/2024	652265703	Ozona HS credit for returned milk - 8 1% 9/CS	(22.98)
5295000	HS Nutrition Service	5/13/2024	652265974	Day HS/EHS purchase of milk for children - 18 whole 9/CS and 198 1% 9/CS	621.50
5295000	HS Nutrition Service	5/14/2024	650666468	Eden HS purchase of milk for children - 16 1% 9/CS	45.97

CVCOG
Vendor Activity - Head Start Deans Dairy Corporate
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5295000	HS Nutrition Service	5/14/2024	650666473	Menard HS/EHS purchase of milk for children - 9 1% 9/CS	25.86
5295000	HS Nutrition Service	5/14/2024	652069765	Rio Vista HS/EHS purchase of milk for children - 18 whole 9/CS, 150 1% 9/CS, and 12 2% lactose free 6BX	537.05
5295000	HS Nutrition Service	5/15/2024	650666478	Eldorado HS purchase of milk for children - 11 1% 9/CS	31.60
5295000	HS Nutrition Service	5/17/2024	652069822	Rio Vista HS/EHS purchase of milk for children - 36 1% 9/CS	103.43
5295000	HS Nutrition Service	5/20/2024	652266277	Day HS/EHS purchase of milk for children - 18 whole 9/CS and 189 1% 9/CS	595.65
5295000	HS Nutrition Service	5/21/2024	652070055	Rio Vista HS/EHS purchase of milk for children - 18 whole 9/CS, 189 1% 9/CS, and 12 2% lactose free 6BX	649.10
5295000	HS Nutrition Service	5/28/2024	650667231	Menard HS/EHS purchase of milk for children - 2 whole 9/CS and 9 1% 9/CS	31.71
5295000	HS Nutrition Service	5/28/2024	652070423	Rio Vista HS/EHS purchase of milk for children - 18 whole 9/CS and 104 1% 9/CS	351.44
5295000	HS Nutrition Service	5/28/2024	652266605	Day HS/EHS purchase of milk for children - 9 whole 9/CS and 178 1% 9/CS	537.72
5295000	HS Nutrition Service	5/30/2024	650667263	Menard HS/EHS purchase of milk for children - 18 1% 9/CS	51.71
5295000	HS Nutrition Service	5/30/2024	650667265	Menard HS/EHS credit for returned milk - 8 1% 9/CS	(22.98)
					5,037.88
				Total H06 - Grant H06, CACFP Head Start Nutrition FY 23-24	5,037.88

CVCOG
Vendor Activity - Head Start Deans Dairy Corporate
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
	Report Opening/Current Balance				
	Report Transaction Totals				5,037.88
	Report Current Balances				

CVCOG
Vendor Activity - Head Start First Financial Credit Card
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5308000	Head Start T & T A	5/12/2024	0014434082070	Baggage fee for flight to ChildPlus software training (May 14-15) in New Orleans, LA for O.B. FF OB	35.00
5308000	Head Start T & T A	5/12/2024	0014434082071	Baggage fee for flight to ChildPlus software training (May 14-15) in New Orleans, LA for M.H. FF OB	35.00
5308000	Head Start T & T A	5/12/2024	0014434082072	Baggage fee for flight to ChildPlus software training (May 14-15) in New Orleans, LA for C.M. FF OB	35.00
5308000	Head Start T & T A	5/12/2024	0014434082073	Baggage fee for flight to ChildPlus software training (May 14-15) in New Orleans, LA for S.W. FF OB	35.00
5308000	Head Start T & T A	5/12/2024	0014434082074	Baggage fee for flight to ChildPlus software training (May 14-15) in New Orleans, LA for M.M. FF OB	35.00
5308000	Head Start T & T A	5/13/2024	afdf0c381da7	Head Start Uber transportation during ChildPlus Software training in New Orleans, LA FF CM	55.67
5308000	Head Start T & T A	5/16/2024	0014434374936	Baggage fee for flight from ChildPlus software training (May 14-15) in New Orleans, LA for O.B. FF SW	35.00
5308000	Head Start T & T A	5/16/2024	0014434374937	Baggage fee for flight from ChildPlus software training in New Orleans, LA for M.H. FF SW	35.00
5308000	Head Start T & T A	5/16/2024	0014434374938	Baggage fee for flight from ChildPlus software training in New Orleans, LA for C.M. FF SW	35.00
5308000	Head Start T & T A	5/16/2024	0014434374939	Baggage fee for flight from ChildPlus software training in New Orleans, LA for S.W. FF SW	35.00
5308000	Head Start T & T A	5/16/2024	0014434374940	Baggage fee for flight from ChildPlus software training in New Orleans, LA for M.M. FF SW	35.00

CVCOG
Vendor Activity - Head Start First Financial Credit Card
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5308000	Head Start T & T A	5/16/2024	3483132367	Hotel stay (May 13-15) for ChildPlus Software training in New Orleans, LA for M.M. FF MM	557.28
5308000	Head Start T & T A	5/16/2024	3483132367-1	Hotel stay (May 13-15) for ChildPlus Software training in New Orleans, LA for S.W. FF SW	557.28
5308000	Head Start T & T A	5/16/2024	3483132367-2	Hotel stay (May 13-15) for ChildPlus Software training in New Orleans, LA for O.B. FF OB	557.28
5308000	Head Start T & T A	5/16/2024	3483132367-3	Hotel stay (May 13-15) for ChildPlus Software training in New Orleans, LA for C.M. FF OB	557.28
5308000	Head Start T & T A	5/16/2024	3483132367-4	Hotel stay (May 13-15) for ChildPlus Software training in New Orleans, LA for M.H. FF MH	557.28
5308000	Head Start T & T A	5/16/2024	Lyft 05-16-24	Head Start Lyft transportation during ChildPlus Software training in New Orleans, LA FF OB	100.97
5308000	Head Start T & T A	5/16/2024	Lyft 05-16-24-1	Head Start Lyft transportation during ChildPlus Software training in New Orleans, LA FF OB	28.18
5308000	Head Start T & T A	5/17/2024	3516707694	Hotel room for ChildPlus Software training in New Orleans, LA for O.B. FF MH	194.25
5308000	Head Start T & T A	5/17/2024	3516707694-1	Hotel room for ChildPlus Software training in New Orleans, LA for M.H. FF MH	194.25
5308000	Head Start T & T A	5/17/2024	3516707694-2	Hotel room for ChildPlus Software training in New Orleans, LA for S.W. FF MH	194.25
5308000	Head Start T & T A	5/17/2024	3516707694-3	Hotel room for ChildPlus Software training in New Orleans, LA for M.M. FF MH	225.08

CVCOG
 Vendor Activity - Head Start First Financial Credit Card
 H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
 From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5308000	Head Start T & T A	5/17/2024	3516707694-4	Hotel room for ChildPlus Software training in New Orleans, LA for C.M. FF MH	194.25
5308000	Head Start T & T A	5/18/2024	4DP56R	Rental car for part of return trip from ChildPlus Software training in New Orleans, LA for O.B., C.M., M.H., S.W., and M.M. FF OB	269.72
5351000	Fuel	5/9/2024	019071	Head Start purchase of fuel for program vehicle FF CM	46.01
5762000	Postage/freight	5/24/2024	514212	Head Start charges to mail scanners and asset tags to rural sites FF DE	36.90
					4,675.93
Total H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05					4,675.93
Report Opening/Current Balance					
Report Transaction Totals					4,675.93
Report Current Balances					

CVCOG
Vendor Activity - Head Start Lowes Pay and Save
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5295000	HS Nutrition Service	4/26/2024	240426-120-1-1-4	Eldorado HS purchase of nutrition items	2.64
5295000	HS Nutrition Service	4/30/2024	240430-294-1-1-42	Ozona HS purchase of nutrition items	12.47
5295000	HS Nutrition Service	5/2/2024	240502-192-2-2-15	Eden HS purchase of nutrition items	5.56
5295000	HS Nutrition Service	5/2/2024	240502-21-1-1-22	Eldorado HS purchase of nutrition items	34.07
5295000	HS Nutrition Service	5/2/2024	240502-239-2-2-...	Ozona HS purchase of nutrition items	118.37
5295000	HS Nutrition Service	5/3/2024	240503-120-1-1-23	Eldorado HS purchase of nutrition items	4.38
5295000	HS Nutrition Service	5/6/2024	240506-192-2-2-11	Eden HS purchase of nutrition items	39.41
5295000	HS Nutrition Service	5/6/2024	240506-21-1-1-26	Eldorado HS purchase of nutrition items	31.43
5295000	HS Nutrition Service	5/8/2024	240508-377-1-1-36	Menard HS/EHS purchase of nutrition items	32.73
5295000	HS Nutrition Service	5/9/2024	240509-120-1-1-14	Eldorado HS purchase of nutrition items	11.14
5295000	HS Nutrition Service	5/9/2024	240509-239-2-2-17	Ozona HS purchase of nutrition items	50.88
5295000	HS Nutrition Service	5/9/2024	240509-239-2-2-18	Ozona HS purchase of nutrition items	7.78
5295000	HS Nutrition Service	5/13/2024	240513-198-2-2-10	Eden HS purchase of nutrition items	29.42
5295000	HS Nutrition Service	5/14/2024	240514-377-1-1-39	Menard HS/EHS purchase of nutrition items	13.53
5295000	HS Nutrition Service	5/17/2024	240517-120-1-1-19	Eldorado HS purchase of nutrition items	16.05
5295000	HS Nutrition Service	5/20/2024	240520-120-1-1-46	Eldorado HS purchase of nutrition items	17.63
5295000	HS Nutrition Service	5/20/2024	240520-399-1-1-81	Menard EHS purchase of nutrition items	13.96
5295000	HS Nutrition Service	5/24/2024	240524-377-1-1-36	Menard EHS purchase of nutrition items	10.67
5295000	HS Nutrition Service	5/29/2024	240529-399-1-1-22	Menard EHS purchase of nutrition items	16.83
					468.95
Total H06 - Grant H06, CACFP Head Start Nutrition FY 23-24					468.95
Report Opening/Current Balance					
Report Transaction Totals					468.95

CVCOG
Vendor Activity - Head Start Lowes Pay and Save
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
Report Current Balances					<hr/> <hr/>

CVCOG
 Vendor Activity - Head Start Sysco
 H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
 From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5295000	HS Nutrition Service	5/28/2024	278865995	Rio Vista HS/EHS purchase of nutrition items for children	2,014.01
					2,014.01
				Total H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05	2,014.01

CVCOG
Vendor Activity - Head Start Sysco
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5295000	HS Nutrition Service	5/2/2024	278849724	Day HS/EHS purchase of nutrition items for children and kitchen supplies	4,084.20
5295000	HS Nutrition Service	5/2/2024	278849745	Menard HS/EHS purchase of nutrition items for children and kitchen supplies	870.63
5295000	HS Nutrition Service	5/7/2024	278853311	Rio Vista HS/EHS purchase of nutrition items for children and kitchen supplies	2,398.38
5295000	HS Nutrition Service	5/9/2024	278854587	Eldorado HS purchase of nutrition items for children and kitchen supplies	183.79
5295000	HS Nutrition Service	5/9/2024	278854609	Day HS/EHS purchase of nutrition items for children and kitchen supplies	4,067.77
5295000	HS Nutrition Service	5/11/2024	278856157	Day HS/EHS purchase of nutrition items	271.11
5295000	HS Nutrition Service	5/11/2024	278856184	Rio Vista HS/EHS purchase of nutrition items	81.70
5295000	HS Nutrition Service	5/14/2024	278857934	Rio Vista HS/EHS purchase of nutrition items for children and kitchen supplies	3,022.15
5295000	HS Nutrition Service	5/16/2024	278859369	Day HS/EHS purchase of nutrition items for children and kitchen supplies	4,352.19
5295000	HS Nutrition Service	5/21/2024	278862413	Rio Vista HS/EHS purchase of nutrition items for children and kitchen supplies	2,746.38
5295000	HS Nutrition Service	5/23/2024	278863253	Rio Vista HS/EHS purchase of nutrition items for children	81.70
5295000	HS Nutrition Service	5/23/2024	278863468	Day HS/EHS purchase of nutrition items for children and kitchen supplies	2,834.11
5295000	HS Nutrition Service	5/25/2024	278864504	Day HS/EHS purchase of nutrition items for children	22.46
5295000	HS Nutrition Service	5/29/2024	278866350	Rio Vista HS/EHS - price adjustment on tortillas	8.46
5295000	HS Nutrition Service	5/29/2024	278866352	Day HS/EHS - price adjustment on taco shells	6.62
5295000	HS Nutrition Service	5/30/2024	278867155	Day HS/EHS purchase of nutrition items for children and kitchen supplies	2,128.60
5295000	HS Nutrition Service	5/30/2024	278867217	Menard HS/EHS purchase of nutrition items for children and kitchen supplies	591.07
5513000	HS Food Serv Sup	5/2/2024	278849724	Day HS/EHS purchase of nutrition items for children and kitchen supplies	709.74

CVCOG
Vendor Activity - Head Start Sysco
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5513000	HS Food Serv Sup	5/2/2024	278849745	Menard HS/EHS purchase of nutrition items for children and kitchen supplies	123.20
5513000	HS Food Serv Sup	5/7/2024	278853311	Rio Vista HS/EHS purchase of nutrition items for children and kitchen supplies	729.52
5513000	HS Food Serv Sup	5/9/2024	278854587	Eldorado HS purchase of nutrition items for children and kitchen supplies	40.77
5513000	HS Food Serv Sup	5/9/2024	278854609	Day HS/EHS purchase of nutrition items for children and kitchen supplies	639.08
5513000	HS Food Serv Sup	5/14/2024	278857934	Rio Vista HS/EHS purchase of nutrition items for children and kitchen supplies	402.33
5513000	HS Food Serv Sup	5/16/2024	278859369	Day HS/EHS purchase of nutrition items for children and kitchen supplies	423.90
5513000	HS Food Serv Sup	5/21/2024	278862413	Rio Vista HS/EHS purchase of nutrition items for children and kitchen supplies	854.54
5513000	HS Food Serv Sup	5/23/2024	278863468	Day HS/EHS purchase of nutrition items for children and kitchen supplies	379.67
5513000	HS Food Serv Sup	5/29/2024	278866334	Day HS/EHS purchase of kitchen supplies	37.96
5513000	HS Food Serv Sup	5/30/2024	278867155	Day HS/EHS purchase of nutrition items for children and kitchen supplies	260.00
5513000	HS Food Serv Sup	5/30/2024	278867217	Menard HS/EHS purchase of nutrition items for children and kitchen supplies	76.26
				Total H06 - Grant H06, CACFP Head Start Nutrition FY 23-24	32,428.29
	Report Opening/Current Balance				
	Report Transaction Totals				34,442.30

CVCOG
Vendor Activity - Head Start Sysco
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
Report Current Balances					

CVCOG
Vendor Activity - Head Start West Texas Fire Extinguisher
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5453000	HS Site Center Bldg Maint	5/29/2024	298269	Eden HS annual fire extinguisher inspection with hydrotest and recharge	217.90
5510000	Supplies	5/1/2024	296186	Eden HS purchase of toilet tissue, paper towels, and trash can liners	104.59
5510000	Supplies	5/7/2024	296010-01	Ozona HS purchase of Xcelente cleaner - 2 gallons	23.30
5510000	Supplies	5/8/2024	296638-01	Rio Vista HS/EHS purchase of disposable towels and hand cleaner	132.19
5510000	Supplies	5/8/2024	297031	Day EHS purchase of paper towels, toilet tissue, disinfectants, trash can liners, and hand soap	582.48
5510000	Supplies	5/14/2024	297495	Rio Vista HS/EHS purchase of paper towels and toilet tissue	136.73
5510000	Supplies	5/17/2024	296638-02	Rio Vista EHS purchase of mop head	7.65
5510000	Supplies	5/21/2024	296010-02	Ozona HS purchase of deck mop	9.27
5510000	Supplies	5/21/2024	297944	Rio Vista HS/EHS purchase of disposable towels, trash can liners, and paper towels	197.66
5512000	HS Class Room Supplies	5/1/2024	296186	Eden HS purchase of toilet tissue, paper towels, and trash can liners	32.56
5512000	HS Class Room Supplies	5/2/2024	294226-02	Day HS/EHS purchase of shop rags - 13 cases	234.00
5512000	HS Class Room Supplies	5/8/2024	296638-01	Rio Vista HS/EHS purchase of disposable towels and hand cleaner	132.18
5512000	HS Class Room Supplies	5/13/2024	297034-01	Rio Vista HS purchase of commercial swing top trash can lids	162.12
5512000	HS Class Room Supplies	5/14/2024	297495	Rio Vista HS/EHS purchase of paper towels and toilet tissue	136.73
5512000	HS Class Room Supplies	5/17/2024	296638-02	Rio Vista EHS purchase of mop head	7.65
5512000	HS Class Room Supplies	5/21/2024	297495-01	Rio Vista EHS purchase of commercial swing top trash can lid	81.06
5512000	HS Class Room Supplies	5/21/2024	297944	Rio Vista HS/EHS purchase of disposable towels, trash can liners, and paper towels	197.68

CVCOG
Vendor Activity - Head Start West Texas Fire Extinguisher
H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
					<u>2,395.75</u>
				Total H05 - HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05	2,395.75

CVCOG
Vendor Activity - Head Start West Texas Fire Extinguisher
H06 - Grant H06, CACFP Head Start Nutrition FY 23-24
From 5/1/2024 Through 5/31/2024

<u>Line Item Code</u>	<u>Line Item Title</u>	<u>Document Date</u>	<u>Document Number</u>	<u>Document Description</u>	<u>Expenses</u>
5513000	HS Food Serv Sup	5/8/2024	296638-01	Rio Vista HS/EHS purchase of disposable towels and hand cleaner	100.58
5513000	HS Food Serv Sup	5/8/2024	297034	Rio Vista HS/EHS purchase of odor eliminator/stain remover/drain maintainer	20.60
5513000	HS Food Serv Sup	5/21/2024	297939	Day HS/EHS purchase of dishwasher rinse additive	15.92
				Total H06 - Grant H06, CACFP Head Start Nutrition FY 23-24	137.10
Report Opening/Current Balance					
Report Transaction Totals					2,532.85
Report Current Balances					



CONCHO VALLEY
COUNCIL OF GOVERNMENTS



Head Start

Early Head Start



Parent Handbook

2024-2025 School Year

Hours of Operation:

Administration Team

8:00 am – 5:00 pm

Monday-Friday

Head Start/Early Head Sites

Day, Eden, Eldorado, Menard, Ozona & Rio Vista

7:30 am- 3:30 pm

Monday-Friday

Head Start Classrooms

Day, Eden, Eldorado, Menard, Ozona & Rio Vista

7:45 am- 1:45 pm

Monday-Friday

August - May

Early Head Start Classrooms

Day, Rio Vista, and Menard

7:45 am -2:45 pm

Monday-Friday

June - May

Head Start Administration Staff

Carolina Raymond	Director	(325) 944-9666 ext. 224
Stephanie Hernandez	Assistant Director/Early Head Start Education Manager	(325) 944-9666 ext. 273
Cheryl Mayberry	Head Start Education / Disability Manager	(325) 944-9666 ext. 245
Ofelia Barron	ERSEA / Facilities Manager	(325) 944-9666 ext. 250
Stacy Walker	Family & Community Manager	(325) 944-9666 ext. 244
Mary Husted	Nutrition Manger	(325) 944-9666 ext. 248
Melissa Miranda	Health / Mental Health Manager	(325) 944-9666 ext. 266

School Operations

Arrival or Departure

Each child must be signed in by a parent, guardian, or adult over the age of 18. It is important for your child to arrive at and leave school on time. Upon arrival, you will be asked to complete a Daily Child Well Check. During the Daily Child Well Check, site staff will conduct a visual or physical assessment of the child to identify potential concerns about the child's health, including signs or symptoms of illness and injury, in response to changes in the child's behavior since the last date of attendance.

Drop off /Pick-up-Appropriate Release of Children

During the registration process, an Admission Information form will be completed with the names of those authorized to pick up the child.

1. When the gates are closed during pick-up and drop-off, individuals must stop by the office for campus authorization. The Raptor system will verify approval, and a visitor's pass will be printed for all sites.
2. Staff will ask for picture identification of the person picking the child up and verify that the person is on the pick-up list. A copy of the picture identification must be made and stapled to the sign-in sheet. This step will continue until the staff is familiar with the people on the pick-up list.
3. If the legal guardian would like to add or remove a person from the pick-up list on the Admission Information Form, the legal guardian must complete an **Add/Remove Authorization for Releasing a Child** form in person. (Forms will be stapled to **Admission Information form 2935**).
4. In cases where the parent wishes to deny access to the non-custodial parent, they will be required to provide the program with appropriate copies of legal documentation (custody decree, restraining order, termination of parental rights).
5. In cases where potential kidnapping or violence is an issue, photographs of the person should be provided to assist staff in identifying these individuals.
6. In cases where there are concerns on the part of the custodial parent, but there is no legal documentation available, the Family Service Workers will make appropriate referrals to legal aid or other legal counsel.
7. If an adult shows up at a site who cannot have access to a child:
 - Staff will escort the adult to the office.
 - Staff will inform this person that there is documentation on file prohibiting access to that child.
 - Staff will ask the adult to leave the site.
 - If the adult refuses to leave, staff will inform them that they will need to contact the police.
 - Staff will contact the custodial parent and the Family and Community Partnership Manager to inform them of the incident.
 - Individuals on the Registered Sex Offenders list is not allowed on campus unless they are the student's legal guardian. The legal guardian must be accompanied by CVCOG staff at all times while on campus.

Please remember your child will be released only to those on the child's pick-up list (**Admission Information form**). Under no circumstances will letters or phone calls be accepted to make any changes to this list. Any person authorized to pick up a child must be at least 18 years old. It is extremely important that your work and home telephone numbers, as well as the telephone numbers of the authorized pick-up persons, are kept current. If we have not been notified by you prior to the designated pick-up time, staff will call the people on your pick-up list. If the staff person in charge observes you or the person designated to pick up your child demonstrating the inability to safely transport your child, we reserve the right, in the interest of

safety for you and your child, to express our concern. We suggest contacting another person to transport you and your child. However, if you or the designated pick-up person insist on transporting the child, please be aware that we will notify local law enforcement of the situation to ensure the safety of the child.

Late Pick-up

If a child is not picked up on time and the site staff has made every effort to contact those listed on page 2 of the Admission Information form without success, the Head Start site will notify the local police department.

Attendance

School attendance is important:

- It helps your child reach his/her full potential.
- It helps your child feel more secure and independent.
- It prepares your child for public education.
- Your child is less likely to experience learning gaps.
- Your child feels confident and excited about his/her learning.

Unless your child is ill, please make every effort to ensure they attend each scheduled class day regularly. Children need schedules and routines, and regular attendance at Head Start/Early Head Start is beneficial for your child. Allowing your child to decide whether or not to attend school can lead to problems later on.

Within the first 60 days of the program year and thereafter, Family Service Workers must conduct an analysis using individual child attendance data to identify children at risk of missing 10% of program days per year. Your FSW must create an Attendance Success Plan that identifies reasons for absenteeism and develops strategies to improve your child's attendance. Strategies will include direct contact or intensive case management with parents/guardians.

Absences

If a child misses school due to illness or other important reasons, please call your child's site to report the absence and the reason as soon as you determine that your child will not attend school.

Your Family Service Worker will conduct a home visit or other direct contact with the child's parents/guardians if a child has two consecutive unexplained absences. A note from a doctor may be required.

When a child's schedule needs to be temporarily modified due to an IEP, custody, or behavioral plan, you must make an Attendance Accommodation Plan with your Family Service Worker. The ERSEA manager must approve the plan for absences to be excused. Accommodations will be approved on a case-by-case basis.

In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family, but attendance does not resume, with the ERSEA manager's authorization, the child's slot must be considered vacant. The child can be placed back on the waiting list for future reconsideration should the family's circumstances change.

Enrollment

To apply for Head Start or Early Head Start, reach out to the program nearest to your residence or apply online using the QR code provided below. Your local program will supply the necessary forms and address any inquiries you may have. They will arrange a convenient time to complete the application process and inform

you of the documents required for submission. Once approved, your child will be placed on a waiting list. Children are enrolled in Head Start and Early Head Start based on their position on the waiting list, which prioritizes them according to points assigned through established selection criteria.

Enrollment QR Code



School Closings

The program will follow the public-school system's schedule. However, there may be additional school closures due to Head Start/Early Head Start In-Service days. The Site Supervisor will post school closings two (2) days prior to closing the site, when possible. Other decisions regarding closure will be made by the Head Start/Early Head Start Director, based on circumstances affecting the site. The Site Supervisor will call families and/or send texts if a decision is made to close early or if the school district remains open but the site needs to close. Occasionally, it is necessary to cancel school due to inclement weather. Head Start/Early Head Start will follow the decisions of your local school district.

Suspension and Expulsion of Children (ask Site Supervisor for detailed policy)

- No child may be suspended without Head Start Directors Approval.
- Head Start and Early Head Start will prohibit or severely limit the use of suspension due to a child's behavior. If, as a last resort, suspension is necessary, it will only be temporary in nature.
- Temporary suspension will only be used as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.

Parent/Family Engagement

Family Partnership

The Family Service Worker will collaborate with families and initiate a Family Partnership Meeting in the fall. Family Partnerships are an integral part of the Head Start program. During these meetings, we work together with families to identify interests, strengths, needs, goals, services, and resources that support family well-being, including safety, health, and economic stability. Staff will continue to follow up throughout the school year and work with families to achieve their goals, documenting progress steps along the way. Your Family Service Worker will contact you to arrange a time and place to start the family partnership process. We look forward to working with you to achieve your goals.

Parent /Teacher Conference & Home Visit

Home visits and Parent/Teacher Conferences are important in building relationships with parents. The visits and conferences enhance parent's and teacher's knowledge and understanding of the developmental progress of your child. Teachers must conduct at least two Home Visits and two Parent/Teacher Conferences each year.

Parent/Caregiver Participation on Campus

Parents/caregivers and families are always welcome at the school during operational hours to observe their child, participate in program activities, and follow up on program needs with teachers, family service workers, and site supervisors. Procedures for participation include and initial check in with the office because campus safety is our upmost priority.

Health

Illnesses

A child may not attend if any of the following conditions are present:

- The illness prevents the child from comfortably participating in activities, including outdoor play.
- The illness requires more care than staff can provide without compromising the health, safety, and supervision of other children in care.
- The child exhibits any of the following symptoms (unless a medical evaluation by a healthcare professional clears them for school activities):
 1. Oral temperature above 101 degrees Fahrenheit
 2. Ear temperature above 100 degrees Fahrenheit
 3. Armpit temperature above 100 degrees Fahrenheit
 4. Symptoms indicating possible severe illness such as lethargy, abnormal breathing, uncontrolled diarrhea, two or more vomiting episodes in 24 hours, rash with fever, mouth sores with drooling, behavior changes, or other signs suggesting severe illness.
- A healthcare professional has diagnosed the child with a communicable disease, and there is no medical documentation indicating the child is no longer contagious.

Communicable Disease

Please follow the following for communicable disease exclusions: TITLE 25 PART1 CHAPTER 97 SUBCHAPTER A RULE §97.7



The data for national notifiable infections diseases and conditions are aggregated weekly for all conditions. See cdc.gov/nndss.data-statistics/infectious-tables/index.htm

Conditions of Short-Term Exclusion and Admittance

The above chart contains the following guidelines for exclusion from Head Start/Early Head classrooms: **Texas Department of State Health Services in 25 TAC §97.7** and following procedure will be followed for short-term exclusion and admittance:

- Staff will complete an **Incident/ Illness Report** form 7239 when a child is temporarily excluded due to a short-term injury or acute or short-term contagious illness. A **Health & Developmental Initial Plan** will be initiated to follow-up with parent/guardian on the child's health status. A copy of the **Incident/ Illness Report** and **Health & Developmental Initial Plan** will be sent to the Health Manager and original filed in the Child's State File.
- A child may be readmitted to the program when he or she meets appropriate criteria.

- Some conditions may require approval by a local health official, before re-admittance is possible.
- Staff may consult with local health officials and/or TDFPS regarding these conditions if applicable.
- Staff, volunteers, and substitutes will be trained at orientations.
- After being absent 4 consecutive days a **Daily/4-Consecutive Days Absence Report** along with a copy of the **Incident/Illness Report** will be submitted to the ERSEA.

Dispensing of Medication

We encourage you to schedule your child's medication doses before or after school hours whenever possible.

If your child needs to take prescription or non-prescription medication, including sunscreen and insect repellent, during the school day, the following procedures will be followed:

1. Head Start/Early Head Start Staff will receive training during orientation, in-service sessions, and as needed on Medication Procedures, the use of medical equipment when applicable, and possible side effects.
2. All medication must be kept in its original container.
3. The pharmacy label and/or doctor's instructions must include the following information:
 1. Child's First and Last Name
 2. Name of the Medication
 3. Date the prescription was filled
 4. Name of the Health Care Provider who wrote the prescription
 5. Medication expiration date
 6. Dosage and frequency
 7. Storage instructions, if available
4. Staff will write the date the medication was brought to the site on the original container.
5. The parent/guardian must complete and sign the **Authorization for Dispensing Medication** form 7238.
6. All over-the-counter medications must have a doctor's note with usage instructions.
7. Medication will only be administered by the Health Manager, Site Supervisor, or designated personnel unless an emergency occurs.
8. Designated staff must be knowledgeable about the administration, handling, and storage of children's medications according to instructions.
9. All medications, except emergency medication, must be stored in a locked cabinet or locked box and kept out of reach of children.
10. Head Start/Early Head Start designated staff will document each instance of medication administration on the **Authorization for Dispensing Medication** form 7238.
11. The **Authorization for Dispensing Medication** form 7238 for each child will be kept confidential and stored in a notebook at each Head Start/Early Head Start site.
12. Review the **Authorization for Dispensing Medication** form 7238 with the parent/guardian at the end of the designated period for medication administration.
13. For medications administered over an extended period or emergency medication, **the Authorization for Dispensing Medication** form 7238 will be reviewed with the parent/guardian monthly.
14. Encourage parents/guardians to administer the first dose of medication at home to observe any reactions the child may have.
15. Staff will monitor the child for changes in normal behavior, such as lethargy, mood swings, aggression, difficulty breathing, or physical reactions like rashes.
16. If changes in the child's behavior are noted after medication administration, staff will document these changes on the **Illness and Incident Report** and the **Authorization for Dispensing Medication** form 7238, and promptly inform the parent/guardian. In case of a medication administration error, the administering person must complete a **Medication Error Report**.

17. A copy of the **Incident/Illness Report** will be provided to the parent/guardian, encouraging them to share this information with the physician.
18. If Head Start/Early Head Start classroom staff need to take medication during program hours, they must inform the Site Supervisor/Site Director.
19. Arrangements will be made for staff medication to be stored in a locked cabinet or locked box.
20. Any trained staff member can administer a prescribed epinephrine auto-injector to a child if necessary. All epinephrine auto-injectors must be prescribed by a doctor with instructions on their use.

Medical Emergency

If your child requires medical attention while in our care, the following procedure will be followed:

1. First aid and/or CPR will be immediately administered as necessary by a staff member certified in first aid and CPR.
2. If a child requires immediate medical attention beyond basic first aid, 911 will be called.
3. The child's parent/guardian or other designated emergency contact will be notified as soon as possible.
4. If the child needs to be transported by an emergency medical vehicle, they will be accompanied by a staff member in the absence of the parent/guardian or designated emergency contact. A qualified Head Start/Early Head Start staff member will assist in the classroom to maintain the proper child/staff ratio.
5. The staff member accompanying the child will take the child's State Admission Information form to the medical facility and notify the Health Manager as soon as possible.
6. An Incident/Illness Report must be completed. If medical attention beyond basic first aid was necessary, Day Care Licensing must be notified within 48 hours of the incident. A copy of the Incident/Illness Report will be forwarded to the Health Manager and shared with the parent/guardian.
7. If the incident/illness required medical attention beyond basic first aid, a Health & Developmental Initial Plan will be initiated the day after the incident/illness to follow up with the parent on the status of the child's health. If applicable, the attending physician's report will be stapled to the Incident/Illness Report.

Dental Emergency Plan

The following procedure will be followed when a dental emergency occurs:

1. Assess the type of injury to determine the necessary first aid.
2. Contact the parent immediately if treatment is needed beyond basic first aid. If unable to contact the parent/guardian, call the emergency contact(s) listed on the Admission Information form.
3. A staff member (who is first aid certified) will administer first aid while another staff member supervises the remaining children in the classroom or group.
4. An Incident/Illness Report must be completed. Day Care Licensing must be notified within 48 hours if further dental attention is needed beyond basic first aid. A Health & Developmental Initial Plan will be initiated the day after the incident/illness to follow up with the parent on the child's health status. A copy of the Incident/Illness Report will be given to the Health Manager/Coordinator/Specialist and shared with the parent/guardian.
5. The original Incident/Illness Report is maintained at the site.
 - **Toothache:** Rinse the mouth vigorously with warm water to clean out debris. Take a gauze pad, place it on either side of the tooth, grasp (use dampened gauze pad if necessary) firmly, and wipe the tooth carefully to remove food trapped between the teeth.
 - **Knocked-Out Teeth:** Rinse the tooth gently in cool running water (DO NOT SCRUB IT). Wrap the tooth in moist gauze and place it in a container of cool milk or water. When notifying the parent or authorized person of the emergency, staff will recommend that they take the child to a dentist within the next 30 minutes.

- **Broken Teeth:** Gently clean dirt or debris from the injured area with warm water. Place a cold compress on the face in the area of the broken tooth to minimize swelling.
- **Bitten Tongue or Lip:** Apply direct pressure to the bleeding area with a clean cloth. If swelling is present, apply a cold compress. If bleeding does not stop within 5 to 10 minutes, call the parent or authorized person to take the child to a dentist or emergency room. The child may sip on ice water and/or rinse their mouth with ice water.
- **Object Wedged Between Teeth:** Using a gauze pad, firmly grasp both sides of the tooth and wipe from the gum area to the top of the tooth with one long, firm, and consistent stroke.
- **Possible Fractured Jaw:** Immobilize the jaw by any means (towel, handkerchief, etc.). Apply a cold compress and advise the parent or authorized emergency contact person to take the child to a dental office or emergency room as soon as possible.

Hearing and Vision Screening Requirements

The following procedure will be followed when performing a hearing screening:

1. Head Start/Early Head Start staff will inform parent/guardian of the types and purposes of all screenings/questionnaires to be administered before they are completed.
2. Parental consent for screenings will be obtained prior to the screening. Head Start children will receive a hearing screening using a standardized screening tool within 45 days of entry into the program. Early Head Start staff will complete a Hearing questionnaire for each child within 30 days of entry into the program.
3. Early Head Start staff will complete a Hearing questionnaire every four months after the initial Hearing questionnaire on each child.
4. Children 3, 4, and 5 years of age initial screenings will be performed by trained Head Start staff, or other trained professionals using the **Pure Tone Audiometer or other state approved equipment**.
5. Results will be documented on the **Vision and Hearing Screener Report**, the tracking form, and a copy will be attached to the **State Admission Form**.
6. All children failing to respond or failing the test will be re-screened within 3 – 4 weeks of the initial test using the **Pure Tone Audiometer or other state approved equipment**.
7. If a 3-year-old child fails the rescreen, parent/guardian(s) and staff will complete the questions on the **3-Year-Old Vision and Hearing Screener Report** taken from **THSteps Hearing Checklist for Parents**. If the parents/guardians answered No to any of the questions a **Health & Developmental Initial Plan** will be developed with the parent/guardian and appropriate referral will be initiated.
8. If a 4 or 5-year-old child fails the re-screen or fails to respond to the **Pure Tone Audiometer or other state approved equipment**, a **Health & Developmental Initial Plan** will be developed with the parent/guardian and appropriate referral will be initiated.
9. Continue to update the **Health and Developmental Initial Plan** using the **Health & Developmental Follow-up Notes** until follow-up treatment is complete or ongoing care is established.

The following procedure will be followed when performing the vision screening:

1. Head Start/Early Head Start staff will inform parent/guardian of the types and purposes of all screenings and questionnaires to be administered before them.
2. Parental consent for screenings will be obtained prior to the screening.
3. Head Start children will receive a vision screening within 45 days of entry into the program.
4. Early Head Start children will receive a vision screening within 30 days of entry of entry into the program.
5. The vision screening for children 3, 4, and 5 years of age will be performed by trained Head Start staff, or other trained professionals using the **10-foot HOTV Vision Chart or other state approved equipment or chart**.

6. Early Head Start staff will perform a Vision questionnaire every four months after the initial vision questionnaire for each child.
7. Head Start results will be documented on the **Vision & Hearing Screener Report** form and a copy will be attached to the **State Admission Form**. Results will also be documented on the health tracking form.
8. All children who fail to respond or fail the **10-foot HOTV Vision Chart** test will be re-screened within 2-3 weeks of the initial test. If the Photo Screener device is used to test, the child will not need to be rescreened.
9. If a 3-year-old fails to respond or fails the rescreening, staff will perform the **Corneal Light Reflex and Cover Test immediately following the rescreen**.
10. If a 3-year-old fails the **Corneal Light Reflex or the Cover Test** the staff will complete a **Health & Developmental Initial Plan** with the parent/guardian and a referral will be made to the appropriate health provider.
11. If a 4 or 5-year-old child fails the re-screen or fails to respond after being re-screened, a **Health & Developmental Initial Plan** will be developed with the parent/guardian and a referral will be made to the appropriate health provider.
12. Staff will continue to update the **Health & Developmental Initial Plan** using the **Health & Developmental Follow-up Notes** until follow-up treatment is complete or ongoing care is established.
13. If a parent/guardian refuses to authorize treatments, staff will provide parents/guardians with information (education) regarding the services being requested for their child.
14. If noncompliance is exhibited after barriers are addressed and education is provided, the child's parent/guardian will be asked to sign the **Decline of Services** form.
15. Staff will file the **Health & Developmental Initial Plan**, the **Health & Developmental Follow-up Notes** and if applicable, the **Decline of Services** form in the appropriate area of the children's file.

Immunization Requirements

The following procedure will be followed for immunizations:

1. Program applicants must submit an official immunization record stating child's full name and date of birth generated from a state or local health authority, including a registry, with their enrollment application.
2. A new enrollee must have at least one of each age-appropriate mandatory immunization and is on schedule to receive subsequent doses as rapidly as medically feasible according to the **Center for Disease Control and Prevention** and **Texas Department of State Health Services** or an exemption statement authorized by the **Department of State Health Services Immunization Branch** to attend the program.
3. Children may be enrolled provisionally. Child must not be overdue for next dose to be considered provisional. If a child is enrolled provisionally the parent/guardian must provide a statement from the doctor as to when the remaining immunizations will be completed.
4. Any child may be placed on the **Waiting List** regardless of immunization status. At this time parents/guardians will be informed of the immunization requirements and told if the child does not have at least one of each mandatory immunization or an authorized exemption statement it could affect their child's placement into the program.
5. Staff will place a copy of the child's most current immunization record in the child's Head Start/Early Head Start Health File and place a copy in the DHS File.
6. All children attending Head Start/Early Head Start must remain current on all immunizations. Staff will review the immunization status of a provisionally enrolled child every 30 days to ensure continued compliance and completing the required doses of vaccine(s). If appropriate doses have not been received at the end of a 30-day period, the child is no longer in compliance, and will be excluded until the appropriate doses are received.

7. Head Start/Early Head Start staff will communicate with families of a child enrolled provisionally about needed immunizations by completing the **Immunization Notice Form** and give a copy to the parent/guardian.
8. Head Start/Early Head Start staff will provide assistance to ensure parents are informed and have the resources needed to complete or remain current with their child's immunizations.
9. If immunizations are not brought current by the exclusion date staff will complete the **Immunization Notice Form** excluding the child from attending classes until the child is current with immunizations or has a doctor's note stating why the child is not current and when the child will be current.
10. Staff will attach a copy of the updated immunization record or doctor's note to the **Immunization Notice Form** and file in the appropriate section of the children's file and copies sent to the Health Manager/Coordinator.
11. Staff will continue to work with the family until the child is completely up to date on all required age-appropriate immunizations.

Mental Health and Wellness

The Concho Valley Council of Governments Head Start/Early Head Start program contracts with a Mental Health Professional to act as a consultant to the program. This consultant will visit each classroom to observe children's interactions with teachers and peers. They will work with the Head Start/Early Head Start staff and families to implement procedures for children identified as needing intervention to support their mental well-being and promote mental wellness. The consultant will also attend at least one monthly parent meeting to share mental wellness information and will be available to Head Start/Early Head Start parents individually. For more information, please contact your Site Supervisor.

Breast Feeding

Mothers are allowed to breast feed or provide breast milk on campus. Please contact your site supervisor or FSW for our private breastfeeding areas.

Nutrition

Meals/Food Service Practices

The children are served breakfast, lunch and snack. Check with your Site Supervisor or teacher to see what time your child receives their meals. Monthly menus are provided and posted in each classroom.

Mealtime is an important part of our school day and we want all children to participate. Meals are served family style to promote learning opportunities that support teaching-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Children are encouraged to take small servings of new foods but are not forced to eat something they do not like or clean their plates before a second serving is offered.

Please notify your child's teacher or FSW if your child has or develops a food allergy. Children requiring special diets due to food allergies must have a physician's statement on file that states the food allergy and recommended food substitution. Substitutions for non-medical reasons (religious, vegetarian, etc.) will be evaluated by the Health Manager for approval.

Meals served must meet United States Department of Agricultural Child Care Food Program requirements and must be prepared in kitchens that meet Federal, State, and local food safety and sanitation laws. Food must be purchased from licensed vendors; therefore, food may not be prepared and brought into the site to be served at mealtime. Children will be served meals that meet 2/3 of their daily nutritional needs, are high in nutrients and low in fat, sugar and salt.

Outside Foods

Head Start occasionally has activities that requires food consumption during school hours. All food brought into Head Start centers for consumption must be purchased from a licensed vendor or store-bought. Homemade foods will not be allowed at any time.

Policies and Procedures

Parent Code of Conduct

1. **Respectful Behavior**: Parents are expected to treat all school staff, students, and other parents with respect and courtesy at all times.
2. **Positive Communication**: Parents should communicate with school staff in a constructive and respectful manner, whether in person, via phone, or through written correspondence.
3. **Support for School Policies**: Parents are expected to familiarize themselves with school policies and procedures and to support and adhere to them.
4. **Confidentiality**: Parents should respect the confidentiality of sensitive information regarding other students, staff, or school matters that they may become privy to.
5. **Attendance and Punctuality**: Parents are encouraged to ensure their children attend school regularly and arrive on time for classes and school events.
6. **Involvement in Education**: Parents are encouraged to actively participate in their child's education by attending parent-teacher conferences, school events, and volunteering when possible.
7. **Resolving Issues Constructively**: If a parent has a concern or disagreement with a school policy or decision, they are expected to address it through appropriate channels, such as meeting with the teacher or principal, rather than engaging in confrontational behavior.
8. **Safety and Security**: Parents should adhere to any security protocols or procedures implemented by the school to ensure the safety of students and staff.
9. **Supporting Positive Behavior**: Parents are encouraged to reinforce positive behavior and values taught at school within their homes.
10. **Responsible Use of Technology**: If parents are involved in online communication platforms or social media groups related to the school, they are expected to use them responsibly and respectfully.
11. **Financial Responsibilities**: Parents should fulfill any financial obligations related to school fees, fundraising activities, or other contributions as required.
12. **Parental Responsibilities Outside of School**: Parents are encouraged to support their child's education by providing a conducive home environment for learning, ensuring completion of homework, and promoting good study habits.
13. **Compliance with Health and Safety Guidelines**: Parents should adhere to health and safety guidelines set forth by the school, such as vaccination requirements and protocols during health emergencies.

Video Surveillance Monitoring Policy

The Concho Valley Council of Governments (CVCOG) Head Start Program is committed to meeting the health and safety needs of our children, staff, and families. To further ensure safety and security of our children, staff, and families, Head Start sites will be equipped with video surveillance cameras.

1. The location for cameras will include classrooms, playgrounds and some interior and exterior areas to ensure the safety and security of all children, staff and families.
2. Cameras are not placed to monitor areas where families and staff have a “reasonable expectation of privacy”, i.e. private offices and restrooms.
3. The cameras will be constantly on and recording 24/7. The video data is available for 90 days.
4. Cameras are video only; there is no audio.
5. If there is a reported incident, Head Start Administrators, Site Supervisors, Human Resources, and IT can access the footage with permission of the Head Start Director. Footage will be reviewed, and if needed, reported to the Office of Head Start, Child Care Regulation, and if applicable, a report to Child Protective Services.
6. Law enforcement may ask for video footage through our Open Records procedure.
7. If needed the video will be saved to the agency drive which will be secured.
8. Any requests to obtain copies of video footage or still images will only be released in response to a subpoena, unless it is to one of the agencies listed above. This is for the confidentiality and protection of all children, families and staff.

Parent Notification of Policy Changes

Parents will be notified by the Site Supervisor, Teaching Staff, and/or person in charge of the facility when a policy changes with a copy of the new policy. Policy changes will be posted on the Parent Information Boards at the Head Start Sites.

Procedure for Parents to Review and Discuss Policies and Procedures

Should a parent have questions regarding policies and procedures they should address the concerns with the child’s teacher and/or Site Supervisor. If the teacher and/or Site Supervisor are not able to satisfy the parent’s concerns they should contact the Head Start Program Director (325-944-9666).

Open Door Policy

Our program values parent/guardian engagement and encourages all parent/guardian to visit and or discuss any issue at any time. Parent/guardian should check in at the front office and schedule a meeting with the Site Supervisor.

Gang /Smoke-Free Zone

Head Start/Early Head Start is smoke-free environment and prohibits e-cigarette, vaporizer, or tobacco product or use any tobacco product on the premises, on the playground, or during field trips. Head Start is a Gang-free zone which prohibits gang related criminal activity or engaging in organized criminal activities within 1,000 feet from the Head Start/Early Head Start Program. Any of these activities is a violation of this law and is therefore subject to increased penalty under state law.

Community Complaint Procedure

1. Persons filing a community complaint will be given a copy of the Community Complaint Procedures which are posted on the parent board of all Head Start sites and a copy of the **Community Complaint Form** and asked to contact the Head Start Director to attempt to informally resolve the complaint.
2. If the person would like to initiate a formal complaint, he or she will be asked to complete the **Community Complaint Form** and the completed form will be forwarded to the Head Start Director.
3. The Grantee Head Start Director will schedule a meeting with all parties involved.
4. After the meeting a written response outlining the action taken will be completed by the Head Start Director and a copy sent to the complainant.
5. If the complainant is not satisfied with the written response by the Head Start Director, they may request a meeting with the Executive Director whose decision on all matters will be final.

Licensing Inspection and Minimum Standards

The most recent Licensing inspection report will be located on the Center Board. A copy of the Minimum Standards is can be requested at any time from your Site Supervisor. Access is available online 24 hours a day at: <https://www.hhs.texas.gov/sites/default/files/documents/doing-business-with-hhs/provider-portal/protective-services/ccl/min-standards/chapter-746-centers.pdf>.

Local Licensing Office, Texas Abuse and Neglect and DFPS Contact Information

To contact the local Licensing office:

622 S. Oakes Suite E, San Angelo TX 76903
432-684-3299

To access the Texas Abuse and Neglect Hotline call 1-800-525-5400 if your situation is urgent and needs to be investigated within 24 hours. To report a situation that does not need to be investigated right away you can process an online report @ www.txabusehotline.org .

To access the Department of Family and Protective Services you can login at <https://dfps.state.tx.us/>.

Preventing and Responding to Abuse and Neglect of Children

All Head Start staff, volunteers, and contracted workers are required to report cases of child abuse and neglect, as they are mandated reporters in the state of Texas.

Remember, abuse and neglect come in many forms:

- Abuse includes mental, emotional, physical, or sexual injury to a child, or failure to prevent such injury.
- Neglect includes failure to provide a child with food, clothing, shelter, and medical care, as well as leaving a child in a situation where they are at risk of harm.

To prevent and respond to abuse and neglect of children, Head Start will:

1. Provide annual training upon entrance into the program and updated training yearly, with additional training as needed.
2. Offer education on abuse and neglect at parent meetings, as well as distribute handouts and post warnings about signs and prevention factors.
3. Partner with community organizations to educate, support, and provide training on child abuse and neglect.
4. As mandated reports Head Start staff member to report cases of suspected or identified child abuse to TDPRS. All reporting is private and confidential, at the discretion of the reporting individual. Parents

needing assistance or intervention for a child who is a victim of abuse or neglect should reach out to their family service worker or site supervisor for resources.

Education

Indoor and Outdoor Physical Activity

Staffs Daily Activity Schedules include teacher-directed and child-initiated activities. Daily Activity Schedules and Lesson Plans are posted in the classroom for your review. Daily Activity Schedules and Lesson Plans include active play indoors and outdoors; at least one outdoor activity is an organized activity lead by the teacher. Active play is defined as moderate to vigorous play. Plans must allow 20 minutes of active play for every three hours children are in care. Children will go outside daily for active play. Schedules may be adjusted or moved indoors due to acclimate weather.

Water Activities

Ensure Child-Staff ratios are maintained during swimming/water activities. Wading/splashing pools two feet or less may be used with children two years old and older. Pools must be stored out of the reach of children when not in use, drained daily and sanitized, and stored so they do not hold water. Wading/splashing pools may not be used away from your child-care center. Splashing pads with no more than 4 inches of accumulated water may be used for children younger than two years old. Sprinklers may be used as long as you ensure that no child uses sprinkler equipment on or near a hard, slippery surface, such as concrete driveway, sidewalk or patio; you must not leave a child alone with the sprinkler equipment; you must store sprinkler equipment and water hoses out of the reach of children when not in use; you must maintain your splash pad/sprinkler play area according to manufacturer's instructions.

Screening and Assessments

All first-year children are required to have a developmental screening within 45 days of their entry into the program. This screening is a snapshot of your child's current level of development. Data from screening and assessments and information from parents/guardians are used to establish goals, individualize instruction and activities for your child. Ongoing developmental assessments are required three times throughout the program year. Fall assessments take place from October to November; Winter assessment take place from January to February; and Spring assessments take place from March to April. Ongoing assessments provide teachers with data on your child's progress toward meeting their goals. It is very important that your child is present and on time for school every day. When absent or late for class, your child misses out on valuable instruction time. Results of screening and assessments are shared with you during home visits and parent/teacher conferences. Home visits and conferences typically take place shortly after the screening and each assessment period. You are encouraged to keep scheduled appointments with your child's teacher.

Screen Time

Screen time activities may not be used for a child under the age of two years. Screen time activities may be used to supplement, but not replace, an activity for children two years old or older. If screen time activities are used staff must ensure that the activity is: related to the planned activities that meet educational goals, is age-appropriate, does not exceed one hour per day, is not used during mealtime, snack time, naptime or rest time, does not include advertising or violence, is turned off when not in use, and must be pre-approved by the Education Manager and listed on the lesson plan.

Clothing

Please send your child in clothing and shoes that are easy for your child to manage alone. Sweaters, jackets, and other clothing should be labeled with your child's name.

In the Head Start/Early Head Start classrooms, children use paint, glue and other messy materials that may get on their clothing. Although children wear smocks while using these materials, we encourage you to send your child in washable play clothes.

For safety reasons, we ask that children wear shoes that cover the entire foot. Open-toed sandals and slip-on shoes are discouraged due to being dangerous when children climb and run.

On the first day of school, we encourage you to send an extra set of clothing for your child. For infants we encourage you to send more than one set of clothing since accidents can happen. As the season changes, please remember to change out the set of extra clothing to provide the appropriate attire. Clothing should be placed in a Ziploc bag with your child's name, if you do not have a bag, one will be provided. These clothes will be used by your child only. When your child is sent home with a bag of clothes due to an accident, please send clean clothes the next day.

Inclusive Services for Children with Special Care Needs

Activities/equipment will be adapted to meet the needs of children with disabilities as recommended in their IEP/IFSP, health-care professional or qualified professional affiliated with the LEA or ECI program, when feasibly possible. Children with special needs are included in all activities with their non-disabled peers.

Safe Sleep for Infants

According to Texas Child Care Minimum Standards, the crib must be bare for an infant younger than 12 months of age, except for a tight-fitting sheet. Please do not send any blankets for the staff to use while your child is in our care. Approved sleep sacks will be provided in the classroom to ensure our infants maintain a comfortable temperature.

If an infant needs accommodations to their sleeping arrangements, such as a restrictive device, a completed Sleep Exception/Health Care Professional Recommendation form must be filled out. This form must include a signed statement from a health-care professional stating that the restrictive device is medically necessary. A copy of this form will be kept in the infant's classroom for easy review by the caregiver and licensing staff.

- All parents of infants under 12 months will complete and sign the Operational Policy on Infant Safe Sleep prior to the first day of enrollment.
- All infants under 12 months will be placed on their back when placed in a crib, even if the child can roll over on their own.

Operational Discipline and Guidance Policy

Purpose: This form provides the required information per minimum standards §744.501(7), §746.501(a)(7), and §747.501(5).

Directions: Parents will review this policy upon enrolling their child. Employees, household members, and volunteers will review this policy at orientation. A copy of the policy is provided in the operational policies.



Operational Discipline and Guidance Policy

This form provides the required information per 26 Texas Administrative Code (TAC) minimum standards Sections 744.501(7), 746.501(a)(7), and 747.501(5).

Directions: Parents will review this policy upon enrolling their child. Employees, household members and volunteers will review this policy at orientation. A copy of the policy is provided in the operational policies.

Discipline and Guidance Policy

Discipline must be:

- 1) individualized and consistent for each child;
- 2) appropriate to the child's level of understanding; and
- 3) directed toward teaching the child acceptable behavior and self-control.

A caregiver may only use positive methods of discipline and guidance that encourage self-esteem, self-control and self-direction, which include at least the following:

- 1) using praise and encouragement of good behavior instead of focusing only upon unacceptable behavior;
- 2) reminding a child of behavior expectations daily by using clear, positive statements;
- 3) redirecting behavior using positive statements; and
- 4) using brief supervised separation or time out from the group, when appropriate for the child's age and development, which is limited to no more than one minute per year of the child's age.

There must be no harsh, cruel, or unusual treatment of any child. The following types of discipline and guidance are prohibited:

- 1) corporal punishment or threats of corporal punishment;
- 2) punishment associated with food, naps or toilet training;
- 3) grabbing or pulling a child;
- 4) putting anything in or on a child's mouth;
- 5) humiliating, ridiculing, rejecting or yelling at a child;
- 6) subjecting a child to harsh, abusive or profane language;
- 7) placing a child in a locked or dark room, bathroom or closet;
- 8) placing a child in a restrictive device for time out;
- 9) withholding active play or keeping a child inside as a consequence for behavior, unless the child is exhibiting behavior during active play that requires a brief supervised separation or time out that is consistent with 746.2803(4)(D); and
- 10) requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

Additional Discipline and Guidance Measures

(Only Applies to Before or After School Program (BAP)/School Age Program (SAP) that Operates under 26 TAC Chapter 744)

A program must take the following steps if it uses disciplinary measures for teaching a skill, talent, ability, expertise or proficiency:

- ensure that the measures are considered commonly accepted teaching or training techniques;
- describe the training and disciplinary measures in writing to parents and employees and include the following information:
 - (A) the disciplinary measures that may be used, such as physical exercise or sparring used in martial arts programs;
 - (B) what behaviors would warrant the use of these measures; and
 - (C) the maximum amount of time the measures would be imposed;
- inform parents that they have the right to ask for additional information; and
- ensure that the disciplinary measures used are not considered abuse, neglect, or exploitation as specified in Texas Family Code Section 261.001 and TAC Chapter 745, Subchapter K, Division 5, of this title (relating to Abuse and Neglect).

Minimum Standards Related to Discipline

- Title 26, Chapter 746 Subchapter L: [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=26&pt=1&ch=746&sch=L&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=26&pt=1&ch=746&sch=L&rl=Y)
- Title 26, Chapter 747 Subchapter L: [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=26&pt=1&ch=747&sch=L&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=26&pt=1&ch=747&sch=L&rl=Y)
- Title 26, Chapter 744 Subchapter G: [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=26&pt=1&ch=744&sch=G&rl=Y](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=26&pt=1&ch=744&sch=G&rl=Y)



CONCHO VALLEY
COUNCIL OF GOVERNMENTS
5430 Link Road • San Angelo, TX 76904

To: Executive Board and Policy Council

From: Carolina Raymond – Director of Head Start

Date: July 10th, 2024

Re: **Approval**

Carolina Raymond, Director of Head Start, is seeking consideration and approval of the 2024-2025 CVCOG Head Start Parent Handbook.

Policy Council

Date

Executive Committee Chairman

Date

CO-Executive Committee Chairman

Date

Memo

To: Executive Committee

From: Carolina Raymond – Director of Head Start

Date: 07/10/2024

Re: CONSIDER AND TAKE APPROPRIATE ACTION – ITEM 9

ITEM 9

Carolina Raymond, Director of Head Start, is seeking consideration and approval concerning the CVCOG Parent Handbook.

Approved at the Executive Committee Meeting on July 10, 2024.



REFERENCE		1301 Program Governance	
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10 th , 2024	Pages: 1 - 2
SUBJECT	Governing Body	STANDARD	1301.2

Composition

The Executive Committee (EC) will consist of the following members: One member with a background and expertise in fiscal management or accounting, one member with a background and expertise in early childhood education and development, one member must be a licensed attorney, additional members should show expertise in education, business administration, or community affairs.

- Members of the EC will not have financial conflicts of interest with Head Start, receive compensation for serving, and will not be employed or have immediate family employed at any of the Head Start Sites.
- EC member exceptions are to include the following and must be reported to the Secretary: Individuals that hold a position of public election or political appointment that carries with it the responsibility to serve as a member of CVCOG Head Start.

Duties and Responsibilities

EC members will have the following responsibilities and duties:

- Legal and fiscal responsibilities for overseeing the program include protecting Federal funds.
- Being active and informed to fully participate in the development and planning of the program and view the following data: monthly program information summaries, monthly financials (including credit card statements), enrollment and attendance reports, monthly meal and snack reports, annual self-assessment, community assessment, school readiness goals and updates, communication and guidance from the Secretary and program information reports.
- Ensure compliance with Federal, State, tribal, and local laws.
- Establish procedures and criteria for recruitment, selection, and enrollment.
- Review applications for funding and all amendments to applications.
- View accurate information on program planning.
- Selection of delegate agencies and service areas.
- Collaborate on strategic goals, health and safety practices, school readiness goals, self-assessment goals, content area data, and ongoing monitoring results to aid in CVCOG Head Start policies and procedures.

EC members will approve the following items:

- Self-Assessment and Community Assessment
- Implementation of all corrective actions plans
- Program financials, financial expenditures, operating budgets, grant applications and amendments
- Personal Policies include hiring, evaluations, termination, and compensation of employees. This includes termination of Executive Director, Head Start Director, Director of HR, Chief Finance Officer, and any other equivalent position.
- Financial auditors selected for monitoring
- Policy Council procedures for how members are selected.



CONCHO VALLEY COUNCIL OF GOVERNMENTS
HEAD START/EARLY HEAD START
Policies & Procedures



- Written standards of conduct that establish standards and procedures for disclosing, addressing and resolving conflicts of interest with EC members, employees of CVCOG Head Start, and employers that provide services or furnish goods.

Advisory Committees

- A governing body may establish an advisory committee as it deems necessary for effective governance and improvement. If an advisory committee is established, EC must oversee the following: notify Office Head Start Program Specialist HHS officials of intent to establish and establish structure and communication so that legal and fiscal responsibility is provided by the EC.



REFERENCE		1301 Program Governance	
APPROVAL/EFFECTIVE		July 10, 2024 / July 10, 2024	Pages: 1-2
SUBJECT	Policy Council	STANDARD	1301.3

Establishment

The Policy Council (PC) must be established and maintained for the Head Start program's direction. PC and PCC may operate as the same body.

Composition

- Parents of children who are currently enrolled in the Head Start program shall constitute a majority of the members of the PC.
- Members of the community served by the Head Start agency may include parents of children who were formerly enrolled in the Head Start program of the agency.
- Members of the PC shall not have a conflict of interest with Concho Valley Council of Government (CVCOG) Head Start and not receive compensation for serving or providing services to CVCOG Head Start except for the following see (d) reimbursement exceptions.

Duties and Responsibilities

PC will have the following responsibilities and duties to review, approve, and submit to Executive Committee (EC):

- Establish procedures and criteria for recruitment, selection, and enrollment.
- **Policy Council Bylaws** for PC operation include reimbursement, participation in PC, activities, and how members are elected.
- Review applications for funding and all amendments to applications.
- Budget planning for program expenditures.
- Support activities of parent engagement in program operations to include responsibility of community and parent needs.
- Recommendations on the selection of a delegate agency, if applicable.
- Collaborate on strategic goals, health and safety practices, school readiness goals, self-assessment goals, content area data, and ongoing monitoring results to aid in CVCOG Head Start policies and procedures.
- Be active and informed to fully participate in the development and planning of the program and view the following data: monthly program information, summaries, monthly financials (including credit card statements), enrollment and attendance reports, monthly meal and snack reports, annual self-assessment, community assessment, school readiness goals and updates, communication and guidance from the Secretary and program information reports.



- PC members will have the opportunity to participate in recruitment and screening of CVCOG Head Start/Early Head Start employee candidates.

PC members will approve the following items:

- Self-Assessment and Community Assessment
- Implementation of all corrective action plans
- Program financials, financial expenditures, operating budgets, grant applications and amendments, and financial audits.
- Personnel hires, and terminations
- Program personnel policies and decisions regarding the employment of program staff to include standards of conduct for staff, contractors, and volunteers, and criteria for employment and dismissal of program staff.

Term

- PC members will serve for one year and then must stand for re-election and may not exceed five one-year terms. Members must be elected within sixty days of the start of school. Site supervisors and Family Service Workers (FSW) may recruit parent volunteers when the role is not filled.
- Anytime during a term, if a parent vacates his/her position, the site alternate will fill the vacancy. If the alternate declines to advance, then elections or recruitment will be held as soon as possible.
- All guidelines for membership and recruitment are listed in the **Head Start/Early Head Start Policy Council By-Laws**.

Reimbursement

- **Head Start/Early Head Start Policy Council By-Laws** states that those members whose total annual income is equal to or below the poverty guideline will be eligible for mileage reimbursement if they are traveling outside their hometown. Mileage reimbursement may include roundtrip mileage to meetings and all required training. This includes alternate members who qualify and participate in their primary voting member's absence.



REFERENCE		1301 Program Governance	
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10, 2024	Pages: 1
SUBJECT	Parent Committees	STANDARD	1301.4

Establishing Parent Committees/PTA

- All parents enrolled in Concho Valley Council of Governments Head Start/Early Head Start are members of the Parent Committee/PTA Team.
- Parent Committee/PTA members will convene monthly at the conclusion of regularly scheduled parent meetings.
- Parents will receive information on how to be active in the Parent Committee/PTA through the **Welcome Packet**, digital surveys, and paper handouts distributed throughout the year.

Requirements of Parent committees

- Advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children and families.
- The Parent Committee and Policy Council members will share information collectively during meetings as needed.
- The Policy Council will have the opportunity to participate in recruitment and screening of CVCOG Head Start/Early Head Start employee candidates.



REFERENCE		1301 Program Governance	
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10, 2024	Pages: 1
SUBJECT	Training	STANDARD	1301.5

Training

- The Head Start director, FAMCO Manager, ERSEA Manager and other appropriate trainers will provide training to Policy Council (PC), Community Representatives, and Concho Valley Council of Governments (CVCOG) Executive Committee (EC) members. PC orientation may include training in the following areas: Community Assessment, Self-Assessment, PC roles and responsibilities, parliamentary procedures how to read a budget and/or financial report, mandated reporting/ identifying signs of child abuse, and eligibility requirements. PC training will occur yearly at the beginning of the school year within the required 180 days of the beginning of the term for all new members. Training will occur every two years for all Policy Council, Community Partners, and CVCOG Governing Board Members. New and pertinent training will be presented as needed.
- Head Start/Early Head Start **Policy Council By-Laws** states the training requirements for all EC and PC members.
- All PC and EC members will sign the **Policy Council Standards** form beginning their service. FAMCO Manager will track all paperwork completion.



REFERENCE	1301 Program Governance		
APPROVAL/EFFECTIVE	July 10 th 2024 / July 10 th , 2024		Pages: 1
SUBJECT	Impasse Procedures	STANDARD	1301.6

Dispute

Disputes concerning the governance and management responsibilities between the Executive Committee (EC) and the Policy Council (PC) can be addressed by either party initiating this dispute resolution procedure. Both the PC and the EC aim to resolve all disputes fairly and equitably at the earliest possible stage through this procedure.

- **Step 1:** The EC and the PC, with assistance from the EC and the Head Start Director, will first attempt to resolve the dispute informally. The Executive Director (ED) will facilitate communication between the two parties to ensure that both sides have sufficient background information to understand each other's positions. If a resolution is reached through this process, the ED will document the resolution in writing to both the EC and the PC, and both parties will affirm the resolution.
- **Step 2:** If Step 1 fails to resolve the dispute informally, the EC Chairperson and the Chairperson of the PC shall conduct a formal joint meeting to resolve the dispute. This joint meeting shall be held not less than two and not more than ten days after a written request by either party has been made. Both parties may agree to utilize outside persons, and a mediator may be selected by mutual agreement of the EC and PC.

Impasse

- **Step 3:** If Step 2 fails to yield a resolution, the Impasse procedures will be initiated. The EC and the PC will submit the dispute to a local Dispute Resolution Center/Organization and utilize their professional services. The mediation process conducted by this center will be binding for the PC and the EC. Written reports detailing the issues and concerns must be submitted to the mediation center no later than ten days after completing Step 2. The mediation center will issue a final and binding decision within thirty days following the hearing.



REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance	
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024	Pages:1

SUBJECT	Determining Community Strengths & Needs.	STANDARD	1302.11; Head Start Act Sec. 642 (b)(11)(e)(1)
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Policy:

The Head Start/Early Head Start Program will conduct a Community Assessment once over the five-year grant period with annual updates.

Results from the Community Assessment will be used to reassess goals, service areas, program options, services provided, site locations, and determination of selection criteria points.

The Community Assessment and updates will include information related to:

- Number of children experiencing homelessness and foster care
- Availability of publicly funded full day pre-k
- Availability of early childhood programs in the community
- Availability of state and other publicly funded preschool
- Demographic data on Head Start eligible children and families
- Children with disabilities, including types of disabilities and services
- Education, health, nutrition, and social service needs of Head Start eligible children and their families including prevalent social and economic factors impacting their well-being
- Typical work, school, and training schedules of parents with eligible children
- Child development, childcare centers, and family childcare programs that serve eligible children, including home visiting, publicly funded state and local re-schools, and the approximate number of eligible children served
- Resources that are available in the community to address the needs of eligible children and their families
- Strengths of the communities

If resources are determined to be inadequate to meet the needs of the entire service area, the Head Start Program will select the areas that have the greatest need for the Head Start Program services.

The Community Assessment and all updates will be approved by Policy Council and Executive Committee.



REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Recruitment of children.	STANDARD	1302.13

Policy:

The Concho Valley Council of Governments Head Start/Early Head Start Program will actively locate and recruit families most in need of Head Start services including children with disabilities, those who are experiencing homelessness, in foster care, English language learners, and other vulnerable children.

A recruitment plan will be developed each year with Family Service Workers and ERSEA Manager.

Recruitment material will be available in diverse languages, when possible, staff will be available to communicate with families in their native language.

Flyer Tracking must be used to document recruitment areas and show all recruitment efforts.



REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-2
SUBJECT	Selection Process	STANDARD	1302.14

Policy:

The Concho Valley Council of Governments (CVCOG) Head Start/Early Head Start Program will select children and families with most need for the Head Start services without regard for race, gender, disability, or creed in accordance with Head Start Program Performance Standards, Head Start Act, and CVCOG Head Start Program ERSEA policies.

If a child is declared eligible, their selection will be based on points received from the selection criteria point system which is developed from the Community Assessment and approved by the Policy Council and the Executive Committee.

At the beginning of each enrollment year, eligible children will be placed on a waiting list and prioritized according to the selection criteria point system.

A minimum of two separate selection events must occur.

- Selections must not exceed 90% of funded enrollment during the first selections events. (Selection events happen after registration and children are accepted into the program.)
- A waiting list must continue to be maintained throughout the program year to ensure the children with the most need is selected for the program as slots become available.

Selections must be conducted using the following waitlist priorities:

- **Income Eligible Waiting List (0%-100%)**
 - Using the waiting list developed by the point system, Family Service Worker’s (FSW)s or ERSEA Manager will first select children from this established waiting list.
- **130% Waiting List (101%-130%)**
 - FSWs must receive approval from the ERSEA Manager prior to selecting a child from this category. The program may select up to 35% of families who do not meet the income eligible criteria. These selections may occur after demonstrating outreach has been conducted and exhausted all resources to enroll income eligible children.
- **Over Income Eligible Waiting List (131%)**
 - FSWs must receive approval from the ERSEA Manager prior to selecting a child from this category. The program may select up to 10% of families who do not meet the income eligible criteria or 130% criteria. These selections may occur after demonstrating outreach has been conducted and exhausted all resources to enroll income eligible children.

Selection Exception:



○ **Children with Disabilities**

- To comply with Head Start's requirements of having 10 percent of funded enrollment be children with diagnosed disabilities, CVCOG may give priority to children with diagnosed disabilities during the selection process based on selection criteria point system. This priority will stay in effect until 10 percent of enrolled children are children with disabilities and will be granted as follows:
 1. Income eligible children from 0-100% Federal Poverty Guidelines with diagnosed disabilities with a current Individualized Education Plan (IEP, for Head Start) or a Individualized Family Service Plan (IFSP, for Early Head Start).
 2. 130 % children from 101%-130% Federal Poverty Guidelines with diagnosed disabilities with a current Individualized Education Plan (IEP, for Head Start) or a Individualized Family Service Plan (IFSP, for Early Head Start).
 3. Over income children that are over 130% Federal Poverty Guidelines with diagnosed disabilities with a current Individualized Education Plan (IEP, for Head Start) or a Individualized Family Service Plan (IFSP, for Early Head Start).

All IEPs & IFSPs must be reviewed and verified by the Disability Manager. All supporting documentation must be uploaded into Child Plus.

Families with Same Points:

- Head Start- If children have the same point total for the same slot, priority will be given to the youngest child. If they have the same date of birth the family that completed the application first. If they completed the application on the same day the family with the lowest annual income.
- Early Head Start- If children have the same point total for the same slot, the priority will be given to the family that completed the application first. If they completed the application the same day, priority will be given to the youngest child.
- Pregnant Women- If the Pregnant Women have the same points, the pregnant woman who completed their application first will have priority.
- Head Start/Early Head Start/Pregnant Woman 130% & Over Income Waiting List: If children or Pregnant Woman have the same points the family with lowest annual income will have priority.



REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Enrollment	STANDARD	1302.15

Policy:

All forms must be completed and all necessary documents obtained prior to enrollment of child in the Head Start programs.

Each site will be fully enrolled within 30 days of programs start date and must fill any vacancies within 30 days.

If a Head Start child is determined eligible and is enrolled in the program, he or she remains eligible through that enrollment year and the succeeding enrollment year; however, all children must go through the re-certification process prior to enrolling for a third year.

- Only children with documented disability and Individualized Education Plan (IEP) may maintain enrollment in Head Start for a third year regardless of income.

Concho Valley Council of Governments may reserve slots for children experiencing homelessness and children in foster care when a vacancy occurs. No more than three percent (3%) of funded enrollment slots may be reserved.

- Head Start/Early Head Start must fill all reserved slots within 30 days. If not filled, the slots become vacant. From the time the reserved slots become vacant, the slots must be filled as soon as possible, not to exceed 30 days.



REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-2
SUBJECT	Attendance	STANDARD	1302.16

Policy:

The Concho Valley Council of Governments will create a process to provide attendance to Head Start & Early Head Start on a daily basis. Head Start programs will ensure daily attendance and absence reasons are recorded in ChildPlus.

- The Head Start/Early Head Start program will implement a process to attempt to contact the parent/guardian for any unexpected absences to ensure the child’s well-being. Head Start program will create a system to not duplicate efforts when attempting to contact the parent/guardian and sharing information obtained.
- The Head Start program will provide supported efforts to promote the child’s regular attendance.
 - Family Service Workers (FSW) will emphasize and provide information about the benefits of regular attendance, support families to promote regular attendance, and assist families with referral for services that will enhance attendance.
 - The FSW will conduct a home visit or other direct contact with child’s parents/guardians, if a child has 2 consecutive unexplained absences. This will be documented on the **2nd Consecutive Day Visit**. A note from the doctor may be required.
 - Within the first 60 days of the program year and thereafter, the FSW must conduct an analysis utilizing individual child attendance data to identify children at risk of missing 10% of program days per year. FSW must create an **Attendance Success Plan** that identifies reasons for absenteeism and develops strategies to improve the child’s attendance. Strategies may include direct contact or intensive case management with parents/guardians. All efforts must be documented in ChildPlus.
- When a child’s schedule needs to be temporarily modified due to IEP, custody, behavioral plan, etc. FSWs must complete an **Attendance Accommodation Plan** with parents/guardians, the plan must be sent to ERSEA manager for approval and uploaded into ChildPlus. Accommodation will be approved on a case-by-case basis.
- In circumstances where chronic absenteeism persists and the program has made appropriate efforts to reengage the family and attendance does not resume, with the ERSEA manager’s authorization, the child’s slot must be considered vacant. The child can be placed back on the waiting list for future reconsideration should the family’s circumstances change.

When the monthly average daily attendance rate falls below 85%, the Site Supervisors and Family Service Workers must analyze the causes of absenteeism and determine the systemic issues contributing to the Site’s absentee rate. Site Supervisors and FSWs must implement a process using absenteeism data. This information will be documented on **Below 85% Attendance Analysis**.



CONCHO VALLEY COUNCIL OF GOVERNMENTS
HEAD START/EARLY HEAD START
Policies & Procedures



If a child is determined homeless, the child to be enrolled temporarily for 30 days without immunization records. The FSW will work with the families to become Texas state compliant with current immunization requirement of the State of Texas.

- The FSW will assist children experiencing homelessness and unable to attend classes regularly with community transportation where available.



CONCHO VALLEY COUNCIL OF GOVERNMENTS
 HEAD START/EARLY HEAD START
 Policies & Procedures



REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Suspension and Expulsion	STANDARD	1302.17

Policy:

The Concho Valley Council of Governments Head Start/Early Head Start program prohibits suspension or expulsion for children from the program due to a child’s behavior. Exception to this policy may be considered on a case-by-case basis. Consultation with the Mental Health Manager and Education Manager must be conducted to determine if the child’s enrollment presents a safety threat to the child or other enrolled children. These exceptions must be submitted to the Head Start Director for approval prior to any action.



CONCHO VALLEY COUNCIL OF GOVERNMENTS
 HEAD START/EARLY HEAD START
 Policies & Procedures



REFERENCE	1302 Subpart A-Eligibility, Recruitment, Selection, Enrollment, and Attendance		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Fees	STANDARD	1302.18

Policy:

The Concho Valley Council of Governments (CVCOG) Head Start/Early Head Start program do not charge any fees for participation in the program. CVCOG Head Start/Early Head Start may not require parents to provide any supplies, materials, money, or other items including snacks for special celebrations or events.



REFERENCE	1302 Subpart B – Program Structure	
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024	Pages: 1

SUBJECT	Program Structure	STANDARD	1302.20
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Program Option

The Concho Valley Council of Governments (CVCOG) Head Start program will offer center-based services. The Head Start program schedule will not exceed six hours per day and the Early Head Start program will not exceed seven hours per day. The CVCOG Head Start program will remain as center-based service program, unless the community assessment shows different data. At that point, CVCOG may look at changing program options.

Conversion

Any conversion or change of scope request will have approval of the Policy Council and Executive Committee prior to submitting the request to the Office of Head Start program specialist. The CVCOG Head Start program will consider the results of the Community Assessment when requesting a conversion or change of scope.



REFERENCE	1302 Subpart B – Program Structure	
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024	Pages: 1-2

SUBJECT	Center-based option	STANDARD	1302.21
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The Concho Valley Council of Governments (CVCOG) Head Start program will offer center-based service that includes education and child development services in a classroom setting.

Ratios and group size

The CVCOG Head Start (HS) and Early Head Start (EHS) will maintain the following ratios in all classrooms at all times. Staff-child ratios and group size maximums will be determined by the age of the majority of children and the needs of children present. This determination will be adjusted as needed during the program year.

Early Head Start:

- A class that serves children under thirty-six months will have no more than eight children with two teachers. Regardless of the number of children present in the classroom, there will be two teachers in the classroom.

Head Start:

- A class that serves a majority of children who are three years old will have no more than 17 children with two staff.
- A class that serves a majority of children who are four and five years old will have no more than twenty children with two staff.

We will maintain appropriate ratios during all hours of operation, except:

- For a brief moment where a teaching staff is out for no more than five minutes.
- During nap time, one teaching staff may be replaced by one staff member that does not meet the teaching qualifications required for the age.

Service Duration

Early Head Start

- EHS will operate a minimum of 198 days per year or 1380 hours of classroom operations.
- EHS will operate August – July.

Head Start

- HS will operate a minimum of 170 days per year or 1,020 hours of classroom operations.
- HS will operate August – May.



CONCHO VALLEY COUNCIL OF GOVERNMENTS
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- CVCOG will follow the Local Education Agency calendars as closely as possible. Some dates may vary due to meeting the minimum requirements or required training dates.
- CVCOG will make every effort to schedule makeup days using existing resources if the hours of operation fall short.
- If for any reason a site does not meet the minimum hours required by the Head Start performance standards, the ERSEA manager will document and the Head Start director will inform the Office of Head Start program specialist.

Licensing & Square Footage

- CVCOG Head Start Program is licensed under Texas Health and Human Services Child Care Regulation.
- HS and EHS program will provide a minimum of 35 square feet per child of indoor classroom space and 80 square feet per child of outdoor space.
- HS and EHS will have separate designated outdoor spaces.



REFERENCE	1302 Education and Child Development Program Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-6
SUBJECT	Teaching and the learning environment	STANDARD	1302.31

Teaching and the learning environment

Teaching staff will provide an environment that is well-designed, safe, inviting, and conducive to learning as well as promoting healthy development and children’s skill growth aligned with the Head Start Early Learning Outcomes Framework. Our program will support the implementation of such an environment with integrated supervision and professional development.

1. Teaching staff will be observed twice a year using the CLASS observation tool to ensure effective teaching and child growth aligned with the Head Start and Early Head Start Early Learning Outcomes Framework: Birth to Five (HSELOF).
2. Teaching staff will be committed to creating a nurturing environment that fosters holistic development in young children. By offering age-appropriate indoor and outdoor spaces, along with the necessary equipment and materials, they will support active play and movement. This approach aligns with the HSELOF, which focuses on promoting learning across central domains prioritized by Head Start:
 - cognitive development
 - social and emotional development
 - language and literacy
 - approaches to learning
 - Perceptual, motor, and physical development.

Providing such an environment underscores the importance of addressing various aspects of a child's growth and learning during their formative years.

3. A diverse range of intentional and purposeful activities that will encompass both teacher-directed and child-initiated learning and play, will be provided through large group, small group, and one-on-one learning for all children.
4. Indoor and outdoor environments will be organized in a manner that is familiar and accessible by the children and allow for social interactions.
5. Teaching staff in Head Start / Early Head Start will create an environment that offers nurturing group care experiences that supports the healthy development of very young children.
6. A “Safe Place” will be provided in classrooms with children eighteen months and older to begin introducing ways to promote self-regulation.
7. Indoor learning centers must be labeled, organized, and clutter free. The following will be implemented in the classroom:
 - Separate noisy activities from quiet activities as much as space allows
 - Support and respect gender, cultural and linguistic backgrounds of all children



- Support and respect family composition of all children
 - Adequate space for activities
 - Unobstructed supervision
 - Comfortable and quiet space
 - A variety of learning experiences that encourage each child to experiment and explore
 - All exits must be unobstructed by equipment, toys, materials, and furniture
8. Head Start classrooms will include the following learning centers:
- Pretend and learn/health and nutrition
 - Construction
 - Library/Listening
 - Writing/ABC Corner
 - Creative Arts
 - Technology
 - Sand and water
 - Science/Math
9. Indoor and outdoor environments will be organized in a way that is recognizable, accessible, and conducive to both individual activities and social interactions.
10. The outdoor learning environment will be spacious, well-equipped, and supported by appropriate materials and equipment. Teaching staff will provide children with rich opportunities for language development, choices, exploration, and experimentation, fostering their curiosity, creativity, and sense of wonder.
11. Teaching staff will ensure that the learning environment is supervised at all times and intervene if necessary to ensure children's safety and well-being.
12. All staff will be provided with training in Active Supervision annually, three times throughout the year, and as needed, to ensure that no child is left alone or unsupervised, inside or outside the classroom.
13. Teaching staff will move around and actively supervise the children during outdoor time to ensure a safe and supportive learning environment. Sitting down will not occur unless the teacher is engaged in an activity with a child for a short period of time.
14. Teaching staff will use the **Transition Roll Call** during any transitions from the classroom to ensure the safety and accountability of all children. Name to face recognition will be done, visually identifying each child present.
15. Continuous scanning of the indoor and outdoor environment and frequent counting of the children will occur by teaching staff to ensure safety and accountability of all children at all times.
16. Teaching staff will be provided support from their Site Supervisor as well as ongoing professional development from the administrative staff.

Effective Teaching Practices

By aligning teaching practices with the HSELOF, teaching staff can ensure that their efforts are focused on promoting growth and development in the specific areas prioritized by Head Start, ultimately supporting positive outcomes for all children in care.



1. Teaching staff will receive professional development on the CLASS domains and dimensions: Emotional Support, Classroom Organization, and Instructional Support.
2. Teaching staff will develop lesson plans that provide intentional learning experiences tailored to the individual needs of children and aligned with the growth and development outlined in the HSELOF and School Readiness Goals.
3. Teachers will develop lessons plans with a variety of activities that target language development, higher order thinking skills, problem-solving, and emotional and behavior skill development.
 - a. Lesson plans will be completed ten days in advance and submitted via email to the HS/EHS Education Manager.
 - b. Lesson plans must include HSELOF goals and individualization for each child.
4. All teaching staff will provide a consistent daily schedule to establish routines and will plan transitions that include intentional learning opportunities.
5. Teaching staff will establish a consistent daily schedule and routine to ensure they are fostering trust and emotional security.
6. Learning experiences will be designed to be engaging, rich in language, include literacy, social and emotional development in math, science, social studies, creative arts, are hands on and developmentally appropriate for children.

Integrate child assessment data in individual and group planning

1. For EHS, teaching staff will use assessment data from Teaching Strategies Checkpoints and Brigance Early Head Start Screen III to plan individualizations, as well as small and large group activities and ensure best practices are being used.
2. For Head Start, teaching staff will use assessment data from Children's Learning Institutes assessments, LAP D developmental screening data, information from parents/guardians received during home visits and conferences to plan individualizations, as well as small and large group activities to ensure best practices are being used.

Dual Language Learners

Concho Valley Council of Governments HS/EHS will support linguistically and culturally diverse children and families by acknowledging and actively responding to the value and importance of each child's home language and culture whenever possible in the family's primary or preferred language.

1. Professional development opportunities for teachers will be offered when available to enhance their language competency in both the home language and English, ensuring they can effectively support dual language learning. Teaching staff will focus on the child's development of their home language while planning English rich language experiences by:
 - a. Ensuring the environment is rich in the child's home language, including labeling objects and areas in the environment with words in the home language.
 - b. Provide books, songs, and rhymes in the infant, toddler and preschooler's home language, incorporating them into daily routines such as naptime or diaper changes.



- c. Collaborate with families to support language development in the home language, providing resources and activities that they can incorporate into their daily routine.
 - d. Provide natural exposure to English through daily routines and activities, such as greetings, mealtime, and outdoor play.
 - e. Use English words and phrases alongside the home language, gradually increasing exposure as the child becomes more comfortable and proficient.
 - f. Model English language skills for the child, using simple and clear language during interactions and providing opportunities for them to hear English spoken by proficient speakers.
 - g. Foster a bilingual learning environment where both the home language and English are valued and respected, providing opportunities for children to see the importance of both languages in their daily lives.
2. If staff do not speak the home language of all children in the learning environment, the following steps will be used to support the development of the home language for dual language learners:
- Have culturally and linguistically appropriate materials available
 - Identify volunteers who speak children’s home language/s who could be trained to work in the classroom to support children’s continued development of the home language
 - Provide resources to families on English as Second Language classes available in their area

Materials and space for learning

The program will provide age-appropriate equipment, materials, supplies and physical space for indoor and outdoor learning environments, including functional space. The equipment, materials, and supplies will include any necessary accommodations and the space will be accessible to children with disabilities. The program will change materials intentionally and periodically to support children’s interest, development, and learning.

1. Head Start (HS) and Early Head Start (EHS) Education Managers and Site Supervisor will ensure that there is an adequate supply of materials and equipment that is age-appropriate to support the implementation of the curriculum and provide meaningful learning experiences for children.
2. Accommodation for children with disabilities will be made to ensure equal access to learning opportunities and full participation.
3. No screen time for children under two years old will be allowed per Child Care Minimum Standards.
4. Any screen time for children two and older is permitted with prior approval from the HS/ EHS Education Manager, on a limited basis, for brief period of time (not exceeding 20 minutes a day) and only if the children are interacting with the screen material, such as dancing, exercising, movements and interactions.
 - a. Screen time will be documented in the lesson plans when it is used as an instructional tool for learning. The activity should increase student engagement and enhance learning. Screen time will not be used during meals, snacks, or nap time. Screen time will be age appropriate and may not include advertising or violence.

Promoting learning through approaches to rest, meals, routines and physical activity.



An intentional, age-appropriate approach to accommodate children's needs to nap or rest will be implemented. An alternative quiet leaning activity will be provided for children who do not need or want rest or nap.

Nap/ Rest Time

1. Teaching staff will develop a classroom daily activity schedule to establish age-appropriate routines and meet the children's developmental needs.
2. Teaching staff will demonstrate flexibility in nap time, especially for infants, to create a responsive and nurturing environment that honors each child's unique sleep needs and supports their overall health and well-being.
3. No child will be forced to res or nap. If the child does not need to rest, a quiet alternative supervised activity will be provided.
4. During nap/rest time for children eighteen months and older, one HS/EHS teaching staff must be free from activities, not directly involving the teaching, care and supervision of children such as administrative and clerical duties, meal preparation, janitorial duties and personal use of electronic devices.
5. During nap/rest time for children under eighteen months two paid staff must be free from activities, not directly involving the teaching, care and supervision of children such as administrative and clerical duties, meal preparation, janitorial duties and personal use of electronic devices and actively supervising the children at all times.

Meals

1. Snack and mealtimes will be structured and used as learning opportunities that support teaching, staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization.
2. Breakfast, lunch and a daily snack will be provided for all children present.
3. Bottle-fed children will be held while fed and conversation or singing will occur during this time to promote socialization.
4. Teaching staff and volunteers will sit with the children during meals and snacks to model appropriate behavior and promote language development through meaningful conversations.
5. Family style dining will be used during breakfast and lunch to develop independence and self-help skills. In preschool classrooms, children will be taught to serve themselves. In EHS classrooms with children two years and older, hand over hand will be used while serving. For classrooms with children under two years old teachers will serve each component on the child's plate.
6. Food will not be used as a punishment or as a reward.
7. Teaching staff will encourage the children to eat a variety of foods by setting an example but will not force the child to eat or finish any food they choose not to eat.
8. Teaching staff will talk about the food components on their plate to develop language and recognition of food items.



Hand Washing/Diapering

1. The program will approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.
2. Hand washing, diapering, and toileting will be positive interactions between teaching staff and children.

Transitions/Physical Activities

1. Transitions will be seen as learning opportunities by using activities such as counting, singing, naming objects and other intentional education activities will occur during these times.
2. Physical activity is important to learning and will be integrated through intentional movement and physical activity through curricular activities and daily routines in ways that will support health and learning. Physical activity will not be used as a reward or punishment.
3. Physical activity and gross motor movement will be included as an integral part of the daily schedule and documented on the lesson plan.
4. Teaching staff will at no time use physical activity as a reward or punishment.



REFERENCE	1302 Subpart C Education and Child Development Program Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages 1
SUBJECT	Curricula Head Start and Early Head Start	STANDARD	1302.32

Program must implement developmentally appropriate researched-based early childhood curricula.

1. Head Start uses Frog Street Pre-K 2013 Curriculum. Early Head Start uses Frog Street Infant and Toddler Curriculum.
2. Frog Street Pre-K 2013 is a comprehensive, research-based curriculum, is a dual language program designed to meet the needs of diverse learners while supporting ten learning domains; Approaches to Learning, Social-Emotional Development, Language and Literacy, Cognition, Math/Science, Social Studies and Physical Development.
3. Frog Street Pre-K 2013 includes a scope and sequence for literacy, math and content domains; includes strategies for differentiated instruction and adaptations for special needs and English language learners. Cultural responsiveness strategies are also included at the point-of-use, with prompts and reminders to help teachers maintain an anti-bias mindset.
4. Frog Street Pre-K 2013 correlates to the Head Start Early Learning Outcomes Framework and is aligned with the Texas Prekindergarten Guidelines-PK4.
5. Frog Street Infant and Toddler is designed around the latest early brain research and designed to equip caregivers to foster essential growth and build a strong learning foundation in four essential learning domains: physical development, cognitive development, language development and social-emotional development. A fifth domain approaches toward learning is embedded throughout other domains. Toddlers will be immersed in a language-rich environment essential for developing receptive and expressive language skills.
6. Frog Street Toddler is aligned to the Head Start School Readiness Goals and State Standards.
7. Teaching staff will be provided with annual training on the implementation of the Frog Street curricula.
8. Education Managers supervise and provide support to teaching staff for implementation.
9. Education Managers review lesson plans and observe in the classroom throughout the year to ensure teaching staff implement the curriculum with fidelity; providing support as needed.



REFERENCE	1302 Subpart C Education and Child Development Program Services		
APPROVAL/EFFECTIVE	July 10, 2024/ July 10, 2024		Pages: 1-3
SUBJECT	Child screenings and assessments for Head Start	STANDARD	1302.33

Screening

1. Family Service Workers (FSW) inform parents/guardians of the types and purpose of all screenings to be administered during the enrollment process.
2. Parents/guardians give written consent for screenings during the screening process.
3. If a parent/guardian does not give consent FSW will follow the decline of service policy.
4. Concho Valley Council of Governments (CVCOG) Head Start uses the Learning Accomplishment Profile-Diagnostic (LAP-D) developmental screening tool for ages three through five to identify concerns regarding a child’s motor, cognitive and language development.
5. All newly enrolled, first-year children will have a developmental screening administered within 45-calendar days of the child's entry into the program. A second- or third-year child may be rescreened if developmental concerns are suspected. (See 1302.45 screening to identify concerns related to behavioral, social and emotional concerns)
6. A letter explaining the program’s requirement for administering a developmental screening (LAP-D) and the importance of their child’s attendance, will be given to the parents/guardians of the children for whom the teachers will be administering the LAP-D.
7. The LAP-D screening tool provides a systematic method for observing children’s functioning in the thirty-to-seventy-two-month range and is designed for children with typical and atypical development. The LAP-D kit contains a standardized set of materials necessary to administer each item.
8. Teaching staff use the appropriate LAP-D scoring sheet for the child's age.
9. If the child’s total score is greater than the primary cut-off score, circle P for pass; no further testing is required.
10. If the child’s total score is equal to or less than the primary cut-off score, circle R for Rescreen. The child will be rescreened in 6 weeks. This time will give the child an opportunity to learn new skills. If the child fails the rescreening, with parents/guardians' permission a referral will be initiated to the local education agency (LEA). (See Referral Procedures)
11. If a child is determined eligible for services under the Individuals with Disabilities Education Act (IDEA) the Disability Manager will obtain a copy of the child’s Individualized Education Program (IEP). The LEA is responsible for implementing the Individuals with Disabilities Education Act (IDEA) and the delivery of services.
12. If a child is determined not eligible for services, the Disability Manager will consult with the representative from the LEA to determine if the child has a significant delay in one or more areas of development that is likely to interfere with the child’s development and school readiness. If the child



has a significant delay, in consultation with parents/guardians, the Disability Manager will discuss options for other services and initiate a referral to the appropriate agency. Such services may be available through a child's health insurance, or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act, if the child satisfies the definition of disability according to the Rehabilitation Act. If the child satisfies the definition in the Rehabilitation Act, the child will not be excluded from the program.

13. The LAP-D scoring sheet will be uploaded into Child Plus and filed in the education section of the child's federal file
14. CVCOG Head Start funds may be used for services and support when no other sources of funding are available.
15. Data obtained from the LAP-D screening, observations, assessments and information obtained from parents/guardians will be used to establish goals and plan individual instruction for each child.

Assessment for Individualization

1. CVCOG Head Start uses Children's Learning Institute (CLI) Assessment to conduct standardized and structured ongoing developmental assessments three times during the program year.
2. CLI is correlated to the Head Start Early Learning Outcomes Framework (ELOF) and the Texas Prekindergarten Guidelines.
3. Depending on the child's entry date, some children may receive fewer assessments. The Education Manager will provide teaching staff with an annual schedule indicating assessments required based on the month of the child's entry. (Wave 1 – Fall, Wave 2 – Winter, Wave 3 – Spring)
4. Teaching staff observe children in different settings throughout the day and document using checklists and/or **Anecdotal Notes**. This data and direct assessment with the child are used to complete each developmental assessment.
5. Checklists and **Anecdotal Notes** are uploaded into Child Plus and filed in the education section of the child's federal file.
6. Teaching staff analyze assessment data to determine children's areas of strength and weaknesses and to determine progress made toward meeting school readiness goals.
7. Teaching staff use assessment data, observation data and information obtained from parents/guardians during home visits and parent/teacher conferences to develop individual goals and to plan intentional activities to help children develop skills needed to meet school readiness goals during:
 - individualize instruction for each child
 - small group
 - large group
8. Children are assessed in their home language, when feasible. If necessary, program staff will make every effort to find someone that speaks and understands the child's language and culture to administer the assessment. If the program has made every effort to find someone that speaks the child's language, then the screening and assessment may be conducted in English. In such cases, teaching staff will gather and use other information, including structured observations over time and



information gathered in a child's home language from the family, for use in evaluating the child's development and progress.

9. After each assessment period, teaching staff will print the **Child Summary Report** upload into Child Plus and file it in the Education section of the child federal file.
10. If warranted from assessment data, and with consent from parents/guardians, a referral will be initiated to the (LEA). (See Referral Procedures)
11. Assessment results are shared with parents/guardians during home visits and parent/teacher conferences.
12. Screening data is never used to exclude a child or family from participating in the program.
13. The Education Manager analyzes children's assessment data at least three times a year including subgroups, such as dual language learners and children with disabilities and shares data with the Executive Committee, Policy Council and teaching staff. This data is used to establish program goals and for continuous program improvement.



REFERENCE	1302 Education and Child Development Program Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages 1-2
SUBJECT	Child screenings and assessments- Early Head Start	STANDARD	1302.33

Policy: Teaching staff will utilize the selected ongoing assessment tool in assessing, promoting, and supporting a child’s educational progress within 30 calendar days for Early Head Start children and 45 calendar days for Head Start children.

Brigance Screens III-Brigance III is a screening instrument utilized to identify developmental needs quickly and accurately in Head Start/Early Head Start, which allow teachers to easily identify potential developmental delays and giftedness in language, motor, self-help, social-emotional, and cognitive skills—all in 10–15 minutes per child.

1. Family Service Workers (FSW) will inform parent/guardian of the types and purpose of all screenings administrated prior to the developmental screening.
2. FSW’s will receive parental consent for developmental screening during the enrollment process.
3. If parent/guardian decline consent for developmental screening, the FSW will follow the Decline of Service Policy.
4. Early Head Start (EHS) teachers will complete an initial developmental screening using the **Brigance Screens III** on each child within 30 calendar days of enrollment and every 6 months thereafter. One month prior to the child turning three years old, teaching staff will complete a **Brigance Screens III** to understand where the child is developmentally prior to their transition out of Early Head Start.
 - Teachers will plan ahead and become familiar with the directions and scoring procedures before screening a child.
 - Only one teacher at a time (per classroom) can screen a child.
 - Teachers will organize materials before screening a child ensuring all tools needed are available. This allows the teaching staff to focus their attention on the child and administer the screening effectively.
 - Teachers will determine the child’s chronological age by following the instructions given in the **Brigance Screens III Technical Manuel** or by using the chronological age calculator at www.BRIGRANCE.com.
 - Teachers will use the appropriate Brigance III scoring sheet for the child's age.
 - Once the basal (the point in the assessment at which the teacher is confident that the child would receive credit for all earlier items), is established, the child will receive credit for all items below the basal.
 - Teachers will give enough time for the child to perform the skill but not too much time that he/she becomes bored waiting for the next direction.
 - Teachers will calculate the “Total Score” by adding the numbers in the “Child’s Score” column.



- If there are any next steps or recommendations regarding referrals, the teacher will note this on the “Next Steps” section of the form.
- If a child scores low in the first screening, a second rescreening will be conducted within four to six weeks.
- Recommendations for referrals will be made based on the cutoff scores and on analysis of the child’s areas of weakness.
- For children who are bilingual, teachers will follow the recommendations in the Brigance Screens III guide.
- If a referral is needed, teachers will follow the “Referral Policy and Procedures.”
- Data obtained from the screening will be used to individualize for each child and for lesson planning.
- Screenings will be uploaded into the Brigance Online Management System by the teacher or the Early Head Start Education Manager.
- A copy of the child’s screening will be filed in each child’s Education Federal File by the teacher.
- Teaching staff analyze assessment data to determine children’s areas of strength and weaknesses and to determine progress made toward meeting school readiness goals.

Assessments for Individualization

Concho Valley Council of Governments Early Head Start uses Teaching Strategies Gold (TSG) online to conduct Checkpoints for each child four times during the program year. Teachers will also use TSG online to complete Anecdotal Notes for each child. TSG online offers a revolutionary approach to early childhood assessment. It is an assessment tool available to teachers that is user-friendly and inclusive—one that enables them to increase the effectiveness of their assessments while having more time to spend with children.

- Teachers will collect observations ongoing in order to complete each child’s Checkpoint.
- Teachers will obtain at least one anecdotal observation per week for each child.
- Anecdotal observations will be uploaded into TSG online.
- Anecdotal notes will be printed off by the teacher each month and placed in the Education section of the child’s Federal File.
- Data obtained from the anecdotal notes and from the Checkpoints will be used to individualize for each child and for lesson planning.
- Teaching staff analyze assessment data to determine children’s areas of strength and weaknesses and to determine progress made toward meeting school readiness goals.



REFERENCE	1302 Subpart C Education and Child Development Program Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-2
SUBJECT	Parent and family engagement in education and child development services	STANDARD	1302.34

1. Program staff will respect parents/guardian’s role as their children’s lifelong educator.
2. Teaching staff will share screening and assessment data, strengths and areas of concern, milestones and progress made toward school readiness goals with children’s parents/guardians to inform and strengthen their abilities to measure their child’s learning and development.
3. Parent/guardians are welcome and invited to participate on committees, such as:
 - Policy Council which shares responsibility for overseeing the delivery and quality of services we provide to our children and families;
 - Health Services Advisory committee where parents, along with local health providers and community leaders advise and help lead the program in a variety of functions related to health, nutrition, medical services, dental care and mental health;
 - School Readiness committee where parents, staff and community representatives who are interested in or have expertise in early childhood education to discuss topics such as, education planning, monitoring, evaluation, technical assistance and training related to early childhood education and curriculum.
 - PTA/Room Mom/Parent committee, this special team has the potential to impact every child and family in the entire center. All parents, grandparents, and caregivers are welcome to be a part of this team. This group will conduct scheduled parent meetings, plan and execute center events and activities, brainstorm volunteer and services activities and ideas for the center and help your homeroom teacher.
4. Concho Valley Council of Governments offer parents/guardians the above-mentioned opportunities to be involved in the programs education services and implement policies to ensure:
 - Parents/guardians are welcome and invited to visit the sites during operating hours;
 - Teaching staff regularly communicate with parents/guardians via newsletters, Class Dojo, contact notes, daily schedules and lesson plans are posted on parent boards, parent engagement activities are posted and are verbally share with parents/guardians;
 - Teaching staff conduct scheduled parent/teacher conferences, no less than two times during the program year, when feasible (see entry schedule), so teaching staff and parents/guardians gain a better understanding of children’s education and developmental progress and activities in the program;
 - Parents/guardians are invited to participate on the School Readiness Team Committee to learn about and to provide feedback on selected curricula and instructional materials used in the program. Lesson plans are posted in the classroom for parents/guardians to review and make suggestions for goals and activities;



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- Parents/guardians can complete a Volunteer Interest Survey to tell program staff if they want to volunteer. Parents/guardians are welcomed and invited to volunteer in their child's classroom and/or during family engagement activities at any time during operating hours;
- Teaching staff hand out a letter at the beginning of school year or when a new child enrolls in the program, informing parents/guardians of the developmental screening that is required for their children in the first 45 days of their entry into the program, when assessments will take place and the importance of their child's daily attendance.
- Teaching staff conduct at least two home visits during the program year, when feasible (see entry schedule), for each family, to engage the parents/guardians in the child's learning and development. Home visits may take place at the site or another safe location that affords privacy at the parent/guardian's request, or if the visit to the home presents significant safety hazards for staff;



REFERENCE	1302 Subpart C Education and Child Development Program Services		
APPROVAL/EFFECTIVE	July 10, 2024/ July 10, 2024		Pages: 1-2
SUBJECT	Child screenings and assessments Referral Procedures	STANDARD	1302.33

Procedures for Referral

1. If a child fails the developmental screening Early Head Start (EHS) /or rescreen Head Start (HS), the teaching staff will complete the **Health and Developmental Initial Plan (H&D)** and will meet with parents/guardians to discuss the results of the screenings and the possibility of a referral to the local education agency (LEA) or early intervention agency (ECI).
2. If the parents/guardians' consent to the referral, the teaching staff will complete the **Parent/Guardian Consent to Exchange Confidential Information** and ask parents/guardians to sign both documents.
3. Teaching staff will send copies of the developmental screenings/rescreens, **H&D** and consent to the Disability Manager.
4. The Disability Manager will complete the **Child Find Referral** form or the **ECI Referral** form and send all documents to the appropriate agency, the Education Manager, the Family & Community Partnership Manager, site supervisor, teacher and Family Service Worker (FSW).
5. If the parents/guardians do not consent to the referral, their denial will be documented on the **H&D** and obtain parents/guardians' signature. Teaching staff will upload the **H&D** into the education section of Child Plus and will file in the education section of the child's federal file.
6. The Disability Manager will upload all referral documents stated above into the Education section of Child Plus and initiate a concern in the Disability section of Child Plus.
7. The Disability Manager will follow up and track the referral's progress until a determination is made.
8. If the child is determined by the LEA or ECI to be eligible for services, the Disability Manager will obtain a copy of the Individualized Education Program/ Individualized Family Service Plan (IEP/IFSP) and upload it into the Disability section of Child Plus, set up the IEP/IFSP and close the concern. A copy will be sent to the Education Managers, teacher, site supervisor, and FSW.
9. If the child is determined not eligible for services, the Disability Manager will upload supporting documentation into the Education section of Child Plus and close the concern in the Disability section.
10. Supporting documentation will be sent to the Education Managers, teacher, site supervisor, and FSW.
11. The Site Supervisor is responsible for ensuring all documents related to the referral are filed in the appropriate section of the child's federal file.



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Children that are determined not eligible for services, the Disability Manager will consult with the representative from the LEA or ECI to determine if the child has a significant delay in one or more areas of development that is likely to interfere with the child's development and school readiness.

If the child has a significant delay, the Disability Manager and/or teaching staff will discuss the results and other options for services with the parents/guardians and with consent a referral will be initiated to the appropriate agency.



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REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Health Advisory Committee	STANDARD	1302.40

The Concho Valley Council of Governments (CVCOG) Head Start Program will provide high-quality health, oral health, and nutrition services that are developmentally, culturally, and linguistically appropriate and that will support each child’s growth and school readiness.

The CVCOG will maintain a Health Service Advisory Committee that includes Head Start parents, professionals, staff, and other volunteers from the community.

1. The Health Service Advisory Committee will hold meetings twice a year to discuss current health concerns. They give recommendations on topics that are currently or upcoming.
2. They help make decisions about health services and strengthen communities where Head Start families live.



REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-2
SUBJECT	Collaboration and communications with parents	STANDARD	1302.41

Collaboration and communication with parents/guardians

Family Service Workers (FSW) and/or Teachers will communicate and collaborate with parents/guardians regarding the health and well-being of their children. Staff will effectively discuss a child’s health needs and developmental concerns with parents/guardians.

Authorization/Refusal

FSW will obtain prior authorization from parent/guardian for all health and developmental procedures administered through the program by written documentation. If parents/guardians refuse the following must take place:

1. Encourage parents/guardians to discuss reasons for their refusal.
2. FSW will share educational information regarding health services.
3. FSW will get approval from the Health Manager before requesting the **Decline of Services**.
4. FSW will document efforts made and parents/guardians responses in obtaining health services requirements in ChildPlus.
5. A completed **Decline of Services** form must be uploaded into ChildPlus with parent/guardian signature.
6. This form will be attached behind the specific **Health and Development Initial Plan (H&D)** for the service being denied. Documents need to be filed into the child’s Federal File.

Emergency Response System

Staff will share the policies for health emergencies that require rapid response for staff and children that need immediate medical attention with parents/guardians. This can be found in the Parent Handbook.

The following procedures are in place for emergency response systems:

1. Emergency telephone numbers will be displayed next to each telephone at the site.
2. The caller will be prepared to give emergency response team the following information:
 - a. Name of caller
 - b. Agency
 - c. Nature of emergency
 - d. Telephone number



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- e. Address
 - f. Directions
 - g. Location of injured person
 - h. Age of the person
 - i. Condition of the person
3. Each teacher, teacher assistant, and substitute are trained on where the children's emergency contact information is kept.
 4. Copies of the following information will accompany staff and children when they go outside to play, fire drills, or anytime they leave the classroom:
 - a. Form 2935 **State Admission Information**
 5. Form 2935 **State Admission Information** will be updated monthly with parents/guardians using the **Monthly Emergency Updates** and filed in the State files.
 6. The Site Supervisor will inform the Head Start Director and/or the Health Manager of the incident.



REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-7
SUBJECT	Child Health Status and Care	STANDARD	1302.42

Source of Health Care

Within 30 calendar days after the child first attends the Concho Valley Council of Governments (CVCOG) Head Start Program must consult with parents/guardians whether each child has ongoing sources of continuous health care and health care insurance.

1. Determine if the child has a health care provider and a dental provider to serve as a medical home.
2. Determine the source of funding for health care.
3. Assist families with accessing health care.
4. Provide a list of health, dental, oral, and vision providers for parents/guardians in the **Parent Handbook**.
5. Parents will sign stating they received a copy.

Ensuring up-to-date child health status

1. The Head/Early Head Start will follow the **Texas Health Steps Medical Checkups Periodicity Schedule (EPSDT)** for children birth through twenty years of age.
2. Will follow the **Center for Disease Prevention Immunization Schedule**.
3. Ask parents/guardians to provide enrolled child’s last immunization, medical, dental, or mental health visit from their health care provider.
4. A **Health and Developmental Initial Plan (H&D)** will be initiated if physical and dental is not obtained by the first day of enrollment. A Family Service Worker (FSW) will update information using the **H&D** until follow-up treatment is complete or ongoing care is established.
5. The FSW will familiarize parents/guardians with the **EPSDT schedule** of preventative care.
6. Parents/guardians will sign a **Parent/Guardian Consent to Exchange Information** form for their health, dental, or mental health care provider if necessary.
7. The FSW will review information from the health care provider to determine if the child is up to date on a schedule of age-appropriate preventive and primary health care provider.
8. If there are any concerns about physicals and dentals that have not been addressed by the health care professional, a FSW will initiate a **H&D**. The **H&D** will indicate the concern and resources will be provided to parents/guardians and referred to appropriate health professional.
9. The FSW will continue to update the **H&D** using **H&D Follow up notes** until treatment is complete or on-going care is established.
10. The FSW or designated staff will attach all **H&D Follow up notes** to the initial **H&D** and file them in the appropriate section of the child’s federal file.



11. If noncompliance is still exhibited after barriers are addressed and resources have been provided, with the approval of the Health Manager the parent/guardian will be asked to sign the **Decline of Services** form and will be attached to the **H&D**.

Policy:

The Head Start Program will develop and implement procedures to ensure high quality health, oral health, mental health, and nutrition services that are developmentally, culturally, and linguistically appropriate, and that will support each child's growth and school readiness.

Procedures must include the system to meet the following:

30- Day Requirement:

- Within 30 calendar days after the child's entry date to the program of each year, the Head Start Program must consult with parents/guardians to determine if the child has an ongoing source of continuous health care and health insurance coverage.

45- Day Screenings:

- Each child will have the following forms completed within 45 days of their entry date: **growth assessment, mental wellness assessment, nutrition assessment, health and behavior form 10, vision and hearing screenings.**
- **Hearing Screen Procedure:**
 1. Parental consent will be obtained prior to screening.
 2. Screening will be performed by certified staff using the Pure Tone Audiometer or other state approved equipment.
 3. Results must be documented on the **Vision and Hearing Screener Report**, DHS, ChildPlus, and uploaded into ChildPlus.
 4. All children who failed the test will be rescreened within 3-4 weeks of the initial test.
 5. If a 3-year-old child fails the rescreen, parents/guardians will complete the questions on the **3-Year-Old Vision and Hearing Screening Report** with a staff member. If parents/guardians answered NO to any of the questions, then a **Health and Developmental Initial Plan (H&D)** will be initiated, and appropriate referral will be done.
 6. If a 4- or 5-year-old fails the rescreen, an **H&D** will be initiated for the appropriate referral.
 7. FSW and/or data clerk will continue to update **H&Ds** using **Health and Developmental Follow-Up Notes** until follow-up treatment is complete or ongoing care is established.
 8. FSW and/or data clerk will attach **H&Ds** with the results of hearing screen and file in the appropriate section of the child's federal file.
 - **Vision Screen Procedure:**



1. Parental consent will be obtained prior to the screening.
 2. Screening will be performed by a certified staff member or trained professional using the 10-foot HOTV Vision Chart or other state approved equipment or chart.
 3. Results must be documented on the **Vision and Hearing Screener Report**, DHS, ChildPlus, and uploaded into ChildPlus.
 4. All children who fail to respond or fail the test using the HOTV Vision Chart will be rescreened 2-3 weeks of the initial test. Children who failed with the Spot Vision Screener do not need to be rescreened.
 5. FSW and/or data clerk will initiate **H&D** and a referral to made to the appropriate health provider for children who fail the rescreen of the HOTV, or the initial Spot Vision Screener.
 6. FSW and/or data clerk will attach **H&Ds** with the results of the vision screen and file in the appropriate section of the child's federal file.
- **Growth Assessment**
 1. Teaching staff members will obtain the height and weight for each child.
 2. Data clerk/FSW will enter height and weight into ChildPlus.
 3. Growth Assessments will be done twice a year, the first one within 45 days, the second one in January.
 4. FSW will print and file growth charts in the child's federal file.
 - **Health & Behavioral Form 10**
 1. Teachers will fill out the **Health & Behavioral Form 10** within 45 days of the child's entry into the program.
 2. Teachers will give the form to the data clerk to enter and upload into ChildPlus.
 3. Data clerk/FSW will return the form to the teacher to file in the child's federal file.
 - **Early Head Start Hearing Procedure:**
 1. Early Head Start parents/guardians will complete the **THSteps Hearing Checklist for Parents** within 30 days of enrollment, and then every 4-months continuously while enrolled in the program.
 2. If parents/guardians answer NO to any of the questions on the **THSteps Hearing Checklist for Parents** or if parents/guardians, or staff are concerned a **H&D** will be initiated and a referral will be made.
 3. The **H&D** will be updated using the **H&D Follow up Notes** until treatment is complete and/or ongoing care has been established.
 4. Teaching staff will turn in **THSteps Hearing Checklist for Parents** to the data clerk to enter into ChildPlus. Data Clerk will return forms to the teaching staff after entry.



5. The teaching staff will file the **THSteps Hearing Checklist for Parents** and the **H&Ds** in the child's federal file.
6. The teaching staff will document all results on the **State Admission Form**.
- **Early Head Start Vision Procedure:**
 1. Early Head Start parents/guardians will complete a **Vision Questionnaire Form** within 30 days of enrollment, and then every 4 months continuously while enrolled in the program.
 2. If parents/guardians answer No to any of the questions on the **Vision Questionnaire Form** or if parents/guardians, or staff are concerned an **H&D** will be initiated and a referral will be made.
 3. The **H&D** will be updated using the **H&D Follow Up Notes** until treatment is complete and/or ongoing care has been established.
 4. Teaching staff will turn in **Vision Questionnaire Form** to the data clerk to enter into ChildPlus. Data clerk will return the forms to the teaching staff after entry.
 5. The teaching staff will file the **Vision Questionnaire Form** and **H&Ds** in the child's federal file.
 6. The teaching staff will document all results on the **State Admissions Form**.

Ongoing Care

Policy: CVCOG Head Start will do periodic observations or other appropriate strategies for staff and parent/guardians to identify new or recurring developmental, medical, oral, or mental health concerns.

1. All staff members will welcome parents/guardians every morning.
2. Teaching staff will complete **Daily Well Check** with parents/guardians as the child arrives at school every morning.
3. Teaching staff will document any findings not mentioned in the **Daily Well Check** with the parents/guardians that morning.
4. The teaching staff will describe finding with time and date on the **Daily Well Check**.
5. Teaching staff will notify the Site Supervisor of finding and a courtesy call will be made to the parents/guardians or if warranted to CPS if needed.
6. The Health Manager will receive water reports to check fluoride levels.
7. Children will brush teeth twice a day if fluoride levels are low.

Extended Follow Up Care

Policy: CVCOG Head Start will assist parents as needed in obtaining any prescribed medications, aids, or equipment for medical and oral health conditions.

1. All referrals made will be entered, uploaded, and tracked in ChildPlus by FSW.



Use of Funds

Policy:

1. CVCOG Head Start will provide generic brands of diapers and wipes for enrolled children.
2. If a specific brand of diapers and wipes is needed a doctor's note if required, and the program will purchase accordingly for the program day.

CVCOG Head Start may use program funds for professional medical and oral health services when no other source of funding is available.

1. FSW will refer family/child/pregnant woman to public health insurance programs.
2. If family/child/pregnant woman is denied for public health insurance, they must provide documentation showing the denial.
3. FSW will contact local community agencies to see if funds are available to help cover the cost.
4. When determined no other funds are available and appropriate documentation has been collected, the FSW will complete a **Request for Payment Services** that contains the following information:
 - a. Name
 - b. Medical/Dental provider
 - c. Type of service needed
 - d. Cost
5. **Request for Payment of Services** will be forwarded to the Head Start Director for approval.

Lead and Anemia Policy:

Head/Early Head Start programs will develop and implement procedures to ensure that all children are up to date with anemia and lead screenings. The State of Texas early and Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule requires children to receive a blood screening at 12 months of age and 24 months (about 2 years) of age. These screenings may be obtained from an outside source such as WIC, THSteps physical, Head Start physical, and others. The Head/Early Start program will provide onsite screenings for any child with missing anemia and lead screenings.

1. Staff will inform parents/guardians of the screening and provide an **Anemia and Lead Consent Form** to be signed before blood is drawn.
2. Parents/guardians will be informed of when the blood will be drawn.
3. Blood screening will be performed on-site by a qualified health staff, provider, or agency.
4. Results will be documented on the **Lead & Anemia Screening Results Form** and sent to the Family Service Workers.
5. FSW and/or data clerk will enter results and upload them into ChildPlus.
6. Children with abnormal blood results will be referred to their medical provider for further evaluation. A FSW and/or data clerk will initiate a **Health and Developmental Initial Plan (H&D)** that will indicate the blood results, and the referral information.



7. The designated staff will attach the **H&D** with the **Lead & Anemia Screening Results Form** and file it in the appropriate section of the children's federal file.

Tuberculosis (TB) Policy:

1. A **TB** will be completed according to the **EPSDT**.
2. Head Start/Early Head Start children must have the questionnaire within 45 days of entry into the program, but not prior to the child's first day of class.
3. FSW will complete this **TB Questionnaire** with parents/guardians.
4. If parents/guardians answer "yes" or "I don't know" on the **TB Questionnaire**, FSW will complete a **H&D** and provide parents/guardians with information on TB exposure.
5. Child will be required to have a TB skin test if the provider deems it necessary.
6. Designated staff will update information using the **Health and Developmental Follow-Up Notes** until treatment is complete or ongoing care is established.
7. **TB Questionnaire** will be filed in the child's health federal file.
8. If noncompliance is exhibited after barriers are addressed and resources have been provided, with the approval of the Health Manager the parents/guardians will be asked to sign a **Decline of Services** form.

Immunization Policy:

CVCOG Head Start Program will ensure all children are up to date with immunization recommendations issued by the Centers for Disease Control and Prevention (CDC (Centers for Disease Control)). The program must also ensure children meet the Texas Minimum State Vaccine Requirements.

If a child is not up to date with minimum requirements, they may be excluded from attendance but not un-enrolled from the program.

1. Applicants must submit an official immunization record stating the child's full name and date of birth generated from a state or local health authority.
2. Any child may be placed on the **Waiting List** when immunization is not up to date if they have one of the following:
 - a. Authorized exemption statement
 - b. Statement from doctor to when immunizations will be up to date.
 - c. Approval from the Health Manager on a case-by-case basis.
3. Children that are in foster care and/or experiencing homelessness will have 30 days to obtain immunization records and/or get on a catch-up immunization schedule.
4. The Health Manager will approve all immunizations for applicants.
5. FSW will place the most current immunization record in the child's health federal file and DHS file.
6. If immunizations are not up to date, the Health Manager will complete the **Immunization Notice Form** with an exclusion date. This will exclude the child from attending classes until the child is current with immunizations or has a doctor's note stating why the child is not current and when the child will be current.



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7. The Family Service Worker will continue to review the **H&D** for children that are not up to date.
8. The Family Service Worker will work with families to ensure they are informed and have the resources needed to complete the requirements.
9. FSW and/or data clerk will attach all **H&D** and file in the appropriate section of the child's federal file.
10. FSW and/or data clerk will upload all immunization records and immunization exemptions into ChildPlus.



REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Oral Health Practice	STANDARD	1302.43

Policy:

CVCOG Head Start Program will promote effective oral health hygiene by ensuring all children with teeth are assisted by teaching staff in brushing their teeth with toothpaste containing fluoride once daily.

1. Each child will have his/her own toothbrush and toothpaste labeled with their first & last name.
2. Each storage slot will be labeled with the child’s first and last name.
3. Teachers/Teachers Assistant will provide new toothbrushes and toothpaste to each child every 3 months, if a child needs a new toothbrush sooner than the 3-month period due wearing, a new toothbrush will be provided.
4. Site Supervisors will create a colored toothbrush schedule and send it to the Health Manager.
5. Toothbrushes and toothpaste will be stored out of reach of children when not in use.
6. If toothbrush storage does not have an attached cover or lid to cover the toothbrushes, then a mesh cover will be placed over the storage box.
7. Toothbrushing will be done daily after lunch and over the sink.

Infant Oral Care

For infants under the age of one:

1. Teaching staff must wash their hands and cover one finger with wet gauze or wet soft cloth.
2. Teaching staff will gently wipe infant’s gums after each feeding.
3. Teaching staff will wash their hands after each individual infant’s gums have been cleaned.
 - Infants can transition to an infant toothbrush once the infant has received their first tooth.
 - Infants using the infant toothbrush will brush their teeth daily after eating lunch.



REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-2
SUBJECT	Child Nutrition	STANDARD	1302.44

Nutrition Service Requirements

Concho Valley Council of Governments (CVCOG) will design and implement a culturally and developmentally appropriate nutrition program that, meets the nutritional needs and accommodates the feeding requirements each child, including children with special dietary needs and children with disabilities.

- Family Service Workers (FSW) will use the **Nutrition Assessment** form to identify children’s health needs, including cultural, religious, ethnic, and special dietary requirements for each child with nutrition-related health problems.
- FSW will talk with parents/guardians about any food allergies, special diets or nutrition-related health concerns identified on the **Nutritional Assessment** form.
- Parents/Guardians will provide the FSW with a doctor’s statement expressing any special dietary requirements for the child. If a child drinks lactose free milk, a note will be provided by the parents/guardians.
- FSW will assign the child a number so that the information is kept confidential and will share the information with teaching and kitchen staff to ensure special accommodation is provided.
- If the family has a religious reason for a food substitution, an alternative meal pattern will be discussed with parents/guardians to ensure food substitution meets religious reasons and follows the Child Adult Care Food Program (CACFP) meal requirements.

Menus

1. The Nutrition Manager will use the CACFP meal pattern chart to develop a nutritionally balanced menu and submit the completed menu to the contracted Nutritionist for approval.
 - i. Children will be served a nutritious breakfast regardless of the arrival time.
2. Menus will be posted in the classroom; kitchen and a copy will be given to parents/guardians with the monthly newsletter.
3. Menu changes will be completed prior to each meal, approved by Nutrition Manger or Site Supervisor and posted in each classroom.
4. Meals provided are 2/3 of the child’s daily nutritional needs and conform to the United States Department of Agriculture (USDA) and CACFP regulations.
5. Kitchen staff will follow the **Food Buying Guide** to ensure the proper amount of food is prepared and will prepare extra for children that want seconds.
6. Age-appropriate foods will be on the menu which will prevent choking hazard and meet their proper nutritional needs.

Infant Feeding

1. FSW/Teaching staff will provide the parents/guardians with the **Infant Feeding Schedule** and **CACFP Infant Feeding Preference** form to complete prior to the infants first day and update as needed.



2. Mothers of breast-fed infants will be provided with an area to feed their infants, upon request.
3. Classroom refrigerators will only be used for mother's breast milk, milk, children's snacks provided by the program and water for staff and children.
4. Formula and breast milk will be properly stored, dated and prepared to ensure that each infant receives his or her own mother's milk or correct formula.
5. The teaching staff will keep a copy of the **Feeding schedule and Feeding preference** forms that were provided by parents/guardians and follow each infant's individual dietary needs.
6. Infants are fed on demand, held and comforted during feeding time.
7. The program will provide infants/toddlers with formula, including those with dietary restrictions.

Family Style Dining

- Family style dining will be implemented during all meals and snacks. Staff will sit with children, encourage and assist them to serve each component.

Meal Counts

- Teacher/Teacher Assistant will complete **Daily Meal Count and Attendance Record (1535)** form during the designated mealtimes for each meal provided.



REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages:1-2
SUBJECT	Child Mental Health and Social and Emotional Well-being	STANDARD	1302.45

Policy:

Concho Valley Council of Governments Head Start will promote children’s mental health, social and emotional well-being, and overall health. We will provide support for effective classroom management and positive learning environments, supportive teaching practices, strategies for supporting children with challenging behaviors and other social, emotional, and mental health concerns.

1. Mental Health Manager will secure a contract with a Mental Health Consultant to provide services or consultations to staff, children, and families.
2. Family Service Worker (FSW) will secure Memorandum of Understanding (MOU) with community agencies to help provide mental health services directly or indirectly.
3. **Mental Wellness Checklist** will be done two times a year. First time with the FSW at enrollment with parents/guardians, and the second time teacher will do one with parents/guardians in January.
4. FSW and/or data clerk will enter **Mental Wellness Checklist** date completed into ChildPlus, and file in the child’s federal file.
5. If staff and/or parents/guardians have concerns about a child’s mental health, the Mental Health Manager and Mental Health Consultant will be informed.
6. Referrals will be made by the FSW, and/or Health/Mental Health Manager for any services regarding mental health and emotional needs for children, families, and staff with parents/guardians’ permission.
7. The Mental Health Consultant does observations throughout the year and talks with teaching staff regarding skills that can help them in the classroom.
8. The FSW will enter the referral information into ChildPlus.
9. The Health/Mental Health Manager will keep track of referrals in ChildPlus.

The implementation of the policies to limit suspension and prohibit expulsion as described in 1301.17.

1. For children with consistent challenging behaviors Teachers/Teacher Assistants will complete at least five **Behavior Observation Notes**.
2. **Behavior Observation Notes** will be sent to the Mental Health Manager.
3. The Mental Health Manager will review the notes and send them to the Mental Health Consultant to schedule an observation.
4. The Mental Health Manager, Education Manager and Classroom Support Specialist will make several observations regarding the child in question and give strategies and/resources to the teaching staff.



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5. Once teaching staff have implemented strategies provided by Mental Health Consultant, Education Manager, Health/Mental Health Manager, and Classroom Support Specialist and the child continues to have consistent challenging behaviors, a meeting with the parents/guardians, teacher, teacher assistant, FSW, and Site Supervisor will take place to discuss referral for outside services.
6. If outside services are not obtained, another meeting will be set up with parents/guardians to discuss the child being put on a **Behavior Plan**.
7. Children on a **Behavior Plan** will be reevaluated monthly and/or as needed.
8. **Behavior Plans** will be put in place as needed. Suspension will only be used as a last resort when children and staff are at risk. If suspension is necessary, it will have to be approved by the Head Start Program director.
9. FSW and/or data clerk will upload all notes into ChildPlus.
10. FSW will file **Behavior Plans** in the child's federal file.



REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Family Support Services for Health, Nutrition, and Mental Health	STANDARD	1302.46

Policy:

Head Start/Early Head Start must collaborate with parents to promote children’s health and well-being by providing medical, oral, nutrition, and mental health educational support services.

1. Family Service Worker (FSW) will meet with parents/guardians that express concerns about health, nutrition, and mental health services.
2. Parents/guardians will complete a **Mental Health Checklist** and **Nutrition Assessment** before entering the program.
3. FSW will help parents/guardians choose healthy choices when completing the **Nutrition Assessment**.
4. Upon entry parents/guardians will have access to the **Welcome Packet**.
5. Parents/Guardians will complete the **Parent Education Survey**.
6. FSW will share and evaluate a family’s health and well-being during the Family Partnership process and provide services as needed.
7. FSW will share information and education with parents/guardians during the Family Partnerships and parent meetings.
8. Upon entry, the FSW will explain to parents/guardians all services and screenings the child will receive while in the program.
9. FSW will help parents/guardians understand any diagnostic and treatment procedures needed for ongoing care.
10. FSW will collaborate with parents/guardians that express concerns about health, nutrition, and mental health services.
11. Parent meetings will include topics social and emotional development, mental health, good eating choices, vehicle, and pedestrian safety, and much more.



REFERENCE	1302 Health Program Services Subpart D		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1- 11
SUBJECT	Safety Practices	STANDARD	1302.47

Policy:

Concho Valley Council of Governments (CVCOG) Head Start Program will train staff, implement, and enforce a system of health and safety practices that ensure children are always kept safe.

1. Administration staff and Site Supervisors will review safety procedures with new staff members before starting job duties at the site.
2. All staff are trained in safety practices during the annual in-service training.
3. All staff are trained in safety practices annually and as needed during staff training days and meetings.
4. The program will follow State Minimum Standards for Childcare Centers.

Facilities Policy:

All facilities where children are served, including areas for learning, playing, sleeping, toileting, and eating at a minimum:

1. Meet state, tribal, or local licensing requirements, even if exempted by the licensing entity.
2. Head Start/Early Head Start facilities will be treated for pests monthly by a licensed professional.
3. If a problem is noted, appropriate treatment will be given on the advice of the licensed professional.
4. Services will be conducted after children have left and/or on days children are not present.
5. Concho Valley Council of Government (CVCOG) Head Start will contain any lead found in any building children can access. CVCOG Head Start will contract a professional provider to do any lead containment work.
6. Lead-free paint will always be used in all Head Start/Early Head Start facilities including painting interior and exterior surfaces.
7. Lead levels in the water will be tested annually in all Head Start/Early Head Start facilities.
8. Excess garbage and food will be removed from the classroom after each meal.
9. Playgrounds will be checked daily and documented on the **Daily Playground Checklist**.
10. Flashlights are placed in each room with children present and are put in an easily accessible designated area.
11. Flashlights will be tested daily and documented on the **Classroom Daily Health and Safety Checklist** and **Site Daily Health and Safety Checklist**.
12. All classrooms will have safe and effective lighting.



13. Fire extinguishers and carbon monoxide are in each site, checked and recorded monthly on the **Emergency Practices form 7263** by the Site Supervisor and/or custodian.
14. Carbon Monoxide batteries will need to be changed annually in June and as needed.
15. Fire extinguishers are inspected once a year and serviced every 6 years by a fire extinguisher professional.
16. All First Aid Kits must be:
 - a. Clearly labeled.
 - b. Kept in a clean and sanitary condition.
 - c. Easily accessible to staff.
 - d. Stored in a designated location known to all staff.
 - e. Kept out of the reach of children.
 - f. Must be checked monthly and documented on the **First Aid Checklist and Backpack Monthly Check List** and kept with the first aid kit and in the backpack (due by the 5th of every month).
 - g. Ensure it is fully stocked and not expired.
 - h. Staff will take the first aid kit whenever leaving the site.
 - i. Site Supervisors will train new staff, substitutes, and volunteers where the first aid kit is located.
17. First Aid Kits and Backpack first-aid Kits must contain the following:
 - a. A guide to first aid and emergency care
 - b. Adhesive tape
 - c. Antiseptic solution or wipes
 - d. Multi-size adhesive band aids
 - e. Scissors
 - f. Sterile gauze pads
 - g. Thermometer
 - h. Tweezers
 - i. Waterproof disposable gloves
18. The Site Supervisor will notify the Health Manager when supplies need to be restocked in the first aid kit.
19. Facilities must be free from firearms or other weapons that are accessible to children.
20. Toilets and hand washing facilities will be adequate, cleaned daily, in working condition, and easily reached for children.
21. Toileting and diapering areas will be separate from areas used for cooking, eating, or other children's activities.
22. The **Classroom Daily Health/Safety Checklist** and **Center Daily Health and Safety Checklist** will be completed daily.
23. If any maintenance or repairs are required, a **Maintenance Request** will be submitted to the Facility Manager by email with a detailed description of the request.



24. If the **Maintenance Request** is not addressed within 1 week, a follow-up email must be sent to the Facility Manager on the same email thread.
25. If the maintenance request is addressed and additional work is required, you must ensure it is completed promptly. An Email must be sent to the Facility Manager with notes.
26. Request and pictures must be emailed to the Facility Manager upon Request and again when repair or maintenance is complete.
27. When work is complete the Receptionist and/or Site Supervisor must email Facility Manager and procurement stating work was complete and document on the form.
28. Whoever is responsible for the request must meet with vendor at the site from start to finish of the request. (The facility manager should be able to call for updates and the person responsible must know where we are with the request up until the request is complete.)
29. All Request must be kept in binder per school year from June-May.

Equipment and Materials Policy:

Indoor and outdoor play equipment, cribs, cots, feeding chairs, strollers, and other equipment used in the care of enrolled children, and as applicable, other equipment and materials meet standards by the Consumer Product Safety Commission (CPSC) or the American Society for Testing and Material, International (ASTM (American Society for Testing and Material). All equipment and materials must at a minimum:

1. If a child places a toy in their mouth, the toy must be collected immediately after they are done playing with that toy and placed in the soiled toy bin.
2. Contaminated toys (blood, vomit, etc.) will be removed from the child immediately and placed in the soiled toy bin.
3. All materials purchased will be made from non-toxic materials.
4. At the end of every day, contaminated toys will be sanitized with products registered by the Environmental Protection Agency (EPA). You must follow labeling instructions for sanitizing.
5. Staff will provide child-size tables, chairs, equipment, toys, materials, and other furniture that is age appropriate to the children served.
6. Accommodations will be made as needed for children with disabilities.
7. Under no circumstances will a child be left alone or unsupervised while in the care of staff, that can be counted in child ratio, therapist, and consultants.
8. Head Start/Early Head Start classroom staff must know the children and how many they are responsible for.
9. Head Start/Early Head Start classroom staff must use the classroom **Transition Roll Call** to take roll call of the children before transitioning to a new location outside of the classroom and upon arrival at the new location, see 1302.31.
10. During outdoor play and/or other activities staff must position themselves at opposite ends of the area and move around as necessary so all children can always be visually supervised.
11. Outdoor playgrounds are enclosed with fences and two exits.



12. During nap/rest time one teaching staff must be free from activities (not directly involving the teaching, care, and supervision of children), such as administrative and clerical duties, meal preparation, janitorial duties, and personal use of electronic devices.
13. Indoor and outdoor space used by the Early Head Start and Head Start children will be independent of each other.

Safety Training Policy:

1. During the new hire orientation paperwork required will be completed with new staff.
2. Staff will be supplied with all required and appropriate training before entering the site.
3. Site Supervisors will review procedures with new staff prior to staff beginning job duties at the site.
4. Staff will receive annual training during in-service training regardless of the new hire start date.
5. Staff will be trained in procedures periodically and as needed during all staff training, meetings, and individual training if needed. Trainings will include the following:
 - a. The prevention and control of infectious disease.
 - b. Preventions of sudden infant death syndrome and use of safe sleeping practices (if working with children under 24 months (about 2 years) of age).
 - c. Administration of medication, consistent with standards for parental consent.
 - d. Prevention and response to emergencies due to food and allergic reactions.
 - e. Building and physical premises safety, identification of protection from hazards, bodies of water, and vehicular traffic.
 - f. Emergency preparedness and response.
 - g. Handling and storage of hazardous materials and appropriate disposal of bio contaminants.
 - h. Appropriate precautions in transporting children, if applicable.
 - i. First aid and cardiopulmonary resuscitation.
 - j. Recognition and reporting child abuse and neglect.
6. Staff will receive active supervision at least 3 times annually and/or as needed.
7. Training on abuse and neglect will be conducted annually and as needed.

Safety Practices Policy:

All staff and consultants will follow the appropriate practices to keep children safe during activities.

Reporting:

1. The staff is trained in what child abuse is, how to identify, and how to report incidents of Child Abuse and Sexual Abuse. All staff members are mandated reporters.
2. Training will occur during our annual in-service and throughout the year as needed.
3. All federal, state, local laws will be followed, and reporting will be completely confidential and solely on the reporting person.

Safe Sleep:

1. Cribs will space three feet apart from head to toe when occupied.



2. All children laying on cots will be placed head to toe.
3. Cribs and cots will be labeled with the child's first name.
4. Children under 12 months of age will use firm mattresses.
5. Children 12 months and older will transition to a cot.
6. Soft bedding, blankets, and toys will not be allowed in the cribs.
7. Linens will be washed weekly and/or immediately after an illness, and after an accident.
8. Crib sheets for infants will be washed daily.
9. Cribs mattress and cots will be disinfected weekly or as needed.

Active Supervision:

1. All staff will follow appropriate Active Supervision practices in 1302.31 to keep children safe during all activities.
2. All Staff will adhere to and put into practice Active Supervision techniques continuously throughout the day
3. Site Supervisors will provide Active Supervision training at least three times per year and when supervision incidents occur.
4. Compliance records will be monitored for completion by a Compliance Specialist.

Releasing Children:

1. During the registration process, an Admission Information form will be completed with the names of those people authorized to pick up the child.
2. When the gates are closed during pick-up and drop-off, individuals must stop by the office for campus authorization. The Raptor system will verify approval, and a visitor's pass will be printed for all sites.
3. Staff will ask for picture identification of the person picking the child up and verify that person is on the pick-up list. Copy of picture identification must be made and stapled to sign in sheet. This step will continue until the staff is familiar with the people on the pick-up list.
4. If the legal guardian would like to add or remove a person from the pick-up list on the Admission Information Form the legal guardian must complete an ADD/REMOVE AUTHORIZATION FOR RELEASING A CHILD form in person. (Forms will be stapled to Admission Information form 2935.
5. In cases where the parent wishes to deny access to the non-custodial parent, they will be required to provide the program with appropriate copies of legal documentation (custody decree, restraining order, termination of parental rights).
6. In cases where potential kidnapping or violence is an issue, photographs of the person should be provided to assist staff in identifying these individuals.
7. In cases where there are concerns on the part of the custodial parent, but there is no legal documentation available, the Family Service Workers will make appropriate referrals to legal aid or other legal counsel.
8. If an adult shows up at a site that cannot have access to a child:
 - a. Staff will escort the adult to the office.
 - b. B. Staff will tell this person there is documentation on file prohibiting access to that child.



- c. Staff will ask adults to leave the site.
 - d. If the adult refuses to leave, staff will inform them that they will need to contact the police,
9. Staff will contact custodial parent and the Family and Community Partnership Manager to inform them of the incident.
 10. Individuals on the Registered Sex Offenders list is not allowed on campus unless they are the student's legal guardian. The legal guardian must be accompanied by CVCOG staff while on campus.
 11. Please remember your child will be released only to those on the child's pick-up list (Admission Information form). Under no circumstances will letters or phone calls be accepted to make any changes to this list. Any person authorized to pick up a child must be at least 18 years old. It is extremely important that your work and home telephone numbers and the telephone numbers of the authorized pick-up persons are kept current. If we have not been notified by you prior to the designated pick-up time, staff will call the people on your pick-up list.
 12. If the staff person in charge observes you or the person designated to pick up your child demonstrating the inability to safely transport your child, we reserve the right, in the interest of safety for you and your child, to express our concern. We suggest contacting another person to transport you and your child. However, if you or the designated pick-up person insist on transporting the child, please be aware that we will notify the local law enforcement of the situation to ensure the safety of the child.

Late Pick-up:

13. If a child is not picked up on time and the site staff has made every attempt to contact those listed on the Admission Information form 2935 and page 2 of the application and have not reached anyone, the Head Start Site will call their Local Police Department.

Standard of Conduct:

See 1302.90(c)

Hygiene Practices Policy:

All staff systematically and routinely implement hygiene practices that at a minimum ensure:

Hand Washing:

1. Training is provided annually for staff; site supervisors will train volunteers.
2. Wash hands with soap and running water for 20 seconds when performing the following (This applies to staff and all children):
 - a. After diapering or toileting.
 - b. Before setting tables.
 - c. Before handling, preparing, and consuming food.
 - d. After handling animals.
 - e. Before and after dispensing medication for staff members.



- f. After cleaning or using cleaning products for staff members.
 - g. After arriving at the site daily.
 - h. After outdoor activities.
 - i. Before and after playing on sand/water tables.
3. Place hand washing posters in all restrooms and at all sinks as a reminder.
 4. Provide soap and paper towels at every sink for handwashing.

Going to the Toilet:

1. Go to the bathroom.
2. Pull down pants and underwear.
3. Go to the toilet.
 1. Wipe with toilet paper.
 2. Pull up underwear and pants.
 3. Flush the toilet.
 4. Wash hands with soap and water.
 5. Post and follow the toilet procedures in each restroom.

Diaper Changing:

1. All staff will be trained in Diaper Changing Procedures and a Diaper Changing Poster will be posted near the diaper changing area.
 - a. A designated area will be established specifically for diapering that is not located in or near any food handling areas.
 - b. Changing tables will be kept clean, mats will be waterproof and free of cracks and tears. Changing tables and mats will always be clear of any objects.
 - c. Only Head Start/Early Head Start staff or the child's parent/guardian will engage in the diapering of a child.

Head Start Procedure:

1. Wash hands thoroughly.
2. Get supplies ready, including applying gloves.
3. Place the child in a diapering station if applicable.
4. Undress the child with an exposed diaper or pullup.
5. Wipe from front to back using wipes only once.
6. Put soiled wipes in soiled diaper or pull up.
7. Place soiled diaper or pull up in a lined trash can (if possible, tuck diaper or pull up in gloves).
8. Dispose of gloves in the trash can and close the lid.
9. Diaper and dress the child.
10. Wash the child's hands.
11. Staff members will wash their hands.
12. Return child to supervised area.



Early Head Start Procedures:

1. Wash hands thoroughly.
2. Get supplies ready, including applying gloves.
3. Protect the surface with clean disposable paper.
4. Place child on diapering surface always keeping one hand on the child or child safety mechanism. use
5. Undress child to expose the diaper, if clothes are soiled place clothes in a plastic bag.
6. Wipe from front to back using a wipe or soft cloth, put soiled wipe in the soiled diaper.
7. Place soiled diaper in a lined trash can and/or tuck diaper in gloves.
8. Dispose of gloves in the trash can and close the lid.
9. Diaper and dress the child.
10. Wash child's hands.
11. Return child to supervised area.
12. If the area becomes soiled, sanitize this area.
13. Sanitize with a product that is registered by the EPA.

Safety Food Preparation:

1. Kitchen staff will complete Servsafe Training or Servsafe Management Training before conducting kitchen duties.
2. When food is being prepared, all Headstart/Early Headstart staff and volunteers must wear head coverings while in the kitchen area.
3. Kitchen staff will monitor temperature of meats to guarantee they are served to the children at the appropriate temperature stated on the Food Temperature Record. The meat temperatures will be recorded on the Food Temperature Record.
4. Every morning, kitchen staff will complete **Refrigerator/Freezer Temperature Record** to ensure food is kept at the proper temperatures. Teacher/Teacher Assistant will check refrigerators in the classroom to ensure they are at the proper temperature (41 degrees and lower).
5. All staff will follow proper hygiene practices by washing their hands both before and after preparing and serving food.
6. CVCOG Kitchen staff will follow the uploaded Management Plan in TX UMPS.

Exposure to Blood and Bodily Fluids:

1. The following supplies will be used to clean and handle bodily fluids and will be labeled as "Bodily Fluids Only;" broom, mop, dustpan, and bucket.
2. Disposable gloves will be made available to all staff and volunteers.
3. Staff members will wear disposable gloves when handling blood, bodily fluids, or other infectious materials.
4. Clean and disinfect work surfaces contaminated work surface with the recommended liquid EPA approved solution.
5. Clean and disinfect rugs using Super Sorb (do not use vacuum cleaner).
6. Dispose of all contaminated materials in a plastic bio-hazard bag and tie close



7. Staff members will be trained on Bloodborne Pathogens in orientation and annually.

Administrative Safety Procedures Policy:

CVCOG Head Start will establish and implement, and practice as appropriate for emergencies, fire prevention and response, protection from contagious disease, medication administration, food allergies, disaster preparedness, and safety incident.

1. The Health Manager will review the Emergency Response Plan, including fire prevention and response with staff before staff starts job duties at the site.
2. Staff are trained in safety practices annually during in-services training and as needed.
3. The **Parent Handbook** will contain a copy of the following guidelines for exclusion from Head Start/Early Head Start classrooms: Texas Departments of State Health Services in 25 TAC 97.7.
4. Staff will complete an **Incident /Illness Report** form **7239** when a child is temporarily excluded from school due to a communicable disease listed in the **Parent Handbook**, and/or when any injury happens on school grounds.
5. For minor illnesses, small incidents an **Acute Illness Report** will be completed.
6. Receptionist/Site Supervisor will make copies of ALL **Incident/Illness Report** and **Acute Illness Report** for the Health Manager. and filed in the DHS.
7. When a child is excluded for medical reasons, they may return once they have met the proper criteria listed in the **Parent Handbook**.
8. The site can seek guidance from the Health Manager and/or local health officials before returning.
9. The Health Manager may consult with local health officials and/or Texas Department of Family Protective Services (TDFPS) regarding any conditions if applicable.
10. Due to **Incident/Illness Report** and/or **Acute Illness Report** being completed, if a child is absent for four consecutive days an FSW will pull report **2330** from ChildPlus. This will be submitted to the ERSEA (Eligibility, Recruitment, Selection, Enrollment, Attendance) Manager.

Medication Administration:

1. Head Start/Early Head Start staff are trained at orientation, annually, in-service and as needed on Medication Procedures, the use of Medical Equipment when applicable and side effects.
2. All medication must be in its original container.
3. Pharmacy label and Doctor's instructions must include the following information:
 - a. Child's first and last name.
 - b. Name of the medication.
 - c. The date prescription was filled.
 - d. Name of health care provided who prescribed the medication.
 - e. Medication expiration date.
 - f. Dosage and frequency of medication.
 - g. Storage instructions if available.



4. On the original container designated staff will write the date the medication was brought to the site.
5. Teaching staff and/or designated staff place a picture of the child within a week on medication storage box/bag.
6. Parents/guardians must sign and complete the **Authorization for Dispensing Medication** form 7238.
7. Medication will be administered by designated staff members trained in Medication Administration.
8. Designated staff members will be trained in medication administration, handling, and storage of medication per medication instructions.
9. All medication will be in a locked cabinet/box. Emergency medication will be in a lock bag and kept readily available but kept out of the reach of children.
10. Designated staff members will document each time medication is administered on the **Authorization for Dispensing Medication** form 7238.
11. The **Authorization for Dispensing Medication** will be kept in a notebook and kept confidential.
12. Site Supervisor/receptionist will review the **Medication Monthly Verification** at the end of each month for medication in the office. Teaching staff will review the **Medication Monthly Verification** at the end of each month in the classroom to inform parents/guardians on who much medication is left at the site.
13. If there are any changes in the child's normal behavior after medication is administered, designated staff members will document changes on an **Illness/Incident Report** and the **Authorization for Dispensing Medication** and contact the parents/guardians immediately.
14. If designated staff members make an error on medication administration, they will complete a **Medication Error Report** and an **Incident/Illness Report**. A copy will be given to the parents/guardians for them to share with their pediatrician.
15. If staff members need to take medication during operation hours, they will inform the site supervisor and the medication will be stored in a lock cabinet/box.
16. Only the site supervisor and FSW will be allowed to administer any narcotic medication to a child if prescribed.
17. All medication prescribed and/or over the counter must have a doctor's note if left at the site.
18. All medication must be signed out by parent/guardians on the drop date. If medication is picked up, the site supervisor will collect it and inform the Health Manager.

Food Allergy:

1. Parents/guardians will complete a **Health History** and **Nutrition Assessment** with the FSW at enrollment.
2. If there are any concerns the FSW will have parents/guardians obtain a **Food Allergy Emergency Plan** and/or doctor's note stating the food allergy from their health care physician.
3. Each child with a food allergy must have a **Serious Allergy Action Plan** provided by the primary physician.



4. A **Serious Allergy Action Plan** must include symptoms if exposed and steps to take if the child has an allergic reaction.
5. A **Food Allergy Emergency Plan** will be obtained prior to the child's entry to the program.
6. A copy of the **Food Allergy Emergency Plan** and **Serious Allergy Action Plan** will be filed in the child's federal file, outdoor backpack.
7. A copy of the **Food Allergy Emergency Plan** will be given to kitchen staff for food preparation and teaching staff for serving food from the site supervisor.
8. The site supervisor will redact the child's name and use the ChildPlus ID number.
9. **Food Allergy Emergency Plan** will be always posted in the classroom with a confidentiality cover sheet.

Disaster Preparedness Plan:

CVCOG Head Start has all hazards emergency management/disaster preparedness and response plans for natural disasters, emergencies, or violence in or near the program.

1. **Emergency Response Plans** will be reviewed for updates annually. If no updates are required, **Emergency Response Plans** will remain in use.
2. If updates are needed the **Emergency Response Plan** will need to be approved by the Policy Council and Executive Committee, and the Department of Public Safety.
3. The site supervisor will post the **Emergency Response Plans** on Parent Boards at each site.
4. Site Supervisors will report any safety incidents to the Head Start Director that are referenced in 1302.102 under reporting.



REFERENCE		1302 Subpart E Family and Community Engagement Program Services	
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10 th , 2024	Pages: 1
SUBJECT	Family Engagement	STANDARD	1302.50

Family Engagement Approach

Parents as Children’s Primary Teachers

- Teaching staff will provide homework activities for parents to lead at home learning that correlates with classroom curriculum.
- All staff will follow the **Family Engagement Approach** form for program engagement requirements. The **Family Engagement Approach** form will be updated yearly, and yearly requirements and training will be given at In-Service or upon employment.
- Teaching staff will share child portfolios and assessment reports with parents to engage, inform, and strengthen parental abilities to measure their child’s learning and developmental progress.
- Cultural backgrounds and life experiences are shared on the **Building Bridges Volunteer Form** with to strengthen relationships between parents and program staff, promote cultural responsiveness, and empower parents to play active roles in their child's education.

Relationships with Parents

- Staff will approach families with respect, care, and lay aside personal opinions, feelings and or differences.
- Open-door policy is practiced by emphasizing transparency, accessibility, and inclusivity.
- **Building Bridges Volunteer Form** will be completed by parents/guardians to inspire trust by fostering respect, understanding, empathy, inclusivity, and relationship building within our Head Starts.

Family Partnership Process

- Family Service Workers (FSW) will invite all families entering the program from June 1st to April 1st to participate in the Family Partnership process. Families entering after April 1st will have a **Family Needs Assessment/Assistance Form** completed.

Parent Opportunities to Participate

- FSWs will encourage parents to fill out the form Building Bridges: “Getting to Know our Head Start Family” at registration which discusses and promotes program volunteer opportunities. Parents that volunteer more than 8 hours weekly consistently must fill out a Volunteer Packet provided in the Head Start office or FSW office.
- All FSWs and Teachers will continuously promote parent participation by monthly newsletters, calendars, flyers, and sticker reminders. Current job openings will be posted on site boards monthly, in site newsletters, and in the **Director’s Report** monthly. All current Head Start parents will receive preference for employment vacancies for which they are qualified.



Preferred Language and Safe Environments

- Interpreters will be provided, if possible, or other communication tools will be used for all non-English speaking families. Materials will be translated into the family's native language, when applicable.
- An area will be provided for any or all communications with families. Families may choose an alternate location if desired.

Procedures for sharing information:

- Follow Standards and Implementations – 1303 Subpart C – Protections for the Privacy of Child Record



REFERENCE		1302 Subpart E Family and Community Engagement Program Services	
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10, 2024	Pages: 1
SUBJECT	Parent Activities to Promote Child Learning & Development	STANDARD	1302.51

Supporting parent-child Relationships and Child Development (Language, Dual Language, Literacy, & Bi-Literacy)

- Teaching staff will support parent-child relationships by following the **Family Engagement Approach** and the **Parent Education Curriculum Approach**. The forms will be updated annually, and requirements given at In-Service or upon new employment.
- Teaching staff will provide biliteracy reading areas in classrooms and or school libraries and give parents the **Monthly Reading Log** to complete at home monthly.
- Administration will provide all parents with a dual language research-based parent education program.
- For the importance of attendance see Subpart A – ERSEA 1302.16 Attendance.
- All staff will provide information and resources on the benefits of dual language learning and bilingualism/biliteracy in the **Welcome Packet**, parent meetings quarterly, and or as requested from Family Service Workers (FSW).

Research-Based Parent Curriculum

- FSW’s and teaching staff will follow the **Parenting Curriculum Approach** offering various opportunities for parents to participate in a research-based parenting curriculum. Forms will be updated annually, and training requirements will be given at In-Service or upon staff new employment.
- FSW’s **Parent Education Book** will be updated yearly with a variety of parent education options.



REFERENCE		1302 Subpart E Family and Community Engagement Program Services	
APPROVAL/EFFECTIVE		July 10 th , 2024 / July 10, 2024	Pages: 1-2
SUBJECT	Family Partnership Services/Process	STANDARD	1302.52

Family Partnership Process

- Initial Family Partnerships will begin in September/October. Family Service Worker (FSW) will schedule a meeting with families at their selected location. Students enrolling during the year will have Family Partnerships conducted during the four designated Family Partnership times.
- FSW will invite all families entering the program from June 1st to April 1st to participate in the Family Partnership process. Families entering after April 1st will have a **Family Needs Assessment/Assistance** form completed. Early Head Start Dates will vary. Please consult the FAMCO Manager.
- The Family Partnership will include the following forms: **Family Development Plan, Family Needs Assessment/Assistance Form, Family Outcome Matrix** and **Family SMART Goal & Step Development/Tracking Form**, and **Family Service Referral Form** (if applicable).
- All Family Partnership paperwork will be kept in the Family Partnership Notebook and uploaded into ChildPlus by the Family Service Worker at the end of the school year.
- FAMCO Manger will access ChildPlus, review forms, and notebooks to confirm completion of all Family Partnership paperwork and analyze aggravated data throughout the year.

Family Strengths and Needs

- Staff will use the **Family Outcome Matrix** and the **Family Development Plan** forms to help identify family strengths, needs related to family engagement outcomes as described in the Head Start Parent Family, and Community Engagement Framework.

Individualize Family Partnership Service Forms

- All forms are completed with families during the Family Partnership process:
 - Family Development Plan** - Identifies family strengths and needs as well as identification of any preexisting family goals with other organizations.
 - Family Needs Assessment/Assistance Form** – Identification of needs uncovered or expressed by families.
 - Family Outcome Matrix**- Identifies family strengths and needs related to the family engagement outcomes and is used to help develop family goals.
 - Family SMART Goal & Step Development/Tracking Form** – Goals will be developed assessing all interests, needs, and skills of the family. Goals will be tracked, reviewed, revised, adjusted, and evaluated throughout the year.
 - Family Service Referral Form** – An outreach of services with community partner, based on urgency and intensity of identified family needs and goals.



CONCHO VALLEY COUNCIL OF GOVERNMENT
HEAD START/EARLY HEAD START
Policies & Procedures



Existing Goals/Plans and Community Resources

- The **Family Development Plan** will ask families if they have established a pre-existing plan or goal. FSW will become a member of the partnership team and work collaboratively with both the family and other agencies to support the accomplishment of the family goals with partnership agencies' consent.



REFERENCE	1302 Subpart E Family and Community Engagement Program Services		
APPROVAL/EFFECTIVE	July 10 th , 2024 / July 10, 2024		Page: 1
SUBJECT	Community Partnerships and Coordination	STANDARD	1302.53

Community Partnerships

- Site Supervisor/ Family Service Workers (FSW) will establish 5-year and 1-year **Memorandum of Understanding (MOU)** agreements and partnerships with community agencies and organizations yearly and every new grant period.
- Site Supervisors / FSWs will conduct annual follow-ups with all organizations, checking on services and new programs offered, while recording data on the MOU Tracking Update Form.
- Training will be provided annually for the current year's expectations by the FAMCO Manager.
- We will establish necessary collaborative relationships and partnerships with the following community organizations:
 - ✓ Health care provider, mental health providers, Medicaid managed care networks, dentists, other health professionals, nutritional service providers, and substance abuse treatment providers.
 - ✓ Agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of childcare services.
 - ✓ Family preservation and support services, child protective services and other agencies to which child abuse must be reported.
 - ✓ Educational and cultural intuitions and libraries for both children and families.
 - ✓ TANF nutrition assistance agencies, workforce development and training programs, adult or family literacy, adult education and post-secondary education institutions, and agencies or financial institutions.
 - ✓ Housing assistance agencies and providers.
 - ✓ Domestic violence prevention and support providers.
 - ✓ Organizations or businesses that provide support and resources to families.

Coordination with Other Programs

- We will follow 1303 Subpart C – Protecting the Privacy of Child Records

Education MOU

- Education Manager establishes MOU/Collaborative Partnerships with the Local Education Agency (LEA) in our service area.



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REFERENCE	1302 Subpart F Additional Services for Children with Disabilities		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Full participation in program services and activities	STANDARD	1302.60

Concho Valley Council of Governments will ensure all enrolled children with disabilities, including but not limited to those who are eligible for services under the Individuals with Disabilities Act (IDEA) receive all applicable program services in classrooms with their nondisabled peers (least restrictive environment). These children and their families will fully participate in all program services and activities.



REFERENCE	1302 Subpart F Additional Services for Children with Disabilities		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Additional services for children	STANDARD	1302.61

Additional services for children with disabilities

1. Teaching staff use data from screenings, observations/checklists, information from parents/guardians obtained during home visits, parent/teacher conference and a child’s Individualized Education Program/Individualized Family Service Plan (IEP/IFSP) to develop goals and plan individualized instruction for children with disabilities, including but not limited to those eligible for services under the Individuals with Disabilities Act (IDEA)
2. The program and the teaching staff will make necessary modifications and/or adaptations to the classroom and outdoor environment and materials, use multiple and varied formats for instruction such as physical, visual and auditory cues, and make individualized accommodations as necessary to maximize children's interests, engagement and ability to learn from lessons and activities and that support the full participation of children with disabilities.
3. The program will ensure all children with disabilities are protected from discrimination and are provided with all services and program modifications required by section 504 of the Rehabilitation Act, Americans with Disabilities Act and their implementing regulations.
4. Teaching staff use data from screenings, assessments, observations/checklists, and information from parents/guardians to plan individualized instruction for children with suspected disabilities during the period between the referral and the determination of services.
5. Concho Valley Council of Governments Head Start has Memorandums of Understanding (MOU) and/or works closely with the local education agencies (LEA)and early intervention agencies (ECI) in our service area to ensure:
 - children receive the services outlined in their IEP/IFSP;
 - children are working toward the goals in their IEP/IFSP;
 - elements of the IEP or IFSP that the program cannot implement are implemented by the appropriate agency;
 - IEPs and IFSPs are being reviewed and revised, as required by IDEA;
 - Services are provided in a child’s regular Head Start or Early Head Start classroom, to the greatest extend possible;
6. Plan and implement the transition services described in subpart G of this part including at a minimum:
 - See Subpart G Transitions Services



REFERENCE	1302 Subpart F Additional Services for Children with Disabilities		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Additional services for parents	STANDARD	1302.62

Parents of all children with disabilities

The Disability Manager, in conjunction with the Family Service Worker (FSW) will meet with parents/guardians of children with disabilities, including but not limited to children eligible for services under the Individuals with Disabilities Education Act (IDEA), to ensure:

- the needs of their children are being met;
- to help parents/guardians to become advocates for services that meet their children’s needs;
- provide them with information to help them understand their child’s disability and how to best support the child’s development;
- assist parents/guardians to access services and resources for their family, including securing adaptive equipment and devices;
- such supports may be available through a child’s health insurance or other entities,
- create linkages to family support programs; and,
- helping establish eligibility for additional support programs, as needed and practicable.

Parents of children eligible for services under IDEA

The Disability Manager, in conjunction with the FSW will meet with parents/guardians of children that are eligible for services under IDEA to ensure:

- They understand the referral, evaluation, and service timelines required under IDEA;
- They actively participate in the eligibility process and Individualized Education Program or Individualized Family Service Plan (IEP or IFSP) development process with the local education agency (LEA) or early intervention agency (ECI) responsible for implementing IDEA, including by informing parents/guardians of their rights to invite a Head Start representative to participate in all meetings;
- Understand the purposes and results of evaluations and services provided under the IEP or IFSP; and,
- Ensure their children’s needs are accurately identified in and addressed through the IEP or IFSP.



REFERENCE	1302 Subpart F Additional Services for Children with Disabilities		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Coordination and collaboration with the local agency responsible for implementing IDEA	STANDARD	1302.63

Concho Valley Council of Governments (CVCOG) works closely with the agencies responsible for implementing the Individuals with Disabilities Education Act (IDEA). Our processes for screening and assessing children include procedures for referring and transitioning children that may be eligible for services under IDEA. (See 1302.33 Referral Procedures) (See Subpart G – Transition Services)

CVCOG has developed Memorandums of Understanding (MOU) with most of the local education agencies (LEA) and the early intervention agencies (ECI) in our service. With or without an MOU, we work closely with the agencies responsible for implementing IDEA.

The Disability Manager and/or teacher will attend the Admission Review Dismissal (ARD) meeting or Individualized Family Service Plan (IFSP) meeting when invited by the local agency responsible for implementing IDEA.

Regardless of if we attend the meeting or not, if requested, the teaching staff will offer to:

- provide relevant information from the child’s screenings, assessments, and observations to the team developing a child’s Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP); and,
- to participate in a meeting with the LEA or ECI agency responsible for implementing IDEA to develop or review an IEP or IFSP for a child being considered for Head Start enrollment, a currently enrolled child or a child transitioning from a program.

CVCOG retains copies of children’s IEPs and IFSPs for seven years and consistent with the IDEA requirements in 34 CFR parts 300 and 303.



REFERENCE	1302 Subpart G-Transition Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Transitions from Early Head Start	STANDARD	1302.70

Policy:

Early Head Start (EHS) will implement transition strategies to support successful transitions for children and their families transitioning out of EHS.

1. The transition meeting will take place no later than 6 months prior to the child’s third birthday.
2. A **Transition Meeting Letter** will be sent home at least one week prior to the scheduled meeting date.
3. The Transition meeting will include completing the **“EHS Transition Plan”**.
4. During the Transition meeting EHS Family Service Worker (FSW) will complete the following steps:
 - 1) Plan for the child’s next educational placement after Early Head Start.
 - 2) Discuss placement options encouraging Head Start placement. Complete Head Start application for the appropriate school year. At this time eligibility will be determined; children will be placed on the income eligible, 130%, or over income waiting list.
 - 3) EHS FSW will set goals and action strategies with families when they do not qualify for the program or Head Start does not have opening. The EHS FSW will distribute pertinent information and resources for next educational placement.
 - 4) Parents will give permission to share information about their child such as:
 - a. IFSP
 - b. Health Information/Medical Information/plans
 - c. Food Allergies
 - d. Developmental Screening done at 30 months(D-Check)
 - 5) EHS FSW will complete the **Early Head Start Transition Tracking** as the plans begin in the classroom. A copy will be sent to the ERSEA Manager at the end of the month and a hard copy will be sent with transition applications.

The following schedule will be followed for transition dates:

Students Birthday Months	Transition Months
January-May	May (Last day of May)
June-September 1 st	August (Day before Head Start’s first day of school)
September-December	December (Last day before Christmas Break)

Children who turn three in month of September will be allowed to transition out on their third birthday when Head Start has vacancies.



REFERENCE	1302 Subpart G- Transition Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-2
SUBJECT	Transitions from Head Start to kindergarten	STANDARD	1302.71

Policy:

Head Start staff will implement transition strategies to support transitions into Head Start and out of Head Start and into kindergarten. Children and families will be given the opportunity to participate in planned program activities designed to support a successful transition into Head Start or from Head Start into kindergarten.

Transition into Head Start

1. Family Service Workers (FSW) and Teachers will offer a parent orientation/open house/meet the teacher before school begins so that parents/guardian and children can see their classroom, and learn about some of the policies/expectations of the program.
2. Teachers may provide activities that will become part of their daily schedule at parent orientation/open house/meet the teacher.
3. FSW will meet with parents/guardians in April to complete a **Head Start Transition Plan-Returning**. The original plan will be placed in the ERSEA Federal File and a copy in the Transition file.

Transition from Head Start to Kindergarten

1. FSW and Teaching staff will offer parents/guardians an orientation/open house/meet the teacher before school begins so that parents/guardian and children can see their classroom, and learn about some of the policies/expectations of the program.
2. Teaching staff will provide activities that will become part of their daily schedule parent orientation/open house/meet the teacher.
3. Teaching staff will provide parents information about their child’s progress throughout the year.
4. Parents/guardians are invited to participate in Policy Council, Parent Committee/PTA, Education Committee, Health Advisory, IEP meetings etc. so that parents can exercise their rights and responsibilities concerning the education of their child.
5. FSWs will educate the importance on regular attendance by sharing information at Home Visits, Family Partnerships and/or Parent Meetings and posting flyers on parent boards.
6. Kindergarten teachers and Independent School District principal will be invited to a parent meeting about Kindergarten Round up.
7. Teaching staff will implement activities, books, and experiences in their classroom in April/May that relate to transitions into kindergarten.
8. Site Supervisors and/or FSWs in collaboration with the school districts will facilitate a “Transition Day” at Head Start or the ISD so that children and parents/guardians get to experience the various activities of a kindergarten student.



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9. FSW will meet with parents/guardians in April to complete a **Head Start Transition Plan-Kindergarten**. The original plan will be placed in the ERSEA Federal File.
10. FSW will share records with ISD upon request with parents/guardians' consent, all Personal Identifiable Information procedures will be followed.



REFERENCE	1302 Subpart G-Transition Services		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Transitions between programs	STANDARD	1302.72

Policy:

Children and families will have a smooth transition and continuity of services when they change sites or classrooms.

1. If a parents/guardian wants to transfer sites or classrooms, a **Transfer Request** must be completed with the Family Service Worker (FSW).
 - a. When transferring sites the FSW must email the **Transfer Request** to the other site’s FSW, Site Supervisor and ERSEA Manager.
 - b. When transferring classrooms the FSW must email the classroom FSW, Site Supervisor and ERSEA Manager.
2. Transfer request must be approved by the ERSEA Manager.
3. When a child transfers to another site or classroom within the program, the Site Supervisor and FSW at the site the child is leaving will:
 - a. Review the child’s federal file and family file for completeness.
 - b. Place any confidential information in a labeled sealed envelope and in the family file.
 - c. FSW must complete a **Change of Status** form and place in ERSEA federal file. A **Change of Status** must be emailed to Managers according to **WHO, WHAT, WHEN, WHERE**.
 - d. Files must be given to the new FSW, prior to child starting.
 - e. FSW’s and parents/ guardians must establish a transfer date.
4. When the child enters a new site or classroom, the Site Supervisor, FSW, and Teacher will:
 - a. Review the file and remove child abuse report and/or other confidential information into appropriate area.
 - b. FSW must contact the parents/guardians to arrange a time for meeting and/or visiting new site or classroom, prior to transfer date.
 - c. FSW will consult with program managers and/or consultants about related services, if applicable. (transportation, therapy, special assistance, etc.)



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REFERENCE	1302 Services to Enrolled Pregnant Women Subpart H		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Enrolled Pregnant Women	STANDARD	1302.80

Policy:

Within 30 days of enrollment, Concho Valley Council of Governments (CVCOG) Head Start Program will determine whether each enrolled pregnant woman has an ongoing source of continuous, accessible health care (provided by a health care professional that maintains her ongoing health record and is not primarily a source of emergency or urgent care), and as appropriate health insurance coverage.

1. Early Head Start Family Service Worker (EHS FSW) will determine whether each enrolled pregnant woman has ongoing source of health and dental care, and health insurance within 30 days of entry.
2. If any of the enrolled pregnant women do not have health insurance, the EHS FSW will follow the policy Use of Funds 1304.42.
3. The Health/Mental Health Manager and/or the EHS FSW will provide access to comprehensive services through referrals that include, but not limited to:
 - a. Nutritional Counseling
 - b. Food Assistance
 - c. Oral Health Care
 - d. Mental Health Services
 - e. Substance Abuse Prevention and Treatment
 - f. Emergency Shelter or Transitional Housing in cases of Domestic Violence
4. The Health/Mental Health Manager and/or EHS FSW will visit each mother to offer support and identify family needs within two weeks after the infant’s birth.
5. The Health/Mental Health Manager and/or EHS FSW will have pregnant women complete the **Edinburgh Postnatal Depression Scale** at enrollment to the program, and two weeks after infant’s birth.
6. The Health/Mental Health Manager and/or EHS FSW will grade the **Edinburgh Postnatal Depression Scale** and make appropriate referrals, if applicable.



REFERENCE	1302 Services to Enrolled Pregnant Women Subpart H		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Prenatal and Postpartum Information, Education, and Services	STANDARD	1302.81

Policy:

Concho Valley Council of Governments (CVCOG) Head Start Program will provide enrolled pregnant women, fathers, and partners or other relevant family members the prenatal and postpartum information, education and services that address appropriate fetal development, the importance of nutrition, the risks of drugs and alcohol, labor and delivery, postpartum recovery, prenatal depression, infant care, safe sleeping practices, and benefits of breastfeeding.

1. Early Head Start Family Service Worker (EHS FSW) will schedule an initial visit with pregnant woman, fathers and/or partners or other relevant family members at enrollment and each month until the pregnant woman has completed the program.
2. The Health/Mental Health Manager and/or EHS FSW will use evidence-based curriculum which includes required information about the following but no limited to:
 - A. Fetal Development
 - B. Nutrition
 - C. Risk of Alcohol, Drugs, and Smoking
 - D. Labor and Delivery
 - E. Postpartum Recovery
 - F. Prenatal and Postnatal Depression
 - G. Infant Care
 - H. Safe Sleep Practices
 - I. Benefits of Breastfeeding
 - J. Supports for Emotional Well-being
 - K. Nurturing and Responsive Care Giving
 - L. Father Engagement during Pregnant and Early Childhood.
3. If a pregnant woman enrolls late in their trimester all prior topics will be shared with pregnant mom with an emphasis on required information.
4. All visits will be documented and tracked on the **Pregnant Moms Tracking**.



REFERENCE	1302 Services to Enrolled Pregnant Women Subpart H		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1
SUBJECT	Family Partnership Services for Enrolled Pregnant Women	STANDARD	1302.82

Policy:

Concho Valley Council of Governments (CVCOG) Head Start Program will engage enrolled pregnant women and other relevant family members, such as fathers, in the family partnership services, as described in 1302.52 and include a specific focus on factors that influence prenatal and postpartum maternal and infant health.

1. The Early Head Start Family Service Worker (EHS FSW) will complete a one-time Family Partnership Agreement with the pregnant woman and other relevant family members within 45 days of entry date.
2. The Family Partnership Agreement will include the following goals:
 - a. Strategies for meeting the goals.
 - b. Timetables for meeting the goals.
 - c. Progress Notes.
 - d. A signed and dated Family Partnership Agreement when it was established.
3. All Family Partnership paperwork will be filed in the Family Partnership Notebook.
4. See Subpart E section 1302.52 Family partnership services.
5. The EHS FSW will follow up with the pregnant women monthly according to the timetables set by pregnant woman to update and document progress in meeting strategies/goals until no longer enrolled.
6. Every effort will be made to build a good relationship with each family to establish mutual trust between EHS and the pregnant women and relevant family members.
7. Transitions will be discussed all throughout the pregnant women enrollment.
8. Enrollment paperwork for the infant will be done two weeks before the enrollment date.
9. All families will be supported during the transition process.



REFERENCE	1302 Human Resource Management Subpart I		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-3
SUBJECT	Personnel Policies	STANDARD	1302.90

A. Personnel Policies and Procedures:

- Head Start staff/ Early Head Start staff will follow the Head Start/ Early Head Start Employee Handbook. Head Start Administration is subject to the Concho Valley Council of Governments (CVCOG) Employee Handbook.

1. Before a candidate is hired, directly or through a contract, the CVCOG must conduct an interview, verify references, conduct a sex offender registry check, and obtain the following:

- State or tribal criminal history records, including fingerprint checks; or,
- Federal Bureau of Investigation (FBI) criminal history records, including fingerprint checks.
 - Review the information found in each employment application and complete background check to assess the relevancy of any issue uncovered by the complete background check.
 - Ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the background check process is complete.
 - A program must conduct the complete background check for each employee, consultant, or contractor at least once every five years and must include each of the four checks listed above.
 - DFPS will send a notification letter to Head Start Administrations 30 days prior to renewal date for the 5-year background check requirement. At this point, this is forwarded to Human Resources (HR) and they process the background check renewals.

B. The CVCOG Hiring Procedures for Head Start and Early Head Start:

- Open positions will be advertised on CVCOG website, Indeed, Texas Workforce, the monthly directors report, and bulletins on campus.
- All applicants will be listed on the **Employee Screening Tool**.
- An interview will be conducted prior to hiring the candidate, unless otherwise directed by the program director. Policy Council screening committee members will be invited to participate in the interview process. Prior to hiring a candidate, HR will verify a total of 2-3 personal or job-related references.
- HR will provide a **Recommendation Letter** to the Executive Director and Finance Director for approval.
- The candidate will sign a **Contingent Offer** with the understanding of meeting program requirements, Policy Council approval, and a 90 – day probation period.
- HR will run a Central Registry check, DFPS and FBI Background check. The candidate will receive notification when they are ready to be fingerprinted, as part of the FBI check. It is the candidate’s responsibility to setup the appointment and notify the HR department of the appointment, so that HR pay for the appointment. Head Start Administration will receive



notification of the candidate's eligibility status and forward to HR, please see Risk Evaluation process for candidates, if necessary. The nutrition manager will complete USDA Authentication.

A hire date will be established where the candidate will complete new hire paperwork and new employee orientation.

We will consider current and former program parents for employment vacancies for which such parents apply and are qualified. Applicants will have the opportunity to voluntarily identify if they are a parent on the application.

C. Candidates or Employees needing a Risk Evaluation:

- a. Programs will ensure a newly hired employee, consultant, or contractor does not have unsupervised access to children until the complete background check process is complete. Upon notification of risk evaluation, programs will know if the employee, consultant, or contractor are allowed around or not allowed around children.
- b. Applicant has 5 business days to complete their portion of the risk evaluation process.
- c. Continuation of contingent employment will be decided on by the Head Start Director by the end of 15 business days.

*Per the Head Start/ Early Head Start Handbook, Employees are required to report any arrest or incarceration as soon as possible, following an incident. Depending on the offense and potential negative impact on CVCOG's position in the community, CVCOG reserves the right to apply the disciplinary process up to and including suspension or termination during the incarcerated time period or during an investigation. If a resulting guilty charge or verdict does not meet CVCOG or Head Start background requirements, CVCOG will process a termination.

D. Standards of Conduct

- a. All staff, consultants, contractors, volunteers, Head Start Policy Council members, and Executive Committee members are required to sign a **Standards of Conduct** and **Discipline and Guidance**.
- b. Ensure staff, including substitutes, consultants, contractors, and volunteers implement positive strategies to support children's well-being and prevent and address challenging behavior;
- c. Ensure staff, including substitutes consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:
 - I. Use corporal punishment;
 - II. Use isolation to discipline a child;
 - III. Bind or tie a child to restrict movement or tape a child's mouth; i
 - IV. Use or withhold food as a punishment or reward;
 - V. Use toilet learning/training methods that punish, demean, or humiliate a child;
 - VI. Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
 - VII. Physically abuse a child;
 - VIII. Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or,



- IX. Use physical activity or outdoor time as a punishment or reward;
- d. Ensure staff, including substitutes, consultants, contractors, and volunteers respect and promote the unique identity of each child and family and do not stereotype on any basis, including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;
 - e. Require staff, including substitutes, consultants, contractors, and volunteers to comply with program confidentiality policies concerning personally identifiable information (PII) about children, families, and other staff members in accordance with subpart C of part 1303 and applicable federal, state, local, and tribal laws; and,
 - f. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.
 - g. The Head Start Program will implement appropriate penalties including termination of staff, consultants, and volunteers who violate the **Standards of Conduct** and **Discipline and Guidance**.



REFERENCE	1302 Human Resource Management Subpart I		
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024		Pages: 1-2
SUBJECT	Staff qualifications and competency requirements	STANDARD	1302.91

The Head Start Program will ensure all staff, including substitutes, consultants, and contractors have sufficient knowledge, training, and experience, and receive ongoing training and professional development to fulfill their roles and responsibilities, and meet the following criteria:

- A. Head Start / Early Head Start Director
 - At a minimum; a baccalaureate degree;
 - Experience in supervision of staff, fiscal management, and administration.

- B. Fiscal Officer
 - At a minimum, a baccalaureate degree in accounting, business, fiscal management or a related field.

- C. Family, Health, and Disabilities Management
 - At a minimum, a baccalaureate degree, preferably related to one or more of the disciplines they oversee.

- D. Education Management
 - A baccalaureate or advanced degree in early childhood education; or
 - A baccalaureate or advanced degree and equivalent coursework in early childhood education with early childhood education teaching experience.

- E. Early Head Start Teacher (EHS)*
 - Child Development Associate (CDA) credential for Infant and Toddler; or
 - Comparable credential and have been trained with a focus on infant and toddler development or;
 - Equivalent coursework in early childhood development with a focus on infant and toddler development that meets or exceeds the CDA.
 - If we have unsuccessfully been able to recruit and hire an Early Head Start Teacher with the above qualifications, we may hire an EHS Teacher with the understanding that they will obtain their Infant and Toddler CDA withing one year of hire.

- F. Head Start Teacher*
 - An associate or baccalaureate degree in child development or early childhood education, or related degree with equivalent coursework.
 - If an applicant for teacher does not have a degree in child development or early childhood education, they could have an associate or baccalaureate degree in a related field and coursework equivalent to a major relating to early childhood education with experience teaching preschool age children.



- Coursework equivalent to a major related to early childhood education includes but is not limited to courses that focus on child development, early childhood education and curriculum, early childhood teaching and assessment, psychology, family development, health and physical development, mathematics, science and children's literature.
- If we have unsuccessfully been able to recruit and hire a Head Start Teacher with the above qualifications, we may hire a classroom teacher with the understanding that a CDA or a state-awarded certificate will be obtained within one year and they must enroll in an institution that offers an associate degree in Early Childhood Education. A waiver request will be made through our OHS Regional Office.

G. Head Start Teacher Assistant*

- CDA credential or enrolled in a program to be completed within two years of hire; or
- Technical Certificate in Early Childhood Studies or Early Childhood Development that meets or exceeds the requirements for a CDA Credential; or
- Associate or baccalaureate degree (in any area) or be enrolled in a program that will lead to degree within two years of hire.

* For teachers and teacher assistants that do meet qualifications for their position a **Professional Development Plan (PDP)** will be initiated and updated no less than quarterly until they have obtained the appropriate credential. If teachers or teacher assistants fail to make progress toward their credential or do not meet deadlines outlined in their **PDP**, disciplinary actions will be taken; disciplinary action could include termination.

H. Family Service Workers

- Must have within eighteen months of hire, at a minimum, a credential or certification in social work, human services, family services, counseling or a related field.

I. Contracted Health Professionals

- Health procedures are performed by a licensed or certified health professional.
- All mental health consultants must be licensed or certified mental health professionals. We will use mental health consultants with knowledge of and experience in serving young children and their families.
- Nutrition consultants must be registered dietitians or nutritionists with appropriate qualifications.

J. Coaches

- Minimum of a baccalaureate degree in early childhood education or a related field.



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REFERENCE	1302 Human Resource Management Subpart I	
APPROVAL/EFFECTIVE		

SUBJECT	Training and Professional Development	STANDARD	1302.92
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Policy: The Head Start Program will ensure all new staff, consultants, and volunteers receive at a minimum, an orientation that includes the goals and underlying philosophy of Head Start including the Head Start Program Performance Standards, Child Care Regulation Minimum Standards, policies, and procedures. The Head Start Program must provide appropriate training and technical assistance to include orientation to the Executive Committee and Policy Council. The training must include review of program governance and eligibility verification indicated in 1302.12(m). This is to ensure the staff and Executive Committee members understand the information and can effectively oversee the direction of the Head Start Program.

All staff will participate in new employee orientation and attend in-service annually. This will include professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services.

- a. Staff complete a minimum of 24 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5) of the Act;
- b. All staff will complete annual Child Care Regulation Minimum Standards requirements for training.
- c. Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
- d. Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way;
- e. Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes.
- f. Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in Head Start Early Learning Outcomes Framework: Ages Birth to Five, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions, and use of data to individualize learning experiences to improve outcomes for all children.
- g. Practice based coaching will be provided for education staff, when appropriate. The identified staff will sign a **Coaching Agreement**.
- h. Mental health and wellness information available to staff regarding health issues that may affect their job performance. We will provide regularly scheduled opportunities to learn about mental health, wellness, and health education.



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REFERENCE	1302 Human Resource Management Subpart I	
APPROVAL/EFFECTIVE		

SUBJECT	Staff Health and Wellness	STANDARD	1302.93
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- A. All staff must submit a copy of their most recent physical exam or approved health document prior to their first day of hire to ensure that staff do not pose a significant risk to the health or safety of others in the program. The annual/physical exam or approved health document must not be more than 12 months old and must include appropriate screenings and tests for Tuberculosis.

Every three years after the initial hire date, staff must submit a copy of their most recent physical exam or approved health document. The physical exam or approved health document must not be more than 12 months old and must include appropriate screenings and tests for Tuberculosis.

- B. A mental Health Professional is on contract to assist staff as needed and provide information on mental health from wellness and education.



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REFERENCE	1302 Human Resource Management Subpart I	
APPROVAL/EFFECTIVE		

SUBJECT	Volunteers	STANDARD	1302.94
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- A. All volunteers that volunteer 8 hours or more per week must submit a copy of their most recent physical exam or approved health document to ensure that staff do not pose a significant risk to the health or safety of others in the program. The annual/physical exam or approved health document must not be more than 6 months old and must include appropriate screenings and tests for Tuberculosis (TB). All volunteers will submit new physicals and test for TB annually.
- B. Regular volunteers will never be left alone with children unless they are trained as caregivers.



REFERENCE	1302 Subpart J – Program Management and Quality Improvement	
APPROVAL/EFFECTIVE	July 10, 2024/ July 10, 2024	Pages: 1

SUBJECT	Management System	STANDARD	1302.101
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Implementation

- A. The Concho Valley Council of Governments (CVCOG) Organizational Chart ensures there is effective oversight in all program areas that promotes the delivery of high-quality services in all program areas.
- B. Staff will complete a **Needs Assessment** annually to identify any needs and needs for professional development.
- C. CLASS observations and monitoring by the Education Managers and Classroom Support Specialist are done throughout the year to support staff.
- D. Budgets are reviewed annually to ensure the budget aids in meeting the program goals and that the CVCOG Head Start/ Early Head Start program is providing high quality services.
- E. CVCOG maintains records in MIP and ChildPlus.

Coordinated Approaches

Training and professional development is done annually and as needed. See 1302.92.

CVCOG uses data regarding families’ primary language to anticipate the primary language of most children in our service area. According to our Community Assessment, the most predominate languages spoken in our service area are English and Spanish.

CVCOG uses a curriculum that includes:

- differentiated learning strategies and materials for a full range of learners including grouping strategies and scaffolding;
- equality of materials and instruction in English and Spanish, including language sensitive adaptations and cultural sensitivity;
- English language learner instruction incorporates research in second language acquisition with classroom strategies

Forty percent of classroom teaching staff speak Spanish as well as English.

CVCOG will ensure all children with disabilities, including but not limited to children eligible for services under Individuals with Disabilities Education Act (IDEA) are included in all program activities, have access to appropriate materials and instruction in the least restrictive environment with their non-disabled peers and are protected from discrimination and have access to all program services and modifications consistent with section 504 of the Rehabilitation Act and the Americans with Disabilities Act.



REFERENCE	1302 Subpart J – Program Management and Quality Improvement	
APPROVAL/EFFECTIVE	July 10, 2024 / July 10, 2024	Pages: 1-2

SUBJECT	Achieving Program Goals	STANDARD	1302.102
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Establishing Program Goals

The Concho Valley Council of Governments (CVCOG) Head Start Program in collaboration with the Executive Committee (EC) and Policy Council (PC) will establish strategic goals for the five-year grant period. These goals are established through results of the Community Assessment, Self-Assessment, data collection related to all program areas, school readiness, and health and safety.

Monitoring Program Performance

The Head Start Program will develop and implement a process of ongoing monitoring and continuous improvement of the service delivery area and program operation. The program will abide by all local, state, and federal regulations. We will provide high-quality program services, share strategies and communicate plans to ensure child and staff safety.

Monitoring Systems:

Ongoing monitoring continues to provide recommendations to enhance the quality of care and services to children and to provide safe and healthy environments through the following service areas:

- Compliance of Health and Safety
- Education Services
- Health /Mental Health Services
- Nutrition
- Disabilities
- Family & Community Support
- ERSEA

The CVCOG Head Start Program will utilize the results of monitoring efforts and activities to further evaluate compliance with Head Start Performance Standards and regulations.

- Administrative Management Staff will provide ongoing monitoring to include regular site visits to all Head Start sites and classrooms.
- Site visits to all sites will be announced and unannounced.
- Management staff will complete the **Monitoring Protocol** related to their content area at least twice a year and as needed.



- The Site Supervisor will be responsible for completing the **Compliance Monitoring** at their site at least twice a year and as needed.
- All data will be aggregated and strategies for improvement will be shared with site supervisors, all site staff, content area managers and Head Start director. Corrective action plans will be implemented, when necessary.
- Any deficiencies, safety incidents, or audit findings will lead to additional training, when necessary, or as stated in the corrective action plan.
- The Policy Council and Executive Committee will be aware of any major findings or any incidents reported to the Office of Head Start or Child Care Regulation.
- Content area reports will be due on the 10th of every month to the Head Start director
 - Monthly disability numbers
 - Monthly enrollment numbers
 - Monthly physicals and dentals – completed percentages
 - Monthly 45-day reports – completed percentages
 - Monthly classroom observations (after 45 days of the start of school)
 - Child assessment data (quarterly)
 - Monthly nutrition reports
 - Monthly parent education participation
 - Monthly behavior observations / number of behavior plans in place
 - Monthly mental health referrals initiated
 - Monthly developed goal/achievement
- Site Supervisors will do daily rounds of their entire campus including walking into all classrooms.

Ongoing Assessment of Program Goals

- EC and PC approve the self-assessment outline then parents and staff participate in assessment results in all content areas.
- Data is collected from all program content areas; goals are created that encompass all content area. EC and PC approve program goals before they are put in place.
- Goals are reviewed and updated three times a year.

Data for Continuous Improvement

- Content area managers will meet with the Head Start director three times per year to analyze collected data to identify risks and informing strategies in all program areas.

Reporting

- EC and PC will receive on a semi-annual basis program data from content areas.

Reporting Health and Safety Procedure

- Site Supervisor will report any incidents that needs to be reported to the Office of Head Start (OHS) or Child Care Regulation (CCR), to the Head Start director as soon as possible. Parents/guardians will be



notified of the incident as soon as possible, but no later than 24 hours after the site supervisor has been made aware of the incident.

- Site Supervisor will notify CCR of the incident as soon as possible and provide any information requested. The Head Start director will notify the OHS Program Specialist of the reportable incident as soon as possible, but no later than seven days after the incident. The program will provide all requested information.

The below are reportable incidents:

A critical incident includes, but is not limited to:

- Suspected child abuse which may or may not have occurred during service hours.
- Allegations of child abuse/neglect against any staff member, volunteer or contractor, injury to a child due to lack of supervision or unacceptable methods of child guidance
- Incidents which may have placed a child, family member or staff in danger, including any incidents in which a child was left unsupervised

Health Incidents, which includes, but not limited to:

- Injuries that require urgent medical attention by a health-care professional
- Child or staff member leaving by emergency medical transport
- Contagious diseases that could lead to an outbreak
- Child receiving outside medical attention at any point in time for an injury sustained during program hours

Other:

- Any incident which has the potential to generate negative media coverage
- Unplanned interruption in program services or closure of any site. Parents will be notified 24 hours in advance, when possible.

Memo

To: Executive Committee

From: Carolina Raymond – Director of Head Start

Date: 07/10/2024

Re: CONSIDER AND TAKE APPROPRIATE ACTION – ITEM 10

ITEM 10

Carolina Raymond, Director of Head Start, is seeking consideration and approval concerning the Head Start Policies and Procedures.

- a. 1301 Program Governance
- b. 1302 Subpart A ERSEA
- c. 1302 Subpart B Program Structure
- d. 1302 Subpart C Education
- e. 1302 Subpart D Health Program Services
- f. 1302 Subpart E Family and Community Engagement
- g. 1302 Subpart F Additional Services for Children with Disabilities
- h. 1302 Subpart G Transition Services
- i. 1302 Subpart H Enrolled Pregnant Women
- j. 1302 Subpart I Human Resources
- k. 1302 Subpart J Program Management and Quality

Approved at the Executive Committee Meeting on July 10, 2024.

**Concho Valley Council of Governments
Day Head Start &
Early Head Start**

EMERGENCY RESPONSE PLAN



**3026 N. Oakes
San Angelo, TX 76903
325-481-3995**

Updated June 2024

For Official Use Only

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II. INTRODUCTION

A. Introduction:

1. Emergencies can occur anytime-anywhere. Violence can happen even in an environment dedicated to children and families. We must ensure that our staff, children and families are prepared to effectively handle a wide range of dangerous situations to continue to provide a safe environment where learning a can occur.
2. A comprehensive site Emergency Response Plan must be developed and all staff members trained in order to effectively respond during emergencies.

B. Purpose:

1. This plan is designed to providing practical guidelines to enable staff to properly prepare and respond to a wide range of emergency and disaster situations. In any emergency situation, the Head Start / Early Head Start program's overriding mission is to:
 - a. Protect life.
 - b. Secure the facilities and infrastructure.
 - c. Resume program operations.
 2. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. Planning, preparation, and training will help staff personnel learn the proper courses of action to take during an emergency. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. This plan should address three key areas to ensure plan / response effectiveness:
 - a. Personnel--who is assigned to do what. Personnel will be assigned to one of Emergency Response Groups that make up the Emergency Response Team. Emergency Response Groups are identified in Appendix A.
 - b. Training--who is trained to do what. All personnel will be trained to accomplish their assigned duties. A training matrix listing all personnel and completed training will be identified in Appendix B.
 - c. Equipment--what equipment is needed for training and response. A list of equipment need for both training and response will be maintained. All equipment will be documented as on-hand or identified as a shortfall in Appendix C.
- Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan. Drills conducted shall be documented on the Drill Log in Appendix D.
 - Each classroom will be supplied with a classroom Emergency Response Procedures Guide; section IV of this plan that provides instructions on how to respond to specific events as determined by the site emergency planning committee.

C. Plan Maintenance:

1. An emergency planning committee will be established consisting of site staff from the following disciplines. (Select as appropriate)

- | | |
|----------------------|----------------------------|
| Director | Food Service staff |
| Office Staff | Monitor / Safety personnel |
| Maintenance | Teachers / Caregivers |
| Parents / Volunteers | |

2. In addition to site personnel, the planning committee should also seek assistance from the following local agencies:

- | | |
|----------------------|--------------------------|
| Law Enforcement | Fire / Emergency Medical |
| Emergency Management | County Health Department |

3. This plan shall be reviewed and updated annually and when changes are deemed necessary because of a response drill or emergency. The update shall be documented in the Plan Review Appendix E.

4. The completed plan will be signed by the persons identified on the Approval Statement (next page).

5. A copy of this plan will be filed at the Concho Valley Council of Governments administrative office, with Health Manager.

6. The original plan will be kept at the Head Start Center.

D. Approval Statement:

The Center Safety Plan for Day Head Start/ Early Head Start has been reviewed and found to comply with the Head Start Act (other directives?).

Executive Director Date

Agency Director Date

Health Manager Date

State Collaborator Date

Site Administrator Date

Law Enforcement (if applicable) Date

Fire / EMS (if applicable) Date

Local Emergency Management Date
(if applicable)

County Health Department Date
(if applicable)

[] Date
other

III. BASIC PLAN

A. Situation:

1. The center sits on at [3026 N. Oakes]. The site consists of several connected buildings. There is an Average Daily Membership of [174 children] and [40] staff members.
2. The Head Start Director / Executive Director have the primary responsibility for developing and implementing the site Emergency Response Plan and executing Head Start policies.
3. Site personnel and / or local fire and law enforcement agencies handle most site emergencies.

B. Assumptions:

- a. During an emergency, centralized direction and control [i.e., senior staff] is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

C. Command and Communications:

1. The order of succession for the Head Start / Early Head Start emergency response program is:
 - The Head Start / Early Head Start Director
 - The Education Manager
 - Health Manager and Facilities Manager
 - Site Supervisor
 - *If the director is unavailable, the next individual must assume incident command.
2. When an emergency condition exists, Site Supervisor will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used with "a" being the primary mode of communication followed by alternative modes.
 - a. Telephone
 - b. Messenger

D. Staff Response Roles:

1. How a program manages and responds to a crisis greatly affects the public's perception of the organization.
2. The County Judge (Judge Lane Carter) may make a Declaration of a State or Local Emergency for a disaster or potential disaster in Tom Green County. The declaration would be issued from the Emergency Operations Center.
3. Advisories for internal disasters would be issued by the Head Start / Early Head Start Director, Education Manager, or Health and Facilities Manager. If none of the preceding is present, the Site Supervisor in charge at any program site may declare an emergency and then promptly notify the appropriate Management Team member. The agencies Emergency Response Team will consist of three groups:

a. The Administrative Group consists of the Director / Executive Director and office staff that provides the support framework for the Agency. This group is responsible for:

1. Emergency Response Plan Oversight
2. Incident Command
3. Public Relations
4. Human Resources
5. Media / Information Release
6. Finance
7. Long Term Recovery

b. The Support Group includes individuals that provide support to teachers and students such as food service, maintenance and safety personnel. This group may include parents and volunteers and is responsible for:

1. Food Service
2. Site Safety
3. Building Operations
4. Transportation
5. Short Term Mitigation

c. The Teachers Group consist of those whose daily duties involves direct care for the students. This group is responsible for:

1. Providing / Receiving Information
2. Student Accountability
3. Classroom Security
4. Classroom Evacuation

4. In the event of an emergency all staff persons are to assume responsibility for the following actions:

1. Initiation of steps to safeguard the children, staff and property
2. Notification of authorities and center staff
3. Initiation of steps to mitigate or contain the situation
4. Implementation of evacuation procedures

5. In addition, the Director / Executive Director of Head Start / Early Head Start (or designee) will assume the role of Site Supervisor for all emergencies and or disasters.

E. Child Safety:

1...Children will be accounted for at the times of emergencies before leaving the classroom and after arriving to the designed safe area or alternate shelter.

2. Care for the children will continue as normal. We will provide stimulus and entertainment/education stimulus comparable to the classroom environment and nonperishable drinks and snacks if applicable. Children in need of first aid will receive it as arriving to relocation designation.

3. Site Supervisors and teachers will call primary parent form DHS information and will ask for ID identification at the time of pickup. Parent will sign child out before pick up.

4...Children under 24 months of age will be evacuated to transportation using evacuation cribs and multi carrier strollers. Additional staff will be added to aid and assist children of 24 months or younger and children who suffer from mental, visual, and or hearing impairments.

F. Debriefing:

Because the demands of responding to a crisis are intense and place staff under a great deal of stress, it is advisable to engage staff in a “debriefing”. This process should be undertaken with a trained professional. The debriefing allows staff an opportunity to express feelings and receive emotional support. For others, it provides the opportunity to learn and to become better prepared for crisis.

G. Deactivation:

When emergency conditions are stabilized and normal program operations can resume, the Head Start / Early Head Start Director will deactivate the Crisis / Emergency Plan. A formal announcement will be disseminated. If the nature of the incident requires an extension of some emergency services, special work groups may be appointed to coordinate those continuing activities, which may include:

1. Ongoing repairs,
2. Space re-assignments or adjustments,
3. Support services for children, staff and parents,
4. Community relief efforts,
5. Cost recovery (develop cost and loss documentation forms).

Immediately following the end of an emergency or crisis, a survey of the Emergency Team members and involved staff will be conducted to evaluate the effectiveness of the response. Survey results will help determine whether portions of the Emergency Plan must be modified due to the crisis event. The Head Start / Early Head Start Director in conjunction with the Management Team will prepare a written “Crisis Summary

Report” analyzing post-event observation, and will coordinate appropriate plan revisions (this also applies to weather related crisis situations).

H. Recovery

After dealing with the stress and trauma involved in a crisis, it is important to note that the initial crisis may be resolved, but many ancillary issues may still exist. The recovery phase is an important time to deactivate the plan, reassess the effectiveness of the efforts, and evaluate the program’s ability to conduct normal business.

EMERGENCY PROCEDURES ANNEXES

A. ANIMALS

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395***)
- Call Animal Control {325-657-4224 / *San Angelo Animal Services*}.
- Notify CPR / first aid certified personnel of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify Site Supervisor. Site Supervisors assembles Emergency Response Team Members.
- Seal off area if animal(s) still present.
- Site Supervisors notifies authorities and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

B. ASSAULT / FIGHT

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325)-481-3395***)
- Notify CPR / first aid certified persons of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify the Site Supervisor. Site Supervisor assembles Emergency Response Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Site Supervisor notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Site Supervisor notifies parents of students involved in assault.
- Document all activities. Ask victim(s) / witness (es) for their account of incident.
- Assess counseling needs of victim(s) / witness (es). Implement post-crisis procedures.

C. BOMB THREAT

Upon receiving a message that a bomb has been planted in center:

- Use bomb threat checklist (next page).
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Do NOT hang up, even if the caller does. **(The police may be able to trace the call)**
- Notify Site Supervisor or designee.
- Site Supervisor orders evacuation of all persons inside center building(s).
- Site Supervisor notifies police (call 911). Site Supervisor must report incident to police. ***(Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)***



Evacuation procedures:

- Site Supervisor warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of center building(s). Site Supervisor may move students to Rio Vista Head Start if weather is inclement or building is damaged.
Primary relocation center

(500 feet is general rule. Consult with local bomb disposal unit)

- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

C. BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

-) When is the bomb going to explode?
-) Where is it right now?
-) What does it look like?
-) What kind of bomb is it?
-) What will cause it to explode?
-) Did you place the bomb?
-) Why?
-) What is your address?
-) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like? _____

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

D. BUS INCIDENT

Bus Driver / Monitor

Not Applicable

E. EVACUATION

- Site Supervisor (SS) initiates evacuation procedures.
- SS determines if students and staff should be evacuated outside of building or to Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 relocation center.
- Site Supervisor notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Support Group secures the building (all windows, doors etc.).
- Support Group turns off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Support Group personnel assist evacuation process.
- Child's teacher will be responsible for any disabled and non-English speaking students. Site Supervisor will be responsible for any disabled staff.

1. Teachers / Teachers Assistances:

- Direct students to follow normal evacuation drill procedures unless SS alters route.
- Take classroom roster and roll sheet, emergency backpacks including (DHS files, health consents, pick-up authorization), and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Site Supervisor immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

2. Relocation Centers

List primary and secondary student relocation centers: Students will be relocated by SAISD Transportation. (Site Supervisor, Teacher's, Teacher's Aides and Food Service Staff will transport children if necessary.)

Secondary Relocation Center

La Esperanza Clinic
35 E 31st St. San Angelo, TX
325-658-5339

Primary Relocation Center

Rio Vista Head Start Early Head Start
2800 Ben Ficklin Rd. San Angelo, TX
325-659-3670

F. FIRE

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police / fire (call 911). (***Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395***)
-
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Rio Vista HS/EHS if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

G. GAS LEAK

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police and fire (call 911). (***Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Rio Vista HS/EHS, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- Site Supervisor notifies police and fire department (call 911).
- Site Supervisor determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- Site Supervisor may move students to Rio Vista HS/EHS, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

H. GENERAL EMERGENCY

- Notify 911 (if necessary) and the Site Supervisor. (***Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)***)
- Notify CPR / first aid certified persons in center building of medical emergencies, if necessary. (Names of CPR / first aid certified persons are listed in Appendix B).
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Emergency Response Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

I. HAZARDOUS MATERIALS EVENT

Incident occurred in center:

- Call 911. (*Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395*)
- Notify Site Supervisor.
- Mitigate situation (if you safely do so) by sealing off area, utilizing shut of valve
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation. .
- Notify parents if students are evacuated. Post sign on entrance to alert others.
- Resume normal operations after consulting with fire officials.

Incident occurred near center property:

- Fire or police will notify Center.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

J. INFECTION CONTROL ACTIONS

I.

- Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.) Programs should already be teaching these things to build habits that protect children from disease. (See [www.cdc.gov / flu / school /](http://www.cdc.gov/flu/school/) and [www.healthykids.us / cleanliness.htm.](http://www.healthykids.us/cleanliness.htm))

II.

- Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues.) Store the supplies in easy-to-find places.

III.

- Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. (See [www.cdc.gov / od / oc / media / pressrel / r060223.htm.](http://www.cdc.gov/od/oc/media/pressrel/r060223.htm))

IV.

- Encourage staff to get flu shots each year. (See [www.cdc.gov / flu / protect / preventing.htm.](http://www.cdc.gov/flu/protect/preventing.htm))

V.

- Tell parents to let your program know if their children are sick. Keep accurate records of when children or staffs are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea / vomiting, coughing / breathing problems, rash, or other).
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VI.

- Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. (See [www.healthykids.us / chapters / sick_main.htm.](http://www.healthykids.us/chapters/sick_main.htm))

VII.

- Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VIII.

- Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.

IX.

- Require ill staff and students to stay at home until their flu symptoms are gone and they feel ready to come back to work.

K. INTRUDER / HOSTAGE

Intruder- An unauthorized person who enters Center property:

- Notify Site Supervisor.
- Ask another staff person to accompany you before approaching guest / intruder.
- Politely greet guest / intruder and identify yourself.
- Ask guest / intruder the purpose of his / her visit.
- Inform guest / intruder that all visitors must register at the Site Supervisor's office.
- If intruder's purpose is not legitimate, ask him / her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on center property.
- Notify security or police and Site Supervisor if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he / she indicate a potential for violence. Be aware of intruder's actions at this time (where he / she is located in center, whether he / she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Site Supervisor may issue lock-down procedures (see Lock-Down Procedures on next page).

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. ***(Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)***
- Seal off area near hostage scene.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

L. LOCKDOWN / SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside center building.

- Site Supervisor will issue lock-down order by announcing a warning over Phone Intercom System, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Site Supervisor gives the all-clear signal.

Consider using a verification code to authenticate any all-clear signal

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

M. MEDICAL EMERGENCY

Incident in center:

- Call 911 (if necessary). (*Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395)*)
-
- Notify CPR / first aid certified persons in center building of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Utilize blood borne pathogens precautions,
- If possible, isolate affected student / staff member.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Activate center Emergency Response Team. Designate staff person to accompany injured / ill person to hospital.
- Site Supervisor notifies parent(s) or guardian(s) of affected student.
- Direct witness (es) to center psychologist / counselor. Contact parents if students are sent to psychologist / counselor.
- Determine method of notifying students, staff and parents.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

Incident outside of center:

- Activate Emergency Response Team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

Post-crisis intervention:

- Meet with Mental Health Consultant and Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

M. Incident / Illness Report Form 7239

Appendix O

- Staff should notify parents /guardians as soon as feasibly possible in the event of an emergency or incident involving their child.
- **“State Admission Information”** form 2935 has information such as parents/guardians names and telephone numbers, names and numbers of contact persons to whom may pick up the child.
- When contacting parent/guardians or other emergency contact persons, it is important for staff to stay calm and relate all relevant information.
- An **“Incident/ Illness Report”** form 7239 will be completed as soon as possible and within 48 hours.
- Document what has happened to the child and what has been done to care for the child.
- Document that notification was made to parents/guardians and the parents /guardians response to the notification.
- If a child receives medical treatment report the **“Incident/ Illness Report”** to Day Care Licensing within 48 hours.
- If a child receives medical treatment a **“Health & Developmental Follow-up Plan”** will be initiated the day after the incident / illness to follow-up with parent/guardian on the status of the child.
- Have parents/guardians sign the **“Incident/ Illness Report”** form 7239.

Note: 1 copy goes home with student
1 copy to Health Manager
File original in the child’s State File

N. RADIOLOGICAL EVENT

Not Applicable:
None within 10-mile

O. SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within center building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each center building.
- Site Supervisor warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster & emergency information.
- Support Staff closes all exterior doors and windows.
- Support Staff turns off any ventilation leading outdoors.
- Support Staff seals doors, windows, and vents with plastic sheets and duct tape.
- Support Staff covers up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Site Supervisor or emergency responders.

P. SUICIDE

Suicide Attempt in Center:

- Verify information.
- Call 911. (***Dial 911, Give Site Information: (Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395***)
- Notify center psychologist / counselor, Site Supervisor and MHMR, 1501 Beauregard, San Angelo, TX, 325-658-7750
Child Mental Health Services (students under 18)
or
Crisis Intervention Center, 424 South Oakes St, San Angelo, TX 325-653-5933.
Other suicide intervention service
- Site Supervisor notifies parent(s) or guardian(s) if suicidal person is student. Site Supervisor may schedule meeting with parents and center psychologist / counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Stay with person until Emergency Personnel arrive. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate center Emergency Response Team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death / Serious Injury:

- Verify information.
- Activate center Emergency Response Team.
- Notify staff in advance of next center day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with Mental Health Consultant and Child Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Head Start Director 325-944-9666. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

Q. TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the center should:

- Reverse-evacuate all people into center buildings.
- Shelter in place. (**Do not use basements or low lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- Reverse-evacuate all people into center buildings.
- Shelter in place. (**Do not use basements or low lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

If the center is the target:

- Evacuate to pre designated off site location(s)

R. WEAPONS

- Call police if a weapon is suspected to be in center. (*Dial 911, Give Site Information: Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395*)
- Ask another administrator to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

S. WEATHER

***Severe Weather Watch* has been issued in an area near center**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

***Severe Weather Warning* has been issued in an area near center or severe weather has been spotted near center**

- Shut off gas (if applicable).
- Move students and staff to safe areas.
- Remind teachers to take class roster & emergency information.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

SUPPORT APPENDICIES

A. STAFF ASSIGNMENTS

Administrative Group:

- Verify information.
- Identify Site Supervisor.
- Call 911 (if necessary). (*Dial 911, Give Site Information: Day Head Start, 3026 N. Oakes San Angelo, TX 76903 (325) -481-3395*)
- Seal off high-risk area.
- Convene Emergency Response Team and implement crisis response procedures.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to Agency spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Support Group:

- Secure building
- Maintain building operation
- Mitigate facility damage
- Assist in evacuation or sheltering operations

Teachers Group:

- Verify information.
- Notify front office
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster & emergency information.
- Refer media to Agency spokesperson (or designee).
- Keep detailed notes of crisis event.

B. TRAINING MATRIX

Title	First Aid	CPR	Security	Evacuation	Safety	First Aid List
Site Supervisor	X	X	X	X	X	X
All Teachers	X	X	X	X	X	X
All Teachers Aide	X	X	X	X	X	X
Food Service Personnel	X	X	X	X	X	X

C. EQUIPMENT INVENTORY

-INSERT RESOURCE INVENTORY OF EMERGENCY EQUIPMENT-

INCLUDE:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE
EVENT OF AN EMERGENCY**

D. DRILL LOG



Form 7263
May 2018-E

Emergency Practices

Providers may use this form or their own form to document emergency practices including evacuation, sheltering in place, and lock-down drills.

Directions: To complete this form, the designee documents the dates drills were performed, the exit times, and the dates that smoke detectors and carbon monoxide detectors were inspected. Licensing will review the form at your inspections. If you need additional assistance, email the [Minimum Standards Comments](#) mailbox.

Fire Drill: Evacuating the children and caregivers to a designated safe area in an emergency such as a fire. The children must be able to safely exit the building within three minutes. You must practice a fire drill every month.

Sheltering/Severe Weather: Taking shelter within the center to temporarily protect children and staff from situations such as a tomado. Sheltering can also be used when an endangering person is in the area, though not on the premises. You must practice a sheltering/severe weather drill four times in a calendar year.

Lock-Down Drill: Keeping children and staff in place to protect them from a volatile person on the premises. You must practice a lock-down drill four times in a calendar year.

Battery Powered Lighting is Located in Each Child Care Room – Check the Batteries

Fire Extinguishers
Location of Fire Extinguishers:

Relocation Site
Relocation Site for Children and Staff after Evacuating Operation:

Sheltering/Severe Weather Drill and Lock-Down Drill (4 times per year)			
Month	Date and Time	Staff Initials	Exit Time S= Shelter SW = Severe Weather LD = Lock-Down
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

D. DRILL LOG

Fire Drills			
Month	Date and Time	Staff Initials	Exit Time
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

Carbon Monoxide (CO) Alarm Detector, Smoke Detector Test, and Fire Extinguisher Check			
Month	CO Alarm Detector Test Date	Smoke Detector Test Date	Fire Extinguisher
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

First Aid Kit
Location of First Aid Kit:

Operation Inspections		
Fire:	Health:	Gas:

Privacy Statement
HHSC values your privacy. For more information, read the privacy policy online at: https://hhs.texas.gov/policies-practices-privacy#security .

E. SITE PLAN REVIEW

Each center site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each center year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Centers should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the Head Start, State and local requirements. Identify and report deficiencies.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards / threats? Identify and report new hazards / threats developed that should be added.
<input type="checkbox"/>	Review Emergency Team Assignments and responsibilities, update as needed. Identify and report team shortfalls.
<input type="checkbox"/>	Review Training matrix to ensure training of all assigned tasks. Identify and report all training shortfalls.
<input type="checkbox"/>	Review Equipment List; verify on-hand equipment condition; identify and report all equipment shortfalls.
	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
	Have outside agencies (Fire, Police, and Health etc.) review plan if possible. Consider recommendations for inclusion into plan.
	Sign / Date reviewer block below.
	Provide completed plan review to Director / Executive Director.

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer:

F. EMERGENCY CONTACT NUMBERS

Administration	Number
Director / Executive Director	325-944-9666
Head Start Program Director	325-944-9666
HS Education & Disability Manager	325-944-9666
Health, Mental Health & Pregnant Moms	325-944-9666
Facilities & ERSEA	325-944-9666
FAMCO	325-944-9666
Compliance & Nutrition	325-944-9666
EHS Education Manager	325-944-9666
Public Safety Agencies	Number
General Emergency	911
Police / Sheriff / Fire	911
Poison Control	1-800-362-0101
Local Hospital Emergency Rooms	325-853-2507
Health Department	325-657-4214
County Emergency Agency	325-853-2737
Other Contacts	Number
Agency Director / Executive Director	325-944-9666
Gas Company	1-800-700-2443 Emergency 1-800-959-5325
Water Company	325-657-4323*
Electric Company	877-373--4858
State Collaborator	325-223-6892

G. INFLUENZA PLANNING

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine. The disease spreads easily person to-person and causes serious illness. It can sweep across the country and around the world very quickly. It is hard to predict when the next flu pandemic will occur or how bad it will be.

Child care and preschool programs can help protect the health of their staff and the children and families they serve. Interruptions in child care services during an influenza (flu) pandemic may cause conflicts for working parents that could result in high absenteeism in workplaces. Some of that absenteeism could be expected to affect personnel and workplaces that are critical to the emergency response system. The U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) offer this checklist to help programs prepare for the effects of a flu pandemic. Many of these steps can also help in other types of emergencies. More information on pandemic flu is available at www.pandemicflu.gov.

1. Planning and Coordination:

- Form a committee of staff members and parents to produce a plan for dealing with a flu pandemic. Include members from all different groups your program serves. Include parents who do not speak English who can help contact other non-English speakers in the community. Staff of very small programs might consider joining together with other similar programs for planning.
- Assign one person to identify reliable sources of information and watch for public health warnings about flu, school closings, and other actions taken to prevent the spread of flu.
- Learn who in your area has legal authority to close child care programs if there is a flu emergency.
- Learn whether the local / state health departments and agencies that regulate child care have plans. Be sure your flu plan is in line with their plans. Tell them if you can help support your community's plan.
- Identify all the ways a flu pandemic might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)
- Encourage parents to have a "Plan B" for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community's plan to find other sources of meals for low-income children who receive subsidized meals while in your care. (For example, locate food pantries and meals on wheels.)
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.
- Stage a drill to test your plan and then improve it as needed. Repeat the drill from time to time.
- Consider volunteering to help in tests of community plans.
- Talk to other child care and preschool programs in your area to share information that could make your plan better. Discuss ways programs could work together to produce a stronger plan and pool resources.

2. Student Learning and Program Operations:

- Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic.
- Plan ways to help families continue their child's learning if your child care program or preschool is closed. (For example, give parents things they can teach at home. Tell them how to find ideas on the internet. Talk with child care resource referral agencies or other groups that could help parents continue their children's learning at home.)
- Plan ways to continue basic functions if your program is closed. (For example, continue meeting payroll and keeping in touch with staff and student's families.)

3. Communications Planning:

- Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them. (For example, you might use hotlines, telephone trees, text messaging, special Websites, local radio and / or TV stations.) Test the contact methods often to be sure they work.
- Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.
- Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels.
- How to help control the spread of flu by hand washing / cleansing and covering the mouth when coughing or sneezing. (See [www.cdc.gov / flu / school / .](http://www.cdc.gov/flu/school/))
- How to recognize a person that may have the flu, and what to do if they think they have the flu. (See [www.pandemicflu.gov.](http://www.pandemicflu.gov/))
- How to care for ill family members. (See [www.hhs.gov / pandemic flu / plan / sup5.html#box4.](http://www.hhs.gov/pandemicflu/plan/sup5.html#box4))
- How to develop a family plan for dealing with a flu pandemic. (See [www.pandemicflu.gov / plan / guide](http://www.pandemicflu.gov/plan/guide))

H. Public Information Release

Check () as appropriate: Agency / Agency-wide _____ Center _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____ has just experienced a(n) _____

The (students / employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept. / paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is / are) being set up at _____
to answer questions about individual students.

Communication center(s) for families (is / are) being set up at _____
to answer questions about individual employees.

Injuries have been reported at _____ and are being treated at the site by
(Staff / professional medical responders). (#) _____ reported injured.

Students have been taken to a safe area, _____, and are with [(classroom
teachers / staff) or (_____)].

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at _____

(#) Confirmed deaths have been reported at _____
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: _____.

Release restrictions No Yes
If yes, what?

Released to the public as Public Information Release # _____

Date / Time: _____

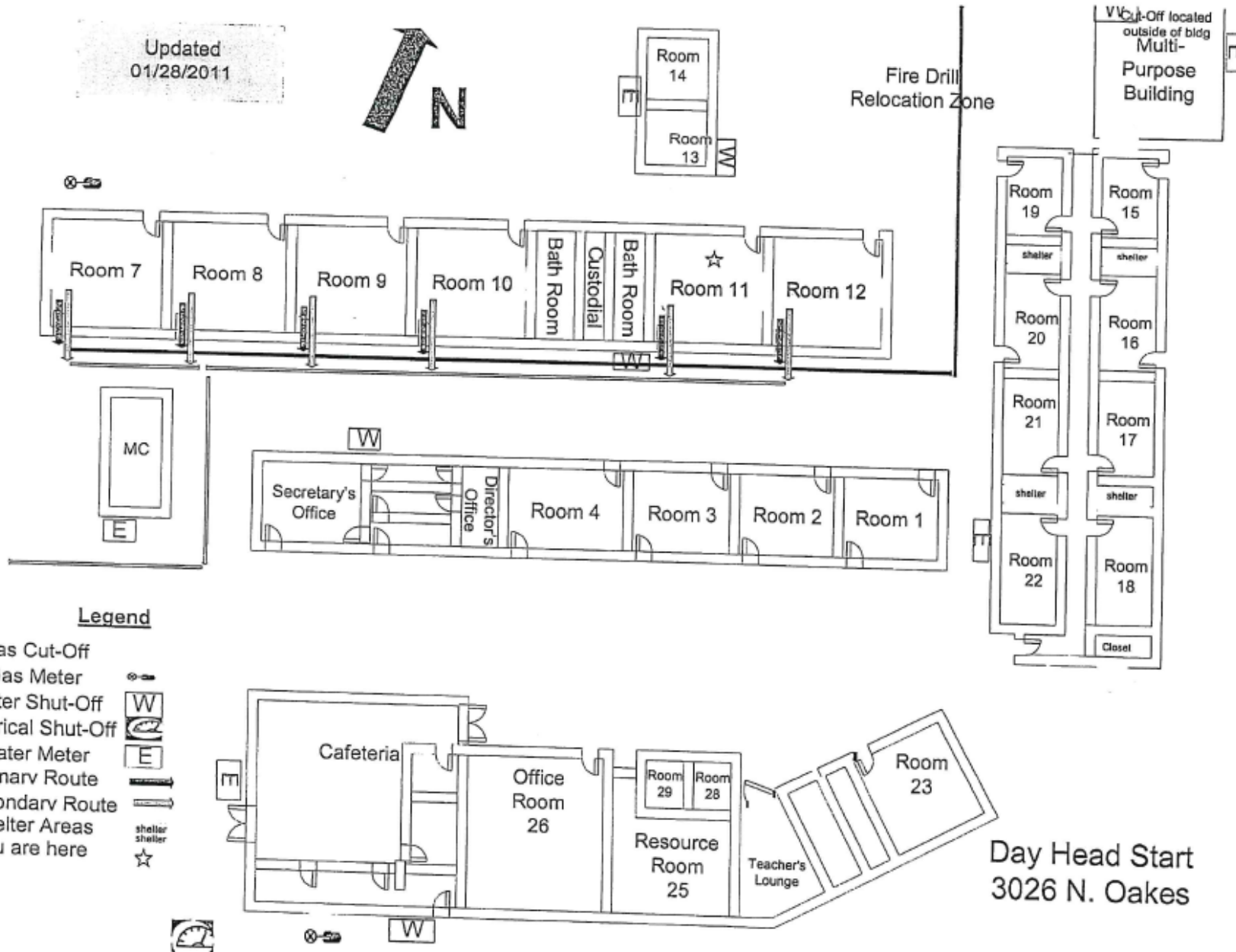
I. STAFF ROSTER

Day Early Head Start / Head Start

Staff rosters are posted on the parent board for each school. Rosters are liable to change frequently due to new staff. If you have any questions about the roster, please see the site supervisor at the center.

J. CENTER MAPS

Updated
01/28/2011



Legend

- Gas Cut-Off
- Gas Meter
- Water Shut-Off
- Electrical Shut-Off
- Water Meter
- Primary Route
- Secondary Route
- Shelter Areas
- You are here

Day Head Start
3026 N. Oakes

Plan of Operation for Licensed Center Operations (Form 2948)

III. Activities and Child Caregiver Ratio #4.

Day Head Start:

Room 1 2 Teaching staff 17 children Primary Route: Relocate North of building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 2 2 Teaching staff 17 children Primary Route: Relocate North of building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 3 2 Teaching staff 17 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 4 2 Teaching staff 17 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 10 2 Teaching staff 17 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 11 2 Teaching staff 17 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Day Early Head Start:

Room 15 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 16 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 17 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 18 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 19 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 20 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 21 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 22 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 23 2 Teaching staff 8 children Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached) This room will open January 2020

Room 7, 8, 9, 10, 11, 12 will be used for various things. Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Director's Office and Secretary's Office Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Room 28 and 29 will be used for various things. Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

Office Room (26) and Resource Room (25); Cafeteria and Teacher Lounge: Primary Route: Relocate North of Building (See map attached) Secondary Route: Relocate South of building (See map attached)

-INSERT MAPS OF CENTER AND SURROUNDING AREA-

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)**

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access / shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas identified on page 9
- Haz Mat storage areas
- Heat plants / boilers
- Room numbers
- Door / window locations
- Any other information deemed appropriate by your planning committee

NOTE:

It is recommended that you develop a diagram of the entire center site and surrounding area and identify the locations and staging areas on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

K. MEDIA

All staff must refer media to site or Agency spokesperson.

The Center Agency, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- The Director / Executive Director serve as Agency spokesperson unless he / she designate a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Agency spokesperson	<u>Carolina Raymond</u>	<u>325-944-9666</u>
	Name	Telephone Numbers
Alternate Agency spokesperson	<u>John Austin Stokes</u>	<u>325-944-9666</u>
	Name	Telephone Numbers

- Center Public Information person acts as contact for emergency responders and assists Agency spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

Center Public Information person	<u>Comoshontai Hollis</u>
	Title
Alternate Public Information person	<u>Lori Palacios</u>
	Title

During an emergency, adhere to the following procedures:

- Site Supervisor or designee relays all factual information to the director.
- The Director / Executive Director notify other centers in Agency and may ask center Public Information designee to prepare a written statement to media.
- Establish a media information center away from center.
- Update media regularly. **Do not say "No comment"**.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe center's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

L. SITE
STATU
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T

L. SITE STATUS REPORT

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE AT SITE: _____

Message via: 2-way Radio _____ Telephone _____ Messenger _____

EMPLOYEE / STUDENT STATUS

	Absent	Injured	# Sent to Hosp. / med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage / problem and indicate location(s).

Check ✓	Damage / Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating / cooling	
	Other (list):	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance / how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

Incident or Illness Report

Operations use this form to record all required information when a child sustains an injury, at the onset of an illness or reportable incident.

Directions

Complete the form as follows:

- **Injury requiring medical treatment or hospitalization:** Complete all information in Sections I, II, V and VI.
- **Incident that places, or may place, a child at risk for injury or harm:** Complete all information in Sections I, II, V and VI.
- **Illness requiring hospitalization:** Complete all information in Sections I, III, V and VI.
- **Incidence of a child or employee contracting a communicable disease:** Complete all information in Sections I, IV, V and VI.

After completing the form:

- notify parents as required by the minimum standards; and
- keep the form on file at the operation.

Section I – General Information

Director's Name:	Operation No.:	Date of Incident or Illness:	Time of Incident or Illness: <input type="radio"/> a.m. <input type="radio"/> p.m.
Parent(s)* Notified: <input type="radio"/> Yes <input type="radio"/> No <small>*For communicable diseases, all parents must be notified.</small>	Date:	Time:	By:
Child Care Regulation Notified: <input type="radio"/> Yes <input type="radio"/> No	Date:	Time:	By:

Section II – Details of Injury or Incident (Section *not* used for incidences of communicable disease or illnesses.)

Child's Full Name:	Child's Date of Birth:	Caregiver in Charge:
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Describe the injury or risk:		
<input style="width: 100%; height: 100%;" type="text"/>		
How did the incident or injury occur?		
<input style="width: 100%; height: 100%;" type="text"/>		
Additional staff present or witness to the incident or injury:		
<input style="width: 100%; height: 100%;" type="text"/>		
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided? _____		
Was Emergency Medical Services (EMS) called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____		
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____		

DAY HS/EHS EMERGENCY RESPONSE PLAN

Section III – Illness Requiring Hospitalization *(Section not used for incidents, injuries or notifications communicable disease)*

Child's Full Name:	Child's Date of Birth:
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided: _____	
Was medication given? <input type="radio"/> Yes <input type="radio"/> No Name of medication: _____ Dosage: _____	
Did the child have a fever? <input type="radio"/> Yes <input type="radio"/> No Temperature: _____	
Was medical treatment required? <input type="radio"/> Yes <input type="radio"/> No Date and time medical treatment received: _____	
Was EMS called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____	
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____	
Was an allergy plan enacted? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A What was done? _____	
Was there an emergency anaphylaxis reaction that required administration of an unassigned epinephrine auto-injector? <input type="radio"/> Yes <input type="radio"/> No	
Was use of an unassigned epinephrine auto-injector reported to Texas Department of State Health Services (DSHS)? <input type="radio"/> Yes <input type="radio"/> No	
Date reported to DSHS: _____	
Was the child's doctor called by the operation? <input type="radio"/> Yes <input type="radio"/> No	
Doctor's Name: _____	Doctor's Phone No.: _____ Time doctor was called: _____
Doctor's recommendation(s): _____	
Did the child see his or her doctor? <input type="radio"/> Yes <input type="radio"/> No Diagnosis or Outcome: _____	
Was hospitalization required? <input type="radio"/> Yes <input type="radio"/> No Additional Details: _____	

Section IV – Communicable Disease *(Section not used for incidents, injuries or illness other than communicable disease notification.)*

Type of communicable disease contracted by child or employee at this operation: <div style="border: 1px solid black; height: 25px; width: 100%;"></div>
Does the communicable disease require exclusion? <input type="radio"/> Yes <input type="radio"/> No
Was the Health Department notified? <input type="radio"/> Yes <input type="radio"/> No Date Health Department notified: _____

Section V – Employee or Caregiver Certification

I verify that I, the director or person in charge, reviewed the information in this report.		
Printed Name: _____	Signature of Director or Person in Charge: _____	Date Signed: _____

Section VI – Parent or Guardian Acknowledgment

I verify that the operation appropriately relayed the information concerning the incident described in this report. I have received a copy of this report. (If emailed or distributed electronically, you may attach a copy of the method used.)		
For Official Use Only		
Printed Name: _____	Signature of Parent or Guardian: _____	Date Signed: _____

***Concho Valley Council of
Governments
Head Start***

***Appendix 1
Active Shooter Response Plan***



Updated July 2017

For Official Use Only

DAY HS/EHS EMERGENCY RESPONSE PLAN

ACTIVE SHOOTER

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible. As the situation develops, it is possible that students and staff will need to use more than one option.

During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with you, but not to stay behind because others will not go;
- Call 911 when safe to do so

Hide

If running is not a safe option, hide in as safe a place as possible. In addition:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible; and
- Remain in place until given an all clear by identifiable law enforcement officers.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs.

Sources:

<https://rems.ed.gov/K12ActiveShooterSituations.aspx>

http://rems.ed.gov/docs/REMS_k-12_Guide_508.pdf

DAY HS/EHS EMERGENCY RESPONSE PLAN

NOTIFICATION

The primary consideration under any school related emergency shall be the safety, welfare and health of the students.

1. It is essential that parent/guardian inform staff of any contact information changes as soon as they occur. Information is required to be kept up-to-date in case of emergencies.
2. Under emergency situations, parent/guardian will be contacted as soon as practical and safe via messenger system or phone.
3. If the child is released to emergency personnel:
 - Staff will obtain the emergency personnel's information (name, agency they work for and vehicle number or license plate)
 - Where the child is being taken to
 - Notify parent/guardian listed on the child's emergency information
 - Complete Incident Report

Emergency Documents and Resources

The teacher will have these items with him/her in every emergency situation or practice drill -- Evacuation, Shelter-in, and Lock-Down.

- Daily sign-in sheet
- Up-to-date family contact information
- Authorization for emergency care for each child.
- Medical information on children, as appropriate (e.g., special needs)
- Emergency Backpack

These items must be quickly available.

***Concho Valley Council of Governments
Rio Vista Head Start &
Early Head Start***

EMERGENCY RESPONSE PLAN



**2800 Ben Ficklin Rd.
San Angelo, TX 76903
325-659-3670**

Updated June 2024

For Official Use Only

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II. INTRODUCTION

A. Introduction:

1. Emergencies can occur anytime-anywhere. Violence can happen even in an environment dedicated to children and families. We must ensure that our staff, children and families are prepared to effectively handle a wide range of dangerous situations to continue to provide a safe environment where learning can occur.
2. A comprehensive site Emergency Response Plan must be developed and all staff members trained in order to effectively respond during emergencies.

B. Purpose:

1. This plan is designed to providing practical guidelines to enable staff to properly prepare and respond to a wide range of emergency and disaster situations. In any emergency situation, the Head Start / Early Head Start program's overriding mission is to:
 - a. Protect life.
 - b. Secure the facilities and infrastructure.
 - c. Resume program operations.
 2. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. Planning, preparation, and training will help staff personnel learn the proper courses of action to take during an emergency. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. This plan should address three key areas to ensure plan / response effectiveness:
 - a. Personnel--who is assigned to do what. Personnel will be assigned to one of Emergency Response Groups that make up the Emergency Response Team. Emergency Response Groups are identified in Appendix A.
 - b. Training--who is trained to do what. All personnel will be trained to accomplish their assigned duties. A training matrix listing all personnel and completed training will be identified in Appendix B.
 - c. Equipment--what equipment is needed for training and response. A list of equipment need for both training and response will be maintained. All equipment will be documented as on-hand or identified as a shortfall in Appendix C.
- Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan. Drills conducted shall be documented on the Drill Log in Appendix D.
 - Each classroom will be supplied with a classroom Emergency Response Procedures Guide; section IV of this plan that provides instructions on how to respond to specific events as determined by the site emergency planning committee.

C. Plan Maintenance:

1. An emergency planning committee will be established consisting of site staff from the following disciplines. (Select as appropriate)

Director	Food Service staff
Office Staff	Monitor / Safety personnel
Maintenance	Teachers / Caregivers
Parents / Volunteers	

2. In addition to site personnel, the planning committee should also seek assistance from the following local agencies:

Law Enforcement	Fire / Emergency Medical
Emergency Management	County Health Department

3. This plan shall be reviewed and updated annually and when changes are deemed necessary because of a response drill or emergency. The update shall be documented in the Plan Review Appendix E.

4. The completed plan will be signed by the persons identified on the Approval Statement (next page).

5. A copy of this plan will be filed at the Concho Valley Council of Governments administrative office, with Health Manager.

6. The original plan will be kept at the Head Start Center.

D. Approval Statement:

The Center Safety Plan for Rio Vista HS/EHS has been reviewed and found to comply with the Head Start Act (other directives?).

III. BASIC PLAN

A. Situation:

1. The center sits on at [2800 Ben Ficklin San Angelo, TX]. The site consists of several connected buildings. There is an Average Daily Membership of [142 children] and [30] staff members.
2. The Head Start Director / Executive Director have the primary responsibility for developing and implementing the site Emergency Response Plan and executing Head Start policies.
3. Site personnel and / or local fire and law enforcement agencies handle most site emergencies.

B. Assumptions:

- a. During an emergency, centralized direction and control [i.e., senior staff] is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

C. Command and Communications:

1. The order of succession for the Head Start / Early Head Start emergency response program is:
 - The Head Start / Early Head Start Director
 - The Education Manager
 - Health Manager and Facilities Manager
 - Site Supervisor
 - *If the director is unavailable, the next individual must assume incident command.
2. When an emergency condition exists, Site Supervisor will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used with "a" being the primary mode of communication followed by alternative modes.
 - a. Telephone
 - b. Messenger

D. Staff Response Roles:

1. How a program manages and responds to a crisis greatly affects the public's perception of the organization.
2. The County Judge (Judge Lane Carter) may make a Declaration of a State or Local Emergency for a disaster or potential disaster in Tom Green County. The declaration would be issued from the Emergency Operations Center.
3. Advisories for internal disasters would be issued by the Head Start / Early Head Start Director, Education Manager, or Health and Facilities Manager. If none of the preceding is present, the Site Supervisor in charge at any program site may declare an emergency and then promptly notify the appropriate Management Team member. The agencies Emergency Response Team will consist of three groups:

a. The Administrative Group consists of the Director / Executive Director and office staff that provides the support framework for the Agency. This group is responsible for:

1. Emergency Response Plan Oversight
2. Incident Command
3. Public Relations
4. Human Resources
5. Media / Information Release
6. Finance
7. Long Term Recovery

b. The Support Group includes individuals that provide support to teachers and students such as food service, maintenance and safety personnel. This group may include parents and volunteers and is responsible for:

1. Food Service
2. Site Safety
3. Building Operations
4. Transportation
5. Short Term Mitigation

c. The Teachers Group consist of those whose daily duties involves direct care for the students. This group is responsible for:

1. Providing / Receiving Information
2. Student Accountability
3. Classroom Security
4. Classroom Evacuation

4. In the event of an emergency all staff persons are to assume responsibility for the following actions:

1. Initiation of steps to safeguard the children, staff and property
2. Notification of authorities and center staff
3. Initiation of steps to mitigate or contain the situation
4. Implementation of evacuation procedures

5. In addition, the Director / Executive Director of Head Start / Early Head Start (or designee) will assume the role of Site Supervisor for all emergencies and or disasters.

E. Child Safety:

1...Children will be accounted for at the times of emergencies before leaving the classroom and after arriving to the designed safe area or alternate shelter.

2. Care for the children will continue as normal. We will provide stimulus and entertainment/education stimulus comparable to the classroom environment and nonperishable drinks and snacks if applicable. Children in need of first aid will receive it as arriving to relocation designation.

3. Site Supervisors and teachers will call primary parent from DHS information and will ask for ID identification at the time of pickup. Parent will sign child out before pick up.

4...Children under 24 months of age will be evacuated to transportation using evacuation cribs and multi carrier strollers. Additional staff will be added to aid and assist children of 24 months or younger and children who suffer from mental, visual, and or hearing impairments.

F. Debriefing:

Because the demands of responding to a crisis are intense and place staff under a great deal of stress, it is advisable to engage staff in a “debriefing”. This process should be undertaken with a trained professional. The debriefing allows staff an opportunity to express feelings and receive emotional support. For others, it provides the opportunity to learn and to become better prepared for crisis.

G. Deactivation:

When emergency conditions are stabilized and normal program operations can resume, the Head Start / Early Head Start Director will deactivate the Crisis / Emergency Plan. A formal announcement will be disseminated. If the nature of the incident requires an extension of some emergency services, special work groups may be appointed to coordinate those continuing activities, which may include:

1. Ongoing repairs,
2. Space re-assignments or adjustments,
3. Support services for children, staff and parents,
4. Community relief efforts,
5. Cost recovery (develop cost and loss documentation forms).

Immediately following the end of an emergency or crisis, a survey of the Emergency Team members and involved staff will be conducted to evaluate the effectiveness of the response. Survey results will help determine whether portions of the Emergency Plan must be modified due to the crisis event. The Head Start / Early Head Start Director in conjunction with the Management Team will prepare a written “Crisis Summary Report” analyzing post-event observation, and will coordinate appropriate plan revisions (this also applies to weather related crisis situations).

H. Recovery

After dealing with the stress and trauma involved in a crisis, it is important to note that the initial crisis may be resolved, but many ancillary issues may still exist. The recovery phase is an important time to deactivate the plan, reassess the effectiveness of the efforts, and evaluate the program's ability to conduct normal business.

EMERGENCY PROCEDURES ANNEXES

A. ANIMALS

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Rio Vista HS/EHS, 2800 Ben Ficklin San Angelo, TX 76903 (325) -659-3670***)
- Call Animal Control {325-657-4224 / *San Angelo Animal Services*}.
- Notify CPR / first aid certified personnel of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify Site Supervisor. Site Supervisors assembles Emergency Response Team Members.
- Seal off area if animal(s) still present.
- Site Supervisors notifies authorities and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

B. ASSAULT / FIGHT

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Rio Vista HS/EHS, 2800 Ben Ficklin San Angelo, TX 76903 (325) -659-3670***)
- Notify CPR / first aid certified persons of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify the Site Supervisor. Site Supervisor assembles Emergency Response Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Site Supervisor notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Site Supervisor notifies parents of students involved in assault.
- Document all activities. Ask victim(s) / witness (es) for their account of incident.
- Assess counseling needs of victim(s) / witness (es). Implement post-crisis procedures.

C. BOMB THREAT

Upon receiving a message that a bomb has been planted in center:

- Use bomb threat checklist (next page).
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Do NOT hang up, even if the caller does. **(The police may be able to trace the call)**
- Notify Site Supervisor or designee.
- Site Supervisor orders evacuation of all persons inside center building(s).
- Site Supervisor notifies police (call 911). Site Supervisor must report incident to police. ***(Dial 911, Give Site Information: Rio Vista HS/EHS, 2800 Ben Ficklin San Angelo, TX 76903 (325) - 659-3670***

Evacuation procedures:

- Site Supervisor warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of center building(s). Site Supervisor may move students to Day HS/EHS if weather is inclement or building is damaged.
Primary relocation center

(500 feet is general rule. Consult with local bomb disposal unit)

- Teachers take roll after being evacuated.
 - No one may re-enter the building(s) until fire or police personnel declare them safe.
 - Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.
-

C. BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

D. BUS INCIDENT

Bus Driver / Monitor

Not Applicable

E. EVACUATION

- Site Supervisor (SS) initiates evacuation procedures.
- SS determines if students and staff should be evacuated outside of building or to Day HS/EHS 3026 N. Oakes San Angelo, TX 76903 relocation center.
- Site Supervisor notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Support Group secures the building (all windows, doors etc.).
- Support Group turns off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Support Group personnel assist evacuation process.
- Child's teacher will be responsible for any disabled and non-English speaking students. Site Supervisor will be responsible for any disabled staff.

1. Teachers / Teachers Assistances:

- Direct students to follow normal evacuation drill procedures unless SS alters route.
- Take classroom roster and roll sheet, emergency backpacks including (DHS files, health consents, pick-up authorization), and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Site Supervisor immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

2. Relocation Centers

List primary and secondary student relocation centers: Students will be relocated by SAISD Transportation. (Site Supervisor, Teacher's, Teacher's Aides and Food Service Staff will transport children if necessary.)

Secondary Relocation Center

Boys and Girls Club
3762 Ben Ficklin Rd. San Angelo, TX
325-653-3673

Primary Relocation Center

Day Head Start Early Head Start
3026 N. Oakes San Angelo, TX
325-481-3395

F. FIRE

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police / fire (call 911). ***Dial 911, Give Site Information: Rio Vista HS/EHS
2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)- 659-3670***
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Day HS/EHS if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

G. GAS LEAK

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police and fire (call 911). ***Dial 911, Give Site Information: Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)- 659-3670***
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Day HS/EHS, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- Site Supervisor notifies police and fire department (call 911).
- Site Supervisor determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- Site Supervisor may move students to Day HS/EHS, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

H. GENERAL EMERGENCY

- Notify 911 (if necessary) and the Site Supervisor. *Dial 911, Give Site Information: Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)- 659-3670*
- Notify CPR / first aid certified persons in center building of medical emergencies, if necessary. (Names of CPR / first aid certified persons are listed in Appendix B).
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Emergency Response Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

I. HAZARDOUS MATERIALS EVENT

Incident occurred in center:

- Call 911. ***Dial 911, Give Site Information: Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)- 659-3670***
Notify Site Supervisor.
- Mitigate situation (if you safely do so) by sealing off area, utilizing shut of valve
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation. . .
- Notify parents if students are evacuated. Post sign on entrance to alert others.
- Resume normal operations after consulting with fire officials.

Incident occurred near center property:

- Fire or police will notify Center.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

J. INFECTION CONTROL ACTIONS

I.

- Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.) Programs should already be teaching these things to build habits that protect children from disease. (See [www.cdc.gov / flu / school /](http://www.cdc.gov/flu/school/) and [www.healthykids.us / cleanliness.htm.](http://www.healthykids.us/cleanliness.htm))

II.

- Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues.) Store the supplies in easy-to-find places.

III.

- Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. (See [www.cdc.gov / od / oc / media / pressrel / r060223.htm.](http://www.cdc.gov/od/oc/media/pressrel/r060223.htm))

IV.

- Encourage staff to get flu shots each year. (See [www.cdc.gov / flu / protect / preventing.htm.](http://www.cdc.gov/flu/protect/preventing.htm))

V.

- Tell parents to let your program know if their children are sick. Keep accurate records of when children or staffs are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea / vomiting, coughing / breathing problems, rash, or other).
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VI.

- Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. (See [www.healthykids.us / chapters / sick_main.htm.](http://www.healthykids.us/chapters/sick_main.htm))

VII.

- Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VIII.

- Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.

IX.

- Require ill staff and students to stay at home until their flu symptoms are gone and they feel ready to come back to work.

K. INTRUDER / HOSTAGE

Intruder- An unauthorized person who enters Center property:

- Notify Site Supervisor.
- Ask another staff person to accompany you before approaching guest / intruder.
- Politely greet guest / intruder and identify yourself.
- Ask guest / intruder the purpose of his / her visit.
- Inform guest / intruder that all visitors must register at the Site Supervisor's office.
- If intruder's purpose is not legitimate, ask him / her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on center property.
- Notify security or police and Site Supervisor if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he / she indicate a potential for violence. Be aware of intruder's actions at this time (where he / she is located in center, whether he / she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Site Supervisor may issue lock-down procedures (see Lock-Down Procedures on next page).

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. ***Dial 911, Give Site Information: Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)-659-3670***
-
- Seal off area near hostage scene.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

L. LOCKDOWN / SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside center building.

- Site Supervisor will issue lock-down order by announcing a warning over Phone Intercom System, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Site Supervisor gives the all-clear signal.

Consider using a verification code to authenticate any all-clear signal

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

M. MEDICAL EMERGENCY

Incident in center:

- Call 911 (if necessary). (*Dial 911, Give Site Information: Dial 911, Give Site Information: Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)- 659-3670*)
-
- Notify CPR / first aid certified persons in center building of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Utilize blood borne pathogens precautions,
- If possible, isolate affected student / staff member.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Activate center Emergency Response Team. Designate staff person to accompany injured / ill person to hospital.
- Site Supervisor notifies parent(s) or guardian(s) of affected student.
- Direct witness (es) to center psychologist / counselor. Contact parents if students are sent to psychologist / counselor.
- Determine method of notifying students, staff and parents.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

Incident outside of center:

- Activate Emergency Response Team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

Post-crisis intervention:

- Meet with Mental Health Consultant and Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other "highly stressed" students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

M. Incident / Illness Report Form 7239

Appendix O

- Staff should notify parents /guardians as soon as feasibly possible in the event of an emergency or incident involving their child.
- **“State Admission Information”** form 2935 has information such as parents/guardians names and telephone numbers, names and numbers of contact persons to whom may pick up the child.
- When contacting parent/guardians or other emergency contact persons, it is important for staff to stay calm and relate all relevant information.
- An **“Incident/ Illness Report”** form 7239 will be completed as soon as possible and within 48 hours.
- Document what has happened to the child and what has been done to care for the child.
- Document that notification was made to parents/guardians and the parents /guardians response to the notification.
- If a child receives medical treatment report the **“Incident/ Illness Report”** to Day Care Licensing within 48 hours.
- If a child receives medical treatment a **“Health & Developmental Follow-up Plan”** will be initiated the day after the incident / illness to follow-up with parent/guardian on the status of the child.
- Have parents/guardians sign the **“Incident/ Illness Report”** form 7239.

Note: 1 copy goes home with student
1 copy to Health Manager
File original in the child’s State File

N. RADIOLOGICAL EVENT

Not Applicable:
None within 10-mile

O. SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within center building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each center building.
- Site Supervisor warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster & emergency information.
- Support Staff closes all exterior doors and windows.
- Support Staff turns off any ventilation leading outdoors.
- Support Staff seals doors, windows, and vents with plastic sheets and duct tape.
- Support Staff covers up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Site Supervisor or emergency responders.

P. SUICIDE

Suicide Attempt in Center:

- Verify information.
- Call 911. ***Dial 911, Give Site Information: Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)- 659-3670***
- Notify center psychologist / counselor, Site Supervisor and MHMR, 1501 Beauregard, San Angelo, TX, 325-658-7750
Child Mental Health Services (students under 18)
or
Crisis Intervention Center, 424 South Oakes St, San Angelo, TX 325-653-5933.
Other suicide intervention service
- Site Supervisor notifies parent(s) or guardian(s) if suicidal person is student. Site Supervisor may schedule meeting with parents and center psychologist / counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Stay with person until Emergency Personnel arrive. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate center Emergency Response Team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death / Serious Injury:

- Verify information.
- Activate center Emergency Response Team.
- Notify staff in advance of next center day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with Mental Health Consultant and Child Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Head Start Director 325-944-9666. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

Q. TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the center should:

- Reverse-evacuate all people into center buildings.
- Shelter in place. (**Do not use basements or low lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- Reverse-evacuate all people into center buildings.
- Shelter in place. (**Do not use basements or low lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

If the center is the target:

- Evacuate to pre designated off site location(s)

R. WEAPONS

- Call police if a weapon is suspected to be in center. ***Dial 911, Give Site Information: Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)- 659-3670***
- Ask another administrator to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

S. WEATHER

***Severe Weather Watch* has been issued in an area near center**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

***Severe Weather Warning* has been issued in an area near center or severe weather has been spotted near center**

- Shut off gas (if applicable).
- Move students and staff to safe areas.
- Remind teachers to take class roster & emergency information.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

SUPPORT APPENDICIES

A. STAFF ASSIGNMENTS

Administrative Group:

- Verify information.
- Identify Site Supervisor.
- Call 911 (if necessary). *Dial 911, Give Site Information: Rio Vista HS/EHS 2800 Ben Ficklin Rd. San Angelo, TX 76903 (325)- 659-3670*
- Seal off high-risk area.
- Convene Emergency Response Team and implement crisis response procedures.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to Agency spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Support Group:

- Secure building
- Maintain building operation
- Mitigate facility damage
- Assist in evacuation or sheltering operations

Teachers Group:

- Verify information.
- Notify front office
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster & emergency information.
- Refer media to Agency spokesperson (or designee).
- Keep detailed notes of crisis event.

B. TRAINING MATRIX

Title	First Aid	CPR	Security	Evacuation	Safety	First Aid List
Site Supervisor	X	X	X	X	X	X
All Teachers	X	X	X	X	X	X
All Teachers Aide	X	X	X	X	X	X
Food Service Personnel	X	X	X	X	X	X

C. EQUIPMENT INVENTORY

-INSERT RESOURCE INVENTORY OF EMERGENCY EQUIPMENT-

INCLUDE:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE
EVENT OF AN EMERGENCY**

D. DRILL LOG



Form 7263
May 2018-E

Emergency Practices

Providers may use this form or their own form to document emergency practices including evacuation, sheltering in place, and lock-down drills.

Directions: To complete this form, the designee documents the dates drills were performed, the exit times, and the dates that smoke detectors and carbon monoxide detectors were inspected. Licensing will review the form at your inspections. If you need additional assistance, email the [Minimum Standards Comments](#) mailbox.

Fire Drill: Evacuating the children and caregivers to a designated safe area in an emergency such as a fire. The children must be able to safely exit the building within three minutes. You must practice a fire drill every month.

Sheltering/Severe Weather: Taking shelter within the center to temporarily protect children and staff from situations such as a tomado. Sheltering can also be used when an endangering person is in the area, though not on the premises. You must practice a sheltering/severe weather drill four times in a calendar year.

Lock-Down Drill: Keeping children and staff in place to protect them from a volatile person on the premises. You must practice a lock-down drill four times in a calendar year.

Battery Powered Lighting is Located in Each Child Care Room – Check the Batteries

Fire Extinguishers
Location of Fire Extinguishers:

Relocation Site
Relocation Site for Children and Staff after Evacuating Operation:

Sheltering/Severe Weather Drill and Lock-Down Drill (4 times per year)			
Month	Date and Time	Staff Initials	Exit Time S= Shelter SW = Severe Weather LD = Lock-Down
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

D. DRILL LOG

Fire Drills			
Month	Date and Time	Staff Initials	Exit Time
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

Carbon Monoxide (CO) Alarm Detector, Smoke Detector Test, and Fire Extinguisher Check			
Month	CO Alarm Detector Test Date	Smoke Detector Test Date	Fire Extinguisher
January			
February			
March			
April			
May			
June			
July			
August			
September			
October			
November			
December			

First Aid Kit
Location of First Aid Kit:

Operation Inspections		
Fire:	Health:	Gas:

Privacy Statement
HHSC values your privacy. For more information, read the privacy policy online at: https://hhs.texas.gov/policies-practices-privacy#security .

E. SITE PLAN REVIEW

Each center site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each center year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Centers should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the Head Start, State and local requirements. Identify and report deficiencies.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards / threats? Identify and report new hazards / threats developed that should be added.
<input type="checkbox"/>	Review Emergency Team Assignments and responsibilities, update as needed. Identify and report team shortfalls.
<input type="checkbox"/>	Review Training matrix to ensure training of all assigned tasks. Identify and report all training shortfalls.
<input type="checkbox"/>	Review Equipment List; verify on-hand equipment condition; identify and report all equipment shortfalls.
	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
	Have outside agencies (Fire, Police, and Health etc.) review plan if possible. Consider recommendations for inclusion into plan.
	Sign / Date reviewer block below.
	Provide completed plan review to Director / Executive Director.

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer:

F. EMERGENCY CONTACT NUMBERS

Administration	Number
Director / Executive Director	325-944-9666
Head Start Program Director	325-944-9666
HS Education & Disability Manager	325-944-9666
Health, Mental Health & Pregnant Moms	325-944-9666
Facilities & ERSEA	325-944-9666
FAMCO	325-944-9666
Compliance & Nutrition	325-944-9666
EHS Education Manager	325-944-9666
Public Safety Agencies	Number
General Emergency	911
Police / Sheriff / Fire	911
Poison Control	1-800-362-0101
Local Hospital Emergency Rooms	325-853-2507
Health Department	325-657-4214
County Emergency Agency	325-853-2737
Other Contacts	Number
Agency Director / Executive Director	325-944-9666
Gas Company	1-800-700-2443 Emergency 1-800-959-5325
Water Company	325-657-4323*
Electric Company	877-373--4858
State Collaborator	325-223-6892

G. INFLUENZA PLANNING

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine. The disease spreads easily person to-person and causes serious illness. It can sweep across the country and around the world very quickly. It is hard to predict when the next flu pandemic will occur or how bad it will be.

Child care and preschool programs can help protect the health of their staff and the children and families they serve. Interruptions in child care services during an influenza (flu) pandemic may cause conflicts for working parents that could result in high absenteeism in workplaces. Some of that absenteeism could be expected to affect personnel and workplaces that are critical to the emergency response system. The U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) offer this checklist to help programs prepare for the effects of a flu pandemic. Many of these steps can also help in other types of emergencies. More information on pandemic flu is available at www.pandemicflu.gov.

1. Planning and Coordination:

- Form a committee of staff members and parents to produce a plan for dealing with a flu pandemic. Include members from all different groups your program serves. Include parents who do not speak English who can help contact other non-English speakers in the community. Staff of very small programs might consider joining together with other similar programs for planning.
- Assign one person to identify reliable sources of information and watch for public health warnings about flu, school closings, and other actions taken to prevent the spread of flu.
- Learn who in your area has legal authority to close child care programs if there is a flu emergency.
- Learn whether the local / state health departments and agencies that regulate child care have plans. Be sure your flu plan is in line with their plans. Tell them if you can help support your community's plan.
- Identify all the ways a flu pandemic might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)
- Encourage parents to have a "Plan B" for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community's plan to find other sources of meals for low-income children who receive subsidized meals while in your care. (For example, locate food pantries and meals on wheels.)
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.
- Stage a drill to test your plan and then improve it as needed. Repeat the drill from time to time.
- Consider volunteering to help in tests of community plans.
- Talk to other child care and preschool programs in your area to share information that could make your plan better. Discuss ways programs could work together to produce a stronger plan and pool resources.

2. Student Learning and Program Operations:

- Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic.

- Plan ways to help families continue their child's learning if your child care program or preschool is closed. (For example, give parents things they can teach at home. Tell them how to find ideas on the internet. Talk with child care resource referral agencies or other groups that could help parents continue their children's learning at home.)
- Plan ways to continue basic functions if your program is closed. (For example, continue meeting payroll and keeping in touch with staff and student's families.)

3. Communications Planning:

- Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them. (For example, you might use hotlines, telephone trees, text messaging, special Websites, local radio and / or TV stations.) Test the contact methods often to be sure they work.
- Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.
- Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels.
- How to help control the spread of flu by hand washing / cleansing and covering the mouth when coughing or sneezing. (See [www.cdc.gov / flu / school / .](http://www.cdc.gov/flu/school/))
- How to recognize a person that may have the flu, and what to do if they think they have the flu. (See [www.pandemicflu.gov.](http://www.pandemicflu.gov/))
- How to care for ill family members. (See [www.hhs.gov / pandemic flu / plan / sup5.html#box4.](http://www.hhs.gov/pandemicflu/plan/sup5.html#box4))
- How to develop a family plan for dealing with a flu pandemic. (See [www.pandemicflu.gov / plan / guide](http://www.pandemicflu.gov/plan/guide))

H. Public Information Release

Check () as appropriate: Agency / Agency-wide _____ Center _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____ has just experienced a(n) _____

The (students / employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept. / paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is / are) being set up at _____
to answer questions about individual students.

Communication center(s) for families (is / are) being set up at _____
to answer questions about individual employees.

Injuries have been reported at _____ and are being treated at the site by
(Staff / professional medical responders). (#) _____ reported injured.

Students have been taken to a safe area, _____, and are with [(classroom
teachers / staff) or (_____)].

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at _____

(#) Confirmed deaths have been reported at _____
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: _____.

Release restrictions No Yes
If yes, what?

Released to the public as Public Information Release # _____

Date / Time: _____

I. STAFF ROSTER

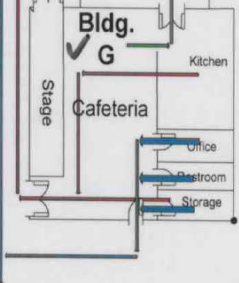
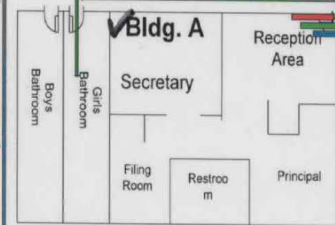
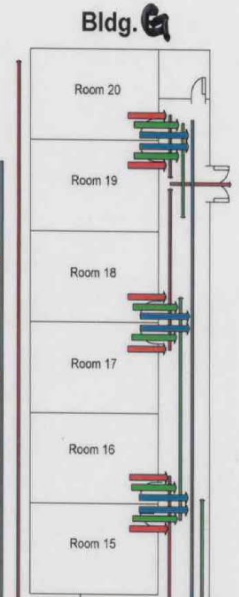
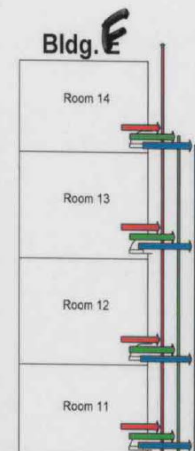
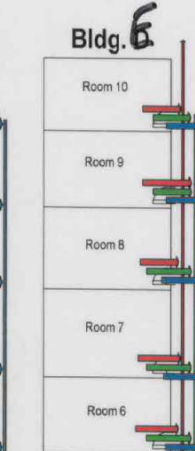
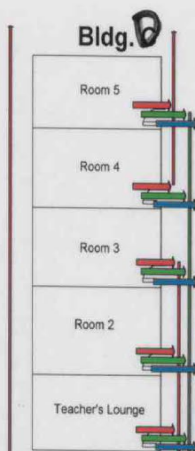
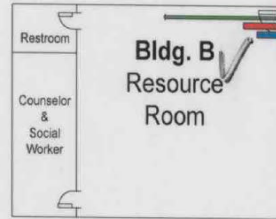
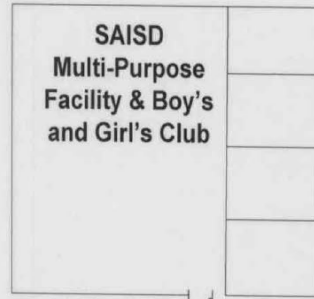
Rio Vista HS/EHS

Staff rosters are posted on the parent board for each school. Rosters are liable to change frequently due to new staff. If you have any questions about the roster, please see the site supervisor at the center.

J. CENTER MAPS

Concho River

Rio Vista
Head Start School
2800 Ben Ficklin Road



Fence

Ben Ficklin Rd.

Ave
Z

San
Jacinto St

Updated
02/07/2011

AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:

-INSERT MAPS OF CENTER AND SURROUNDING AREA-



(Primary and Alternate evacuation route maps shall be placed in each room)

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access / shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas identified on page 9
- Haz Mat storage areas
- Heat plants / boilers
- Room numbers
- Door / window locations
- Any other information deemed appropriate by your planning committee

NOTE:

It is recommended that you develop a diagram of the entire center site and surrounding area and identify the locations and staging areas on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

K. MEDIA

All staff must refer media to site or Agency spokesperson.

The Center Agency, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- The Director / Executive Director serve as Agency spokesperson unless he / she designate a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Agency spokesperson Carolina Raymond 325-944-9666

Name

Telephone Numbers

Alternate Agency spokesperson John Austin Stokes 325-944-9666

Name

Telephone Numbers

- Center Public Information person acts as contact for emergency responders and assists Agency spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

Center Public Information person Michelle Aguirre

Title

Alternate Public Information person Kristy Geary

Title

During an emergency, adhere to the following procedures:

- Site Supervisor or designee relays all factual information to the director.
- The Director / Executive Director notify other centers in Agency and may ask center Public Information designee to prepare a written statement to media.
- Establish a media information center away from center.
- Update media regularly. **Do not say "No comment"**.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe center's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

L. SITE STATUS REPORT

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE AT SITE: _____

Message via: 2-way Radio _____ Telephone _____ Messenger _____

EMPLOYEE / STUDENT STATUS

	Absent	Injured	# Sent to Hosp. / med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage / problem and indicate location(s).

Check ✓	Damage / Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating / cooling	
	Other (list):	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance / how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

Incident or Illness Report

Operations use this form to record all required information when a child sustains an injury, at the onset of an illness or reportable incident.

Directions

Complete the form as follows:

- **Injury requiring medical treatment or hospitalization:** Complete all information in Sections I, II, V and VI.
- **Incident that places, or may place, a child at risk for injury or harm:** Complete all information in Sections I, II, V and VI.
- **Illness requiring hospitalization:** Complete all information in Sections I, III, V and VI.
- **Incidence of a child or employee contracting a communicable disease:** Complete all information in Sections I, IV, V and VI.

After completing the form:

- notify parents as required by the minimum standards; and
- keep the form on file at the operation.

Section I – General Information

Director's Name:	Operation No.:	Date of Incident or Illness:	Time of Incident or Illness: <input type="radio"/> a.m. <input type="radio"/> p.m.
Parent(s)* Notified: <input type="radio"/> Yes <input type="radio"/> No <small>*For communicable diseases, all parents must be notified.</small>	Date:	Time:	By:
Child Care Regulation Notified: <input type="radio"/> Yes <input type="radio"/> No	Date:	Time:	By:

Section II – Details of Injury or Incident (Section *not* used for incidences of communicable disease or illnesses.)

Child's Full Name:	Child's Date of Birth:	Caregiver in Charge:
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Describe the injury or risk:		
<input style="width: 100%; height: 100%;" type="text"/>		
How did the incident or injury occur?		
<input style="width: 100%; height: 100%;" type="text"/>		
Additional staff present or witness to the incident or injury:		
<input style="width: 100%; height: 100%;" type="text"/>		
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided? _____		
Was Emergency Medical Services (EMS) called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____		
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____		

RIO VISTA HS/EHS EMERGENCY RESPONSE PLAN

Section III – Illness Requiring Hospitalization *(Section not used for incidents, injuries or notifications communicable disease)*

Child's Full Name:	Child's Date of Birth:
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided: _____	
Was medication given? <input type="radio"/> Yes <input type="radio"/> No Name of medication: _____ Dosage: _____	
Did the child have a fever? <input type="radio"/> Yes <input type="radio"/> No Temperature: _____	
Was medical treatment required? <input type="radio"/> Yes <input type="radio"/> No Date and time medical treatment received: _____	
Was EMS called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____	
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____	
Was an allergy plan enacted? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A What was done? _____	
Was there an emergency anaphylaxis reaction that required administration of an unassigned epinephrine auto-injector? <input type="radio"/> Yes <input type="radio"/> No	
Was use of an unassigned epinephrine auto-injector reported to Texas Department of State Health Services (DSHS)? <input type="radio"/> Yes <input type="radio"/> No	
Date reported to DSHS: _____	
Was the child's doctor called by the operation? <input type="radio"/> Yes <input type="radio"/> No	
Doctor's Name: _____	Doctor's Phone No.: _____ Time doctor was called: _____
Doctor's recommendation(s): _____	
Did the child see his or her doctor? <input type="radio"/> Yes <input type="radio"/> No Diagnosis or Outcome: _____	
Was hospitalization required? <input type="radio"/> Yes <input type="radio"/> No Additional Details: _____	

Section IV – Communicable Disease *(Section not used for incidents, injuries or illness other than communicable disease notification.)*

Type of communicable disease contracted by child or employee at this operation: <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>
Does the communicable disease require exclusion? <input type="radio"/> Yes <input type="radio"/> No
Was the Health Department notified? <input type="radio"/> Yes <input type="radio"/> No Date Health Department notified: _____

Section V – Employee or Caregiver Certification

I verify that I, the director or person in charge, reviewed the information in this report.		
Printed Name: _____	Signature of Director or Person in Charge: _____	Date Signed: _____

Section VI – Parent or Guardian Acknowledgment

I verify that the operation appropriately relayed the information concerning the incident described in this report. I have received a copy of this report. (If emailed or distributed electronically, you may attach a copy of the method used.)		
For Official Use Only		
Printed Name: _____	Signature of Parent or Guardian: _____	Date Signed: _____

***Concho Valley Council of
Governments
Head Start***

***Appendix 1
Active Shooter Response Plan***



Updated July 2017

For Official Use Only

ACTIVE SHOOTER

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible. As the situation develops, it is possible that students and staff will need to use more than one option.

During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with you, but not to stay behind because others will not go;
- Call 911 when safe to do so

Hide

If running is not a safe option, hide in as safe a place as possible. In addition:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible; and
- Remain in place until given an all clear by identifiable law enforcement officers.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs.

Sources:

<https://rems.ed.gov/K12ActiveShooterSituations.aspx>

http://rems.ed.gov/docs/REMS_k-12_Guide_508.pdf

NOTIFICATION

The primary consideration under any school related emergency shall be the safety, welfare and health of the students.

1. It is essential that parent/guardian inform staff of any contact information changes as soon as they occur. Information is required to be kept up-to-date in case of emergencies.
2. Under emergency situations, parent/guardian will be contacted as soon as practical and safe via messenger system or phone.
3. If the child is released to emergency personnel:
 - Staff will obtain the emergency personnel's information (name, agency they work for and vehicle number or license plate)
 - Where the child is being taken to
 - Notify parent/guardian listed on the child's emergency information
 - Complete Incident Report

Emergency Documents and Resources

The teacher will have these items with him/her in every emergency situation or practice drill -- Evacuation, Shelter-in, and Lock-Down.

- Daily sign-in sheet
- Up-to-date family contact information
- Authorization for emergency care for each child.
- Medical information on children, as appropriate (e.g., special needs)
- Emergency Backpack

These items must be quickly available.

***Concho Valley Council of
Governments
Eden Head Start***

EMERGENCY RESPONSE PLAN



602 Barnett Rd.
Eden, TX 76837

Updated July 2024

For Official Use Only

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II. INTRODUCTION

A. Introduction:

1. Emergencies can occur anytime-anywhere. Violence can happen even in an environment dedicated to children and families. We must ensure that our staff, children and families are prepared to effectively handle a wide range of dangerous situations to continue to provide a safe environment where learning a can occur.
2. A comprehensive site Emergency Response Plan must be developed and all staff members trained in order to effectively respond during emergencies.

B. Purpose:

1. This plan is designed to providing practical guidelines to enable staff to properly prepare and respond to a wide range of emergency and disaster situations. In any emergency situation, the Head Start / Early Head Start program's overriding mission is to:
 - a. Protect life.
 - b. Secure the facilities and infrastructure.
 - c. Resume program operations.
 2. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. Planning, preparation, and training will help staff personnel learn the proper courses of action to take during an emergency. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. This plan should address three key areas to ensure plan / response effectiveness:
 - a. Personnel--who is assigned to do what. Personnel will be assigned to one of Emergency Response Groups that make up the Emergency Response Team. Emergency Response Groups are identified in Appendix A.
 - b. Training--who is trained to do what. All personnel will be trained to accomplish their assigned duties. A training matrix listing all personnel and completed training will be identified in Appendix B.
 - c. Equipment--what equipment is needed for training and response. A list of equipment need for both training and response will be maintained. All equipment will be documented as on-hand or identified as a shortfall in Appendix C.
- Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan. Drills conducted shall be documented on the Drill Log in Appendix D.
 - Each classroom will be supplied with a classroom Emergency Response Procedures Guide; section IV of this plan that provides instructions on how to respond to specific events as determined by the site emergency planning committee.

III. BASIC PLAN

A. Situation:

1. The center sits on at [602 Barnett R.]. The site consists of [1] buildings. There is an Average Daily Membership of [20 children] and [4] staff members. Hazards of the center grounds buildings and surrounding community includes Eden Detention Center.
2. The Head Start Director / Executive Director have the primary responsibility for developing and implementing the site Emergency Response Plan and executing Head Start policies.
3. Site personnel and / or local fire and law enforcement agencies handle most site emergencies.

B. Assumptions:

- a. During an emergency, centralized direction and control [i.e., senior staff] is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

C. Command and Communications:

1. The order of succession for the Head Start / Early Head Start emergency response program is:
 - The Head Start / Early Head Start Director
 - The Education Manager
 - Health Manager and Facilities Manager
 - Site Supervisor
 - *If the director is unavailable, the next individual must assume incident command.
2. When an emergency condition exists, Site Supervisor will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used with "a" being the primary mode of communication followed by alternative modes.
 - a. Telephone
 - b. Messenger

D. Staff Response Roles:

1. How a program manages and responds to a crisis greatly affects the public's perception of the organization.
2. The County Judge (Judge David Dillard) may make a Declaration of a State or Local Emergency for a disaster or potential disaster in Concho County. The declaration would be issued from the Emergency Operations Center.
3. Advisories for internal disasters would be issued by the Head Start / Early Head Start Director, Education Manager, or Health and Facilities Manager. If none of the preceding is present, the Site Supervisor in charge at any program site may declare an emergency and then promptly notify the appropriate Management Team member. The agencies Emergency Response Team will consist of three groups:

a. The Administrative Group consists of the Director / Executive Director and office staff that provides the support framework for the Agency. This group is responsible for:

1. Emergency Response Plan Oversight
2. Incident Command
3. Public Relations
4. Human Resources
5. Media / Information Release
6. Finance
7. Long Term Recovery

b. The Support Group includes individuals that provide support to teachers and students such as food service, maintenance and safety personnel. This group may include parents and volunteers and is responsible for:

1. Food Service
2. Site Safety
3. Building Operations
4. Transportation
5. Short Term Mitigation

c. The Teachers Group consist of those whose daily duties involves direct care for the students. This group is responsible for:

1. Providing / Receiving Information
2. Student Accountability
3. Classroom Security
4. Classroom Evacuation

4. In the event of an emergency all staff persons are to assume responsibility for the following actions:

1. Initiation of steps to safeguard the children, staff and property
2. Notification of authorities and center staff
3. Initiation of steps to mitigate or contain the situation
4. Implementation of evacuation procedures

5. In addition, the Director / Executive Director of Head Start / Early Head Start (or designee) will assume the role of Site Supervisor for all emergencies and or disasters.

E. Debriefing:

Because the demands of responding to a crisis are intense and place staff under a great deal of stress, it is advisable to engage staff in a “debriefing”. This process should be undertaken with a trained professional. The debriefing allows staff an opportunity to express feelings and receive emotional support. For others, it provides the opportunity to learn and to become better prepared for crisis.

F. Deactivation:

When emergency conditions are stabilized and normal program operations can resume, the Head Start / Early Head Start Director will deactivate the Crisis / Emergency Plan. A formal announcement will be disseminated. If the nature of the incident requires an extension of some emergency services, special work groups may be appointed to coordinate those continuing activities, which may include:

1. Ongoing repairs,
2. Space re-assignments or adjustments,
3. Support services for children, staff and parents,
4. Community relief efforts,
5. Cost recovery (develop cost and loss documentation forms).

Immediately following the end of an emergency or crisis, a survey of the Emergency Team members and involved staff will be conducted to evaluate the effectiveness of the response. Survey results will help determine whether portions of the Emergency Plan must be modified due to the crisis event. The Head Start / Early Head Start Director in conjunction with the Management Team will prepare a written “Crisis Summary Report” analyzing post-event observation, and will coordinate appropriate plan revisions (this also applies to weather related crisis situations).

G. Recovery

After dealing with the stress and trauma involved in a crisis, it is important to note that the initial crisis may be resolved, but many ancillary issues may still exist. The recovery phase is an important time to deactivate the plan, reassess the effectiveness of the efforts, and evaluate the program’s ability to conduct normal business.

EMERGENCY PROCEDURES ANNEXES

A. ANIMALS

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703***)
- Call Animal Control {325-597-2121 / *Brady Animal Control*}.
- Notify CPR / first aid certified personnel of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify Site Supervisor. Site Supervisors assembles Emergency Response Team Members.
- Seal off area if animal(s) still present.
- Site Supervisors notifies authorities and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

B. ASSAULT / FIGHT

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703***)
- Notify CPR / first aid certified persons of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify the Site Supervisor. Site Supervisor assembles Emergency Response Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Site Supervisor notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Site Supervisor notifies parents of students involved in assault.
- Document all activities. Ask victim(s) / witness (es) for their account of incident.
- Assess counseling needs of victim(s) / witness (es). Implement post-crisis procedures.

C. BOMB THREAT

Upon receiving a message that a bomb has been planted in center:

- Use bomb threat checklist (next page).
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Do NOT hang up, even if the caller does. **(The police may be able to trace the call)**
- Notify Site Supervisor or designee.
- Site Supervisor orders evacuation of all persons inside center building(s).
- Site Supervisor notifies police (call 911). Site Supervisor must report incident to police. ***(Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703)***

Evacuation procedures:

- Site Supervisor warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of center building(s). Site Supervisor may move students to First Baptist Church, 103 Burleson St if weather is inclement or building is damaged. Primary relocation center

(500 feet is general rule. Consult with local bomb disposal unit)

- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

C. BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

D. BUS INCIDENT

Bus Driver / Monitor

Not Applicable

E. EVACUATION

- Site Supervisor (SS) initiates evacuation procedures.
- SS determines if students and staff should be evacuated outside of building or to First Baptist Church, 103 Burleson St. or Roy Burnes Civic Center relocation center.
- Site Supervisor notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Support Group secures the building (all windows, doors etc.).
- Support Group turns off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Support Group personnel assist evacuation process.
- Child's teacher will be responsible for any disabled and non-English speaking students. Site Supervisor will be responsible for any disabled staff.

1. Teachers / Teachers Assistances:

- Direct students to follow normal evacuation drill procedures unless SS alters route.
- Take classroom roster and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Site Supervisor immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

2. Relocation Centers

List primary and secondary student relocation centers: (Site Supervisor, Teacher's, Teacher's Aides and Food Service Staff will transport children if necessary.)

Primary Relocation Center

First Baptist Church
103 Burleson St / 325-869-3681

Secondary Relocation Center

Roy Burnes Civic Center
1307 US Hwy. 87 325-869-2211

F. FIRE

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police / fire (call 911). (***Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to First Baptist Church if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

G. GAS LEAK

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police and fire (call 911). (***Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to First Baptist Church, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- Site Supervisor notifies police and fire department (call 911).
- Site Supervisor determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- Site Supervisor may move students to First Baptist Church, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

H. GENERAL EMERGENCY

- Notify 911 (if necessary) and the Site Supervisor. (***Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703***)
- Notify CPR / first aid certified persons in center building of medical emergencies, if necessary. (Names of CPR / first aid certified persons are listed in Appendix B).
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Emergency Response Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

I. HAZARDOUS MATERIALS EVENT

Incident occurred in center:

- Call 911. (*Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703*)
- Notify Site Supervisor.
- Mitigate situation (if you safely do so) by sealing off area, utilizing shut of valve
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation. .
- Notify parents if students are evacuated. Post sign on entrance to alert others.
- Resume normal operations after consulting with fire officials.

Incident occurred near center property:

- Fire or police will notify Center.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

J. INFECTION CONTROL ACTIONS

I.

- Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.) Programs should already be teaching these things to build habits that protect children from disease. (See [www.cdc.gov / flu / school /](http://www.cdc.gov/flu/school/) and [www.healthykids.us / cleanliness.htm.](http://www.healthykids.us/cleanliness.htm))

II.

- Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues.) Store the supplies in easy-to-find places.

III.

- Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. (See [www.cdc.gov / od / oc / media / pressrel / r060223.htm.](http://www.cdc.gov/od/oc/media/pressrel/r060223.htm))

IV.

- Encourage staff to get flu shots each year. (See [www.cdc.gov / flu / protect / preventing.htm.](http://www.cdc.gov/flu/protect/preventing.htm))

V.

- Tell parents to let your program know if their children are sick. Keep accurate records of when children or staffs are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea / vomiting, coughing / breathing problems, rash, or other).
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VI.

- Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. (See [www.healthykids.us / chapters / sick_main.htm.](http://www.healthykids.us/chapters/sick_main.htm))

VII.

- Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VIII.

- Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.

IX.

- Require ill staff and students to stay at home until their flu symptoms are gone and they feel ready to come back to work.

K. INTRUDER / HOSTAGE

Intruder- An unauthorized person who enters Center property:

- Notify Site Supervisor.
- Ask another staff person to accompany you before approaching guest / intruder.
- Politely greet guest / intruder and identify yourself.
- Ask guest / intruder the purpose of his / her visit.
- Inform guest / intruder that all visitors must register at the Site Supervisor's office.
- If intruder's purpose is not legitimate, ask him / her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on center property.
- Notify security or police and Site Supervisor if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he / she indicate a potential for violence. Be aware of intruder's actions at this time (where he / she is located in center, whether he / she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Site Supervisor may issue lock-down procedures (see Lock-Down Procedures on next page).

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. ***(Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703)***
- Seal off area near hostage scene.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

L. LOCKDOWN / SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside center building.

- Site Supervisor will issue lock-down order by announcing a warning over Phone Intercom System, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Site Supervisor gives the all-clear signal.

Consider using a verification code to authenticate any all-clear signal

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

M. MEDICAL EMERGENCY

Incident in center:

- Call 911 (if necessary). (*Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703*)
- Notify CPR / first aid certified persons in center building of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Utilize blood borne pathogens precautions,
- If possible, isolate affected student / staff member.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Activate center Emergency Response Team. Designate staff person to accompany injured / ill person to hospital.
- Site Supervisor notifies parent(s) or guardian(s) of affected student.
- Direct witness (es) to center psychologist / counselor. Contact parents if students are sent to psychologist / counselor.
- Determine method of notifying students, staff and parents.
- Refer media to

<u>Head Start Director</u>	<u>325-944-9666</u>
Agency Spokesperson	Telephone Numbers

Incident outside of center:

- Activate Emergency Response Team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to

<u>Head Start Director</u>	<u>325-944-9666</u>
Agency Spokesperson	Telephone Numbers

Post-crisis intervention:

- Meet with Mental Health Consultant and Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

M. Incident / Illness Report Form 7239

Appendix O

- Staff should notify parents /guardians as soon as feasibly possible in the event of an emergency or incident involving their child.
- **“State Admission Information”** form 2935 has information such as parents/guardians names and telephone numbers, names and numbers of contact persons to whom may pick up the child.
- When contacting parent/guardians or other emergency contact persons, it is important for staff to stay calm and relate all relevant information.
- An **“Incident/ Illness Report”** form 7239 will be completed as soon as possible and within 48 hours.
- Document what has happened to the child and what has been done to care for the child.
- Document that notification was made to parents/guardians and the parents /guardians response to the notification.
- If a child receives medical treatment report the **“Incident/ Illness Report”** to Day Care Licensing within 48 hours.
- If a child receives medical treatment a **“Health & Developmental Follow-up Plan”** will be initiated the day after the incident / illness to follow-up with parent/guardian on the status of the child.
- Have parents/guardians sign the **“Incident/ Illness Report”** form 7239.

Note: 1 copy goes home with student
1 copy to Health Manager
File original in the child’s State File

N. RADIOLOGICAL EVENT

Not Applicable:
None within 10-mile

O. SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within center building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each center building.
- Site Supervisor warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster & emergency information.
- Support Staff closes all exterior doors and windows.
- Support Staff turns off any ventilation leading outdoors.
- Support Staff seals doors, windows, and vents with plastic sheets and duct tape.
- Support Staff covers up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Site Supervisor or emergency responders.

P. SUICIDE

Suicide Attempt in Center:

- Verify information.
- Call 911. (***Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703***)
- Notify center psychologist / counselor, Site Supervisor and MHMR, 1501 Beauregard, San Angelo, TX, 325-658-7750
Child Mental Health Services (students under 18)
or
Crisis Intervention Center, 424 South Oakes St, San Angelo, TX 325-653-5933.
Other suicide intervention service
- Site Supervisor notifies parent(s) or guardian(s) if suicidal person is student. Site Supervisor may schedule meeting with parents and center psychologist / counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Stay with person until Emergency Personnel arrive. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate center Emergency Response Team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death / Serious Injury:

- Verify information.
- Activate center Emergency Response Team.
- Notify staff in advance of next center day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with Mental Health Consultant and Child Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Head Start Director 325-944-9666. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

Q. TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the center should:

- Reverse-evacuate all people into center buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- Reverse-evacuate all people into center buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

If the center is the target:

- Evacuate to pre designated off site location(s)

R. WEAPONS

- Call police if a weapon is suspected to be in center. (***Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703***)
- Ask another administrator to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

S. WEATHER

***Severe Weather Watch* has been issued in an area near center**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

***Severe Weather Warning* has been issued in an area near center or severe weather has been spotted near center**

- Shut off gas (if applicable).
- Move students and staff to safe areas.
- Remind teachers to take class roster & emergency information.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

SUPPORT APPENDICIES

A. STAFF ASSIGNMENTS

Administrative Group:

- Verify information.
- Identify Site Supervisor.
- Call 911 (if necessary). (*Dial 911, Give Site Information: Eden Head Start, 602 Barnett Rd, Eden, TX 76837, 325-869-8703*)
- Seal off high-risk area.
- Convene Emergency Response Team and implement crisis response procedures.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to Agency spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Support Group:

- Secure building
- Maintain building operation
- Mitigate facility damage
- Assist in evacuation or sheltering operations

Teachers Group:

- Verify information.
- Notify front office
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster & emergency information.
- Refer media to Agency spokesperson (or designee).
- Keep detailed notes of crisis event.

B. TRAINING MATRIX

Title	First Aid	CPR	Security	Evacuation	Safety	First Aid List
Site Supervisor	X	X	X	X	X	X
Teacher 1	X	X	X	X	X	X
Teacher's Aide	X	X	X	X	X	X
Food Service Personnel	X		X	X	X	X

C. EQUIPMENT INVENTORY

-INSERT RESOURCE INVENTORY OF EMERGENCY EQUIPMENT-

INCLUDE:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE
EVENT OF AN EMERGENCY**

D. DRILL LOG

Texas Dept of Family
and Protective Services

FIRE SAFETY PRACTICES

Form 7263
May 2011

LOCATION OF FIRE EXTINGUISHERS

SEVERE WEATHER DRILLS (Every 3 Mos.)

Date: _____

Date: _____

Time: _____

Time: _____

Exit Time: _____

Exit Time: _____

Staff Initial: _____

Staff Initial: _____

RELOCATION SITE FOR CHILDREN
AND STAFF AFTER EVACUATING
OPERATION:

Date: _____

Date: _____

Time: _____

Time: _____

Exit Time: _____

Exit Time: _____

Staff Initial: _____

Staff Initial: _____

MONTHLY FIRE EXTINGUISHER CHECKS				FIRE DRILLS			Smoke Alarm Detector	CO Detector Test
Month	Date	Staff Initial	Person In Charge	Date & Time	Exit Time	Staff Initial	Date	Date
January								
February								
March								
April								
May								
June								
July								
August								
September								
October								
November								
December								

FIRST AID KIT
LOCATION(S) _____

BATTERY POWERED LIGHTING IS LOCATED IN EACH CHILD CARE ROOM - CHECK BATTERIES OPERATION

INSPECTIONS: FIRE: _____ HEALTH: _____ GAS: _____

E. SITE PLAN REVIEW

Each center site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each center year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Centers should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the Head Start, State and local requirements. Identify and report deficiencies.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards / threats? Identify and report new hazards / threats developed that should be added.
<input type="checkbox"/>	Review Emergency Team Assignments and responsibilities, update as needed. Identify and report team shortfalls.
<input type="checkbox"/>	Review Training matrix to ensure training of all assigned tasks. Identify and report all training shortfalls.
<input type="checkbox"/>	Review Equipment List; verify on-hand equipment condition; identify and report all equipment shortfalls.
	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
	Have outside agencies (Fire, Police, and Health etc.) review plan if possible. Consider recommendations for inclusion into plan.
	Sign / Date reviewer block below.
	Provide completed plan review to Director / Executive Director.

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer:

F. EMERGENCY CONTACT NUMBERS

Administration	Number
Director / Executive Director	325-944-9666
Head Start Director	325-944-9666
Education, Mental Health, & Disability Manager	325-944-9666
Health, Nutrition & Parent Involvement Manager	325-944-9666
Facilities, ERSEA & Family & Community Manager	325-944-9666
Administrative Assistant	325-944-9666
Public Safety Agencies	Number
General Emergency	911
Police / Sheriff / Fire	911
Poison Control	1-800-362-0101
Local Hospital Emergency Rooms	325-869-5911
Health Department	325-597-0550
County Emergency Agency	325-869-4941
Other Contacts	Number
Agency Director / Executive Director	325-944-9666
Gas Company	325-869-8909
Water Company	325-762-4330
Electric Company	325-655-6957
State Collaborator	325-223-6892

G. INFLUENZA PLANNING

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine. The disease spreads easily person to-person and causes serious illness. It can sweep across the country and around the world very quickly. It is hard to predict when the next flu pandemic will occur or how bad it will be.

Child care and preschool programs can help protect the health of their staff and the children and families they serve. Interruptions in child care services during an influenza (flu) pandemic may cause conflicts for working parents that could result in high absenteeism in workplaces. Some of that absenteeism could be expected to affect personnel and workplaces that are critical to the emergency response system. The U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) offer this checklist to help programs prepare for the effects of a flu pandemic. Many of these steps can also help in other types of emergencies. More information on pandemic flu is available at www.pandemicflu.gov.

1. Planning and Coordination:

- Form a committee of staff members and parents to produce a plan for dealing with a flu pandemic. Include members from all different groups your program serves. Include parents who do not speak English who can help contact other non-English speakers in the community. Staff of very small programs might consider joining together with other similar programs for planning.
- Assign one person to identify reliable sources of information and watch for public health warnings about flu, school closings, and other actions taken to prevent the spread of flu.
- Learn who in your area has legal authority to close child care programs if there is a flu emergency.
- Learn whether the local / state health departments and agencies that regulate child care have plans. Be sure your flu plan is in line with their plans. Tell them if you can help support your community's plan.
- Identify all the ways a flu pandemic might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)
- Encourage parents to have a "Plan B" for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community's plan to find other sources of meals for low-income children who receive subsidized meals while in your care. (For example, locate food pantries and meals on wheels.)
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.
- Stage a drill to test your plan and then improve it as needed. Repeat the drill from time to time.
- Consider volunteering to help in tests of community plans.
- Talk to other child care and preschool programs in your area to share information that could make your plan better. Discuss ways programs could work together to produce a stronger plan and pool resources.

2. Student Learning and Program Operations:

- Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic.
- Plan ways to help families continue their child's learning if your child care program or preschool is closed. (For example, give parents things they can teach at home. Tell them how to find ideas on the internet. Talk with child care resource referral agencies or other groups that could help parents continue their children's learning at home.)
- Plan ways to continue basic functions if your program is closed. (For example, continue meeting payroll and keeping in touch with staff and student's families.)

3. Communications Planning:

- Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them. (For example, you might use hotlines, telephone trees, text messaging, special Websites, local radio and / or TV stations.) Test the contact methods often to be sure they work.
- Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.
- Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels.
- How to help control the spread of flu by hand washing / cleansing and covering the mouth when coughing or sneezing. (See [www.cdc.gov / flu / school / .](http://www.cdc.gov/flu/school/))
- How to recognize a person that may have the flu, and what to do if they think they have the flu. (See [www.pandemicflu.gov.](http://www.pandemicflu.gov/))
- How to care for ill family members. (See [www.hhs.gov / pandemic flu / plan / sup5.html#box4.](http://www.hhs.gov/pandemicflu/plan/sup5.html#box4))
- How to develop a family plan for dealing with a flu pandemic. (See [www.pandemicflu.gov / plan / guide](http://www.pandemicflu.gov/plan/guide))

H. Public Information Release

Check () as appropriate: Agency / Agency-wide _____ Center _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____ has just experienced a(n) _____

The (students / employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept. / paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is / are) being set up at _____
to answer questions about individual students.

Communication center(s) for families (is / are) being set up at _____
to answer questions about individual employees.

Injuries have been reported at _____ and are being treated at the site by
(Staff / professional medical responders). (#) _____ reported injured.

Students have been taken to a safe area, _____, and are with [(classroom
teachers / staff) or (_____)].

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at _____

(#) Confirmed deaths have been reported at _____
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: _____.

Release restrictions No Yes
If yes, what?

Released to the public as Public Information Release # _____

Date / Time: _____

I. STAFF ROSTER

Staff rosters are posted on the parent board for each school. Rosters are liable to change frequently due to new staff. If you have any questions about the roster, please see the site supervisor at the center.

J. CENTER MAPS

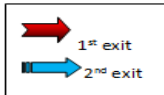
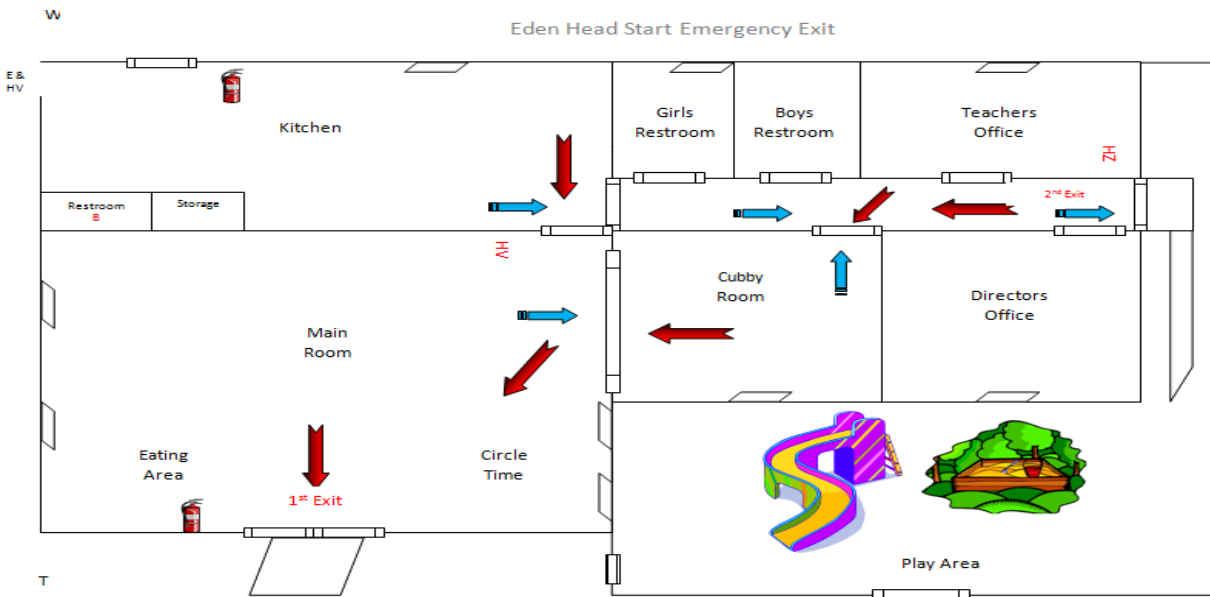
-INSERT MAPS OF CENTER AND SURROUNDING AREA-

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)**

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access / shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas identified on page 9
- Haz Mat storage areas
- Heat plants / boilers
- Room numbers
- Door / window locations
- Any other information deemed appropriate by your planning committee

NOTE:

It is recommended that you develop a diagram of the entire center site and surrounding area and identify the locations and staging areas on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.



During fire drill students & staff will meet at the empty lot located in case of an evacuation, students & staff will meet at First Baptist Church on 103 Burleson St. across the street directly in front of the building.

- Gas, No Gas Water - At Elementary School
 - Electricity - E HVAC System - HV
 - Telephone System - At School Map Mat Storage areas - HZ
 - Heat plants / boilers - B
- Doors
 Windows

K. MEDIA

All staff must refer media to site or Agency spokesperson.

The Center Agency, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- The Director / Executive Director serve as Agency spokesperson unless he / she designate a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Agency spokesperson	<u>Carolina Raymond</u>	<u>325-944-9666</u>
	Name	Telephone Numbers
Alternate Agency spokesperson	<u>John Austin Stokes</u>	<u>325-944-9666</u>
	Name	Telephone Numbers

- Center Public Information person acts as contact for emergency responders and assists Agency spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

Center Public Information person	<u>Site Supervisor</u>
	Title
Alternate Public Information person	<u>Teacher 1</u>
	Title

During an emergency, adhere to the following procedures:

- Site Supervisor or designee relays all factual information to the director.
- The Director / Executive Director notify other centers in Agency and may ask center Public Information designee to prepare a written statement to media.
- Establish a media information center away from center.
- Update media regularly. **Do not say "No comment"**.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe center's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

L. SITE STATUS REPORT

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE AT SITE: _____

Message via: 2-way Radio _____ Telephone _____ Messenger _____

EMPLOYEE / STUDENT STATUS

	Absent	Injured	# Sent to Hosp. / med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage / problem and indicate location(s).

Check ✓	Damage / Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating / cooling	
	Other (list):	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance / how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

Incident or Illness Report

Operations use this form to record all required information when a child sustains an injury, at the onset of an illness or reportable incident.

Directions

Complete the form as follows:

- **Injury requiring medical treatment or hospitalization:** Complete all information in Sections I, II, V and VI.
- **Incident that places, or may place, a child at risk for injury or harm:** Complete all information in Sections I, II, V and VI.
- **Illness requiring hospitalization:** Complete all information in Sections I, III, V and VI.
- **Incidence of a child or employee contracting a communicable disease:** Complete all information in Sections I, IV, V and VI.

After completing the form:

- notify parents as required by the minimum standards; and
- keep the form on file at the operation.

Section I – General Information

Director's Name:	Operation No.:	Date of Incident or Illness:	Time of Incident or Illness: <input type="radio"/> a.m. <input type="radio"/> p.m.
Parent(s)* Notified: <input type="radio"/> Yes <input type="radio"/> No <small>*For communicable diseases, all parents must be notified.</small>	Date:	Time:	By:
Child Care Regulation Notified: <input type="radio"/> Yes <input type="radio"/> No	Date:	Time:	By:

Section II – Details of Injury or Incident (Section *not* used for incidences of communicable disease or illnesses.)

Child's Full Name:	Child's Date of Birth:	Caregiver in Charge:
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Describe the injury or risk:		
<input style="width: 100%; height: 100%;" type="text"/>		
How did the incident or injury occur?		
<input style="width: 100%; height: 100%;" type="text"/>		
Additional staff present or witness to the incident or injury:		
<input style="width: 100%; height: 100%;" type="text"/>		
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided? _____		
Was Emergency Medical Services (EMS) called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____		
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____		

Section III – Illness Requiring Hospitalization (Section *not* used for incidents, injuries or notifications communicable disease)

Child's Full Name:

Child's Date of Birth:

Was first aid provided? Yes No What type of first aid was provided? _____Was medication given? Yes No Name of medication: _____ Dosage: _____Did the child have a fever? Yes No Temperature: _____Was medical treatment required? Yes No Date and time medical treatment received: _____Was EMS called? Yes No Time EMS was called: _____Was child transported to receive medical care? Yes No Who transported the child? _____Was an allergy plan enacted? Yes No N/A What was done? _____Was there an emergency anaphylaxis reaction that required administration of an unassigned epinephrine auto-injector? Yes NoWas use of an unassigned epinephrine auto-injector reported to Texas Department of State Health Services (DSHS)? Yes No

Date reported to DSHS: _____

Was the child's doctor called by the operation? Yes No

Doctor's Name:

Doctor's Phone No.:

Time doctor was called:

Doctor's recommendation(s):

Did the child see his or her doctor? Yes No Diagnosis or Outcome: _____Was hospitalization required? Yes No Additional Details: _____**Section IV – Communicable Disease** (Section *not* used for incidents, injuries or illness other than communicable disease notification.)

Type of communicable disease contracted by child or employee at this operation:

Does the communicable disease require exclusion? Yes NoWas the Health Department notified? Yes No Date Health Department notified: _____**Section V – Employee or Caregiver Certification**

I verify that I, the director or person in charge, reviewed the information in this report.

Printed Name: _____

Signature of Director or Person in Charge: _____

Date Signed: _____

Section VI – Parent or Guardian Acknowledgment

I verify that the operation appropriately relayed the information concerning the incident described in this report. I have received a copy of this report. (If emailed or distributed electronically, you may attach a copy of the method used.)

Printed Name: _____

For Official Use Only
Signature of Parent or Guardian: _____

Date Signed: _____

Concho Valley Council of Governments Head Start

Appendix 1 Active Shooter Response Plan



Updated July 2017

For Official Use Only

ACTIVE SHOOTER

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible. As the situation develops, it is possible that students and staff will need to use more than one option.

During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with you, but not to stay behind because others will not go;
- Call 911 when safe to do so

Hide

If running is not a safe option, hide in as safe a place as possible. In addition:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible; and
- Remain in place until given an all clear by identifiable law enforcement officers.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs.

Sources:

<https://rems.ed.gov/K12ActiveShooterSituations.aspx>

http://rems.ed.gov/docs/REMS_k-12_Guide_508.pdf

NOTIFICATION

The primary consideration under any school related emergency shall be the safety, welfare and health of the students.

1. It is essential that parent/guardian inform staff of any contact information changes as soon as they occur. Information is required to be kept up-to-date in case of emergencies.
2. Under emergency situations, parent/guardian will be contacted as soon as practical and safe via messenger system or phone.
3. If the child is released to emergency personnel:
 - Staff will obtain the emergency personnel's information (name, agency they work for and vehicle number or license plate)
 - Where the child is being taken to
 - Notify parent/guardian listed on the child's emergency information
 - Complete Incident Report

Emergency Documents and Resources

The teacher will have these items with him/her in every emergency situation or practice drill -- Evacuation, Shelter-in, and Lock-Down.

- Daily sign-in sheet
- Up-to-date family contact information
- Authorization for emergency care for each child.
- Medical information on children, as appropriate (e.g., special needs)
- Emergency Backpack

These items must be quickly available.

***Concho Valley Council of
Governments
Eldorado Head Start***

EMERGENCY RESPONSE PLAN



826 N. Divide St.
Eldorado, TX 76936

Updated July 2024

For Official Use Only

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II. INTRODUCTION

A. Introduction:

1. Emergencies can occur anytime-anywhere. Violence can happen even in an environment dedicated to children and families. We must ensure that our staff, children and families are prepared to effectively handle a wide range of dangerous situations to continue to provide a safe environment where learning a can occur.
2. A comprehensive site Emergency Response Plan must be developed and all staff members trained in order to effectively respond during emergencies.

B. Purpose:

1. This plan is designed to providing practical guidelines to enable staff to properly prepare and respond to a wide range of emergency and disaster situations. In any emergency situation, the Head Start / Early Head Start program's overriding mission is to:
 - a. Protect life.
 - b. Secure the facilities and infrastructure.
 - c. Resume program operations.
 2. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. Planning, preparation, and training will help staff personnel learn the proper courses of action to take during an emergency. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. This plan should address three key areas to ensure plan / response effectiveness:
 - a. Personnel--who is assigned to do what. Personnel will be assigned to one of Emergency Response Groups that make up the Emergency Response Team. Emergency Response Groups are identified in Appendix A.
 - b. Training--who is trained to do what. All personnel will be trained to accomplish their assigned duties. A training matrix listing all personnel and completed training will be identified in Appendix B.
 - c. Equipment--what equipment is needed for training and response. A list of equipment need for both training and response will be maintained. All equipment will be documented as on-hand or identified as a shortfall in Appendix C.
- Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan. Drills conducted shall be documented on the Drill Log in Appendix D.
 - Each classroom will be supplied with a classroom Emergency Response Procedures Guide; section IV of this plan that provides instructions on how to respond to specific events as determined by the site emergency planning committee.

C. Plan Maintenance:

1. An emergency planning committee will be established consisting of site staff from the following disciplines. (Select as appropriate)

- | | |
|----------------------|----------------------------|
| Director | Food Service staff |
| Office Staff | Monitor / Safety personnel |
| Maintenance | Teachers / Caregivers |
| Parents / Volunteers | |

2. In addition to site personnel, the planning committee should also seek assistance from the following local agencies:

- | | |
|----------------------|--------------------------|
| Law Enforcement | Fire / Emergency Medical |
| Emergency Management | County Health Department |

3. This plan shall be reviewed and updated annually and when changes are deemed necessary because of a response drill or emergency. The update shall be documented in the Plan Review Appendix E.
4. The completed plan will be signed by the persons identified on the Approval Statement (next page).
5. A copy of this plan will be filed at the Concho Valley Council of Governments administrative office, with Health Manager.
6. The original plan will be kept at the Head Start Center.

D. Approval Statement:

The Center Safety Plan for Eldorado Head Start has been reviewed and found to comply with the Head Start Act (other directives?).

_____	_____	_____	_____
Executive Director	Date	Agency Director	Date
_____	_____	_____	_____
Health Manager	Date	State Collaborator	Date

III. BASIC PLAN

A. Situation:

1. The center sits on at [826 N. Divide St.]. The site consists of [1] buildings. There is an Average Daily Membership of [20 children] and [4] staff members. Hazards of the center grounds buildings and surrounding community includes High Pressure Pipelines.
2. The Head Start Director / Executive Director have the primary responsibility for developing and implementing the site Emergency Response Plan and executing Head Start policies.
3. Site personnel and / or local fire and law enforcement agencies handle most site emergencies.

B. Assumptions:

- a. During an emergency, centralized direction and control [i.e., senior staff] is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

C. Command and Communications:

1. The order of succession for the Head Start / Early Head Start emergency response program is:
 - The Head Start / Early Head Start Director
 - The Education Manager
 - Health Manager and Facilities Manager
 - Site Supervisor
 - *If the director is unavailable, the next individual must assume incident command.
2. When an emergency condition exists, Site Supervisor will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used with "a" being the primary mode of communication followed by alternative modes.
 - a. Telephone
 - b. Messenger

D. Staff Response Roles:

1. How a program manages and responds to a crisis greatly affects the public's perception of the organization.
2. The County Judge (Judge Charlie Bradley) may make a Declaration of a State or Local Emergency for a disaster or potential disaster in Schleicher County. The declaration would be issued from the Emergency Operations Center.
3. Advisories for internal disasters would be issued by the Head Start / Early Head Start Director, Education Manager, or Health and Facilities Manager. If none of the preceding is present, the Site Supervisor in charge at any program site may declare an emergency and then promptly notify the appropriate Management Team member. The agencies Emergency Response Team will consist of three groups:

a. The Administrative Group consists of the Director / Executive Director and office staff that provides the support framework for the Agency. This group is responsible for:

1. Emergency Response Plan Oversight
2. Incident Command
3. Public Relations
4. Human Resources
5. Media / Information Release
6. Finance
7. Long Term Recovery

b. The Support Group includes individuals that provide support to teachers and students such as food service, maintenance and safety personnel. This group may include parents and volunteers and is responsible for:

1. Food Service
2. Site Safety
3. Building Operations
4. Transportation
5. Short Term Mitigation

c. The Teachers Group consist of those whose daily duties involves direct care for the students. This group is responsible for:

1. Providing / Receiving Information
2. Student Accountability
3. Classroom Security
4. Classroom Evacuation

4. In the event of an emergency all staff persons are to assume responsibility for the following actions:

1. Initiation of steps to safeguard the children, staff and property
2. Notification of authorities and center staff
3. Initiation of steps to mitigate or contain the situation
4. Implementation of evacuation procedures

5. In addition, the Director / Executive Director of Head Start / Early Head Start (or designee) will assume the role of Site Supervisor for all emergencies and or disasters.

E. Debriefing:

Because the demands of responding to a crisis are intense and place staff under a great deal of stress, it is advisable to engage staff in a “debriefing”. This process should be undertaken with a trained professional. The debriefing allows staff an opportunity to express feelings and receive emotional support. For others, it provides the opportunity to learn and to become better prepared for crisis.

F. Deactivation:

When emergency conditions are stabilized and normal program operations can resume, the Head Start / Early Head Start Director will deactivate the Crisis / Emergency Plan. A formal announcement will be disseminated. If the nature of the incident requires an extension of some emergency services, special work groups may be appointed to coordinate those continuing activities, which may include:

1. Ongoing repairs,
2. Space re-assignments or adjustments,
3. Support services for children, staff and parents,
4. Community relief efforts,
5. Cost recovery (develop cost and loss documentation forms).

Immediately following the end of an emergency or crisis, a survey of the Emergency Team members and involved staff will be conducted to evaluate the effectiveness of the response. Survey results will help determine whether portions of the Emergency Plan must be modified due to the crisis event. The Head Start / Early Head Start Director in conjunction with the Management Team will prepare a written “Crisis Summary Report” analyzing post-event observation, and will coordinate appropriate plan revisions (this also applies to weather related crisis situations).

G. Recovery

After dealing with the stress and trauma involved in a crisis, it is important to note that the initial crisis may be resolved, but many ancillary issues may still exist. The recovery phase is an important time to deactivate the plan, reassess the effectiveness of the efforts, and evaluate the program’s ability to conduct normal business.

EMERGENCY PROCEDURES ANNEXES

A. ANIMALS

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366***)
- Call Animal Control {325-853-3383 / *Eldorado Animal Clinic*}.
- Notify CPR / first aid certified personnel of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify Site Supervisor. Site Supervisors assembles Emergency Response Team Members.
- Seal off area if animal(s) still present.
- Site Supervisors notifies authorities and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

B. ASSAULT / FIGHT

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366***)
- Notify CPR / first aid certified persons of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify the Site Supervisor. Site Supervisor assembles Emergency Response Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Site Supervisor notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Site Supervisor notifies parents of students involved in assault.
- Document all activities. Ask victim(s) / witness (es) for their account of incident.
- Assess counseling needs of victim(s) / witness (es). Implement post-crisis procedures.

C. BOMB THREAT

Upon receiving a message that a bomb has been planted in center:

- Use bomb threat checklist (next page).
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Do NOT hang up, even if the caller does. **(The police may be able to trace the call)**
- Notify Site Supervisor or designee.
- Site Supervisor orders evacuation of all persons inside center building(s).
- Site Supervisor notifies police (call 911). Site Supervisor must report incident to police. ***(Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366)***

Evacuation procedures:

- Site Supervisor warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of center building(s). Site Supervisor may move students to Memorial Building, 1 North Cottonwood if weather is inclement or building is damaged. Primary relocation center
(500 feet is general rule. Consult with local bomb disposal unit)
- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

C. BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

D. BUS INCIDENT

Bus Driver / Monitor

Not Applicable

E. EVACUATION

- Site Supervisor (SS) initiates evacuation procedures.
- SS determines if students and staff should be evacuated outside of building or to to Memorial Building, 1 North Cottonwood relocation center.
- Site Supervisor notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Support Group secures the building (all windows, doors etc.).
- Support Group turns off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Support Group personnel assist evacuation process.
- Child's teacher will be responsible for any disabled and non-English speaking students. Site Supervisor will be responsible for any disabled staff.

1. Teachers / Teachers Assistances:

- Direct students to follow normal evacuation drill procedures unless SS alters route.
- Take classroom roster and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Site Supervisor immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

2. Relocation Centers

List primary and secondary student relocation centers: (Site Supervisor, Teacher's, Teacher's Aides and Food Service Staff will transport children if necessary.)

Primary Relocation Center

Memorial Building
1 North Cottonwood / 325-853-2302

Secondary Relocation Center

Eldorado ISD
205 W Fields Ave./325-853-2514

F. FIRE

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police / fire (call 911). (***Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Memorial Building if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

G. GAS LEAK

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police and fire (call 911). (***Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Memorial Building, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- Site Supervisor notifies police and fire department (call 911).
- Site Supervisor determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- Site Supervisor may move students to Memorial Building, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

H. GENERAL EMERGENCY

- Notify 911 (if necessary) and the Site Supervisor. (***Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366***)
- Notify CPR / first aid certified persons in center building of medical emergencies, if necessary. (Names of CPR / first aid certified persons are listed in Appendix B).
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Emergency Response Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

I. HAZARDOUS MATERIALS EVENT

Incident occurred in center:

- Call 911. (*Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366*)
- Notify Site Supervisor.
- Mitigate situation (if you safely do so) by sealing off area, utilizing shut of valve
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation. .
- Notify parents if students are evacuated. Post sign on entrance to alert others.
- Resume normal operations after consulting with fire officials.

Incident occurred near center property:

- Fire or police will notify Center.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

J. INFECTION CONTROL ACTIONS

I.

- Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.) Programs should already be teaching these things to build habits that protect children from disease. (See [www.cdc.gov / flu / school /](http://www.cdc.gov/flu/school/) and [www.healthykids.us / cleanliness.htm.](http://www.healthykids.us/cleanliness.htm))

II.

- Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues.) Store the supplies in easy-to-find places.

III.

- Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. (See [www.cdc.gov / od / oc / media / pressrel / r060223.htm.](http://www.cdc.gov/od/oc/media/pressrel/r060223.htm))

IV.

- Encourage staff to get flu shots each year. (See [www.cdc.gov / flu / protect / preventing.htm.](http://www.cdc.gov/flu/protect/preventing.htm))

V.

- Tell parents to let your program know if their children are sick. Keep accurate records of when children or staffs are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea / vomiting, coughing / breathing problems, rash, or other).
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VI.

- Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. (See [www.healthykids.us / chapters / sick_main.htm.](http://www.healthykids.us/chapters/sick_main.htm))

VII.

- Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VIII.

- Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.

IX.

- Require ill staff and students to stay at home until their flu symptoms are gone and they feel ready to come back to work.

K. INTRUDER / HOSTAGE

Intruder- An unauthorized person who enters Center property:

- Notify Site Supervisor.
- Ask another staff person to accompany you before approaching guest / intruder.
- Politely greet guest / intruder and identify yourself.
- Ask guest / intruder the purpose of his / her visit.
- Inform guest / intruder that all visitors must register at the Site Supervisor's office.
- If intruder's purpose is not legitimate, ask him / her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on center property.
- Notify security or police and Site Supervisor if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he / she indicate a potential for violence. Be aware of intruder's actions at this time (where he / she is located in center, whether he / she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Site Supervisor may issue lock-down procedures (see Lock-Down Procedures on next page).

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. **(Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366)**
- Seal off area near hostage scene.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

L. LOCKDOWN / SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside center building.

- Site Supervisor will issue lock-down order by announcing a warning over Phone Intercom System, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Site Supervisor gives the all-clear signal.

Consider using a verification code to authenticate any all-clear signal

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

M. MEDICAL EMERGENCY

Incident in center:

- Call 911 (if necessary). (*Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366*)
- Notify CPR / first aid certified persons in center building of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Utilize blood borne pathogens precautions,
- If possible, isolate affected student / staff member.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Activate center Emergency Response Team. Designate staff person to accompany injured / ill person to hospital.
- Site Supervisor notifies parent(s) or guardian(s) of affected student.
- Direct witness (es) to center psychologist / counselor. Contact parents if students are sent to psychologist / counselor.
- Determine method of notifying students, staff and parents.
- Refer media to

<u>Head Start Director</u>	<u>325-944-9666</u>
Agency Spokesperson	Telephone Numbers

Incident outside of center:

- Activate Emergency Response Team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to

<u>Head Start Director</u>	<u>325-944-9666</u>
Agency Spokesperson	Telephone Numbers

Post-crisis intervention:

- Meet with Mental Health Consultant and Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

M. Incident / Illness Report Form 7239

Appendix O

- Staff should notify parents /guardians as soon as feasibly possible in the event of an emergency or incident involving their child.
- **“State Admission Information”** form 2935 has information such as parents/guardians names and telephone numbers, names and numbers of contact persons to whom may pick up the child.
- When contacting parent/guardians or other emergency contact persons, it is important for staff to stay calm and relate all relevant information.
- An **“Incident/ Illness Report”** form 7239 will be completed as soon as possible and within 48 hours.
- Document what has happened to the child and what has been done to care for the child.
- Document that notification was made to parents/guardians and the parents /guardians response to the notification.
- If a child receives medical treatment report the **“Incident/ Illness Report”** to Day Care Licensing within 48 hours.
- If a child receives medical treatment a **“Health & Developmental Follow-up Plan”** will be initiated the day after the incident / illness to follow-up with parent/guardian on the status of the child.
- Have parents/guardians sign the **“Incident/ Illness Report”** form 7239.

Note: 1 copy goes home with student
1 copy to Health Manager
File original in the child’s State File

N. RADIOLOGICAL EVENT

Not Applicable:
None within 10-mile

O. SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within center building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each center building.
- Site Supervisor warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster & emergency information.
- Support Staff closes all exterior doors and windows.
- Support Staff turns off any ventilation leading outdoors.
- Support Staff seals doors, windows, and vents with plastic sheets and duct tape.
- Support Staff covers up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Site Supervisor or emergency responders.

P. SUICIDE

Suicide Attempt in Center:

- Verify information.
- Call 911. (***Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366***)
- Notify center psychologist / counselor, Site Supervisor and MHMR, 1501 Beauregard, San Angelo, TX, 325-658-7750
Child Mental Health Services (students under 18)
or
Crisis Intervention Center, 424 South Oakes St, San Angelo, TX 325-653-5933.
Other suicide intervention service
- Site Supervisor notifies parent(s) or guardian(s) if suicidal person is student. Site Supervisor may schedule meeting with parents and center psychologist / counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Stay with person until Emergency Personnel arrive. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate center Emergency Response Team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death / Serious Injury:

- Verify information.
- Activate center Emergency Response Team.
- Notify staff in advance of next center day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with Mental Health Consultant and Child Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Head Start Director 325-944-9666. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

Q. TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the center should:

- Reverse-evacuate all people into center buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- Reverse-evacuate all people into center buildings.
- Shelter in place. **(Do not use basements or low lying areas)**
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

If the center is the target:

- Evacuate to pre designated off site location(s)

R. WEAPONS

- Call police if a weapon is suspected to be in center. (***Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366***)
- Ask another administrator to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

S. WEATHER

***Severe Weather Watch* has been issued in an area near center**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

***Severe Weather Warning* has been issued in an area near center or severe weather has been spotted near center**

- Shut off gas (if applicable).
- Move students and staff to safe areas.
- Remind teachers to take class roster & emergency information.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

SUPPORT APPENDICIES

A. STAFF ASSIGNMENTS

Administrative Group:

- Verify information.
- Identify Site Supervisor.
- Call 911 (if necessary). (***Dial 911, Give Site Information: Eldorado Head Start, 826 N. Divide St., Eldorado, TX 76936, 325-853-3366***)
- Seal off high-risk area.
- Convene Emergency Response Team and implement crisis response procedures.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to Agency spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Support Group:

- Secure building
- Maintain building operation
- Mitigate facility damage
- Assist in evacuation or sheltering operations

Teachers Group:

- Verify information.
- Notify front office
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster & emergency information.
- Refer media to Agency spokesperson (or designee).
- Keep detailed notes of crisis event.

B. TRAINING MATRIX

Title	First Aid	CPR	Security	Evacuation	Safety	First Aid List
Site Supervisor	X	X	X	X	X	X
Teacher 1	X	X	X	X	X	X
Teachers' Aide	X	X	X	X	X	X
Food Service Personnel	X		X	X	X	X

C. EQUIPMENT INVENTORY

-INSERT RESOURCE INVENTORY OF EMERGENCY EQUIPMENT-

INCLUDE:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE
EVENT OF AN EMERGENCY**

D. DRILL LOG

Texas Dept of Family
and Protective Services

FIRE SAFETY PRACTICES

Form 7263
May 2011

LOCATION OF FIRE EXTINGUISHERS

SEVERE WEATHER DRILLS (Every 3 Mos.)

Date: _____

Date: _____

Time: _____

Time: _____

Exit Time: _____

Exit Time: _____

Staff Initial: _____

Staff Initial: _____

RELOCATION SITE FOR CHILDREN
AND STAFF AFTER EVACUATING
OPERATION:

Date: _____

Date: _____

Time: _____

Time: _____

Exit Time: _____

Exit Time: _____

Staff Initial: _____

Staff Initial: _____

MONTHLY FIRE EXTINGUISHER CHECKS				FIRE DRILLS			Smoke Alarm Detector	CO Detector Test
Month	Date	Staff Initial	Person In Charge	Date & Time	Exit Time	Staff Initial	Date	Date
January								
February								
March								
April								
May								
June								
July								
August								
September								
October								
November								
December								

FIRST AID KIT
LOCATION(S) _____

BATTERY POWERED LIGHTING IS LOCATED IN EACH CHILD CARE ROOM - CHECK BATTERIES OPERATION

INSPECTIONS: FIRE: _____ HEALTH: _____ GAS: _____

E. SITE PLAN REVIEW

Each center site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each center year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Centers should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the Head Start, State and local requirements. Identify and report deficiencies.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards / threats? Identify and report new hazards / threats developed that should be added.
<input type="checkbox"/>	Review Emergency Team Assignments and responsibilities, update as needed. Identify and report team shortfalls.
<input type="checkbox"/>	Review Training matrix to ensure training of all assigned tasks. Identify and report all training shortfalls.
<input type="checkbox"/>	Review Equipment List; verify on-hand equipment condition; identify and report all equipment shortfalls.
	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
	Have outside agencies (Fire, Police, and Health etc.) review plan if possible. Consider recommendations for inclusion into plan.
	Sign / Date reviewer block below.
	Provide completed plan review to Director / Executive Director.

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer:

F. EMERGENCY CONTACT NUMBERS

Administration	Number
Director / Executive Director	325-944-9666
Head Start Director	325-944-9666
Education, Mental Health, & Disability Manager	325-944-9666
Health, Nutrition & Parent Involvement Manager	325-944-9666
Facilities, ERSEA & Family & Community Manager	325-944-9666
Administrative Assistant	325-944-9666
Public Safety Agencies	Number
General Emergency	911
Police / Sheriff / Fire	911
Poison Control	1-800-362-0101
Local Hospital Emergency Rooms	325-853-2507
Health Department	325-657-4214
County Emergency Agency	325-853-2737
Other Contacts	Number
Agency Director / Executive Director	325-944-9666
Gas Company	325-853-2307
Water Company	325-387-2558
Electric Company	325-853-2544
Electric Company	325-853-4801
State Collaborator	325-223-6892

G. INFLUENZA PLANNING

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine. The disease spreads easily person to-person and causes serious illness. It can sweep across the country and around the world very quickly. It is hard to predict when the next flu pandemic will occur or how bad it will be.

Child care and preschool programs can help protect the health of their staff and the children and families they serve. Interruptions in child care services during an influenza (flu) pandemic may cause conflicts for working parents that could result in high absenteeism in workplaces. Some of that absenteeism could be expected to affect personnel and workplaces that are critical to the emergency response system. The U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) offer this checklist to help programs prepare for the effects of a flu pandemic. Many of these steps can also help in other types of emergencies. More information on pandemic flu is available at www.pandemicflu.gov.

1. Planning and Coordination:

- Form a committee of staff members and parents to produce a plan for dealing with a flu pandemic. Include members from all different groups your program serves. Include parents who do not speak English who can help contact other non-English speakers in the community. Staff of very small programs might consider joining together with other similar programs for planning.
- Assign one person to identify reliable sources of information and watch for public health warnings about flu, school closings, and other actions taken to prevent the spread of flu.
- Learn who in your area has legal authority to close child care programs if there is a flu emergency.
- Learn whether the local / state health departments and agencies that regulate child care have plans. Be sure your flu plan is in line with their plans. Tell them if you can help support your community's plan.
- Identify all the ways a flu pandemic might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)
- Encourage parents to have a "Plan B" for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community's plan to find other sources of meals for low-income children who receive subsidized meals while in your care. (For example, locate food pantries and meals on wheels.)
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.
- Stage a drill to test your plan and then improve it as needed. Repeat the drill from time to time.
- Consider volunteering to help in tests of community plans.
- Talk to other child care and preschool programs in your area to share information that could make your plan better. Discuss ways programs could work together to produce a stronger plan and pool resources.

2. Student Learning and Program Operations:

- Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic.
- Plan ways to help families continue their child's learning if your child care program or preschool is closed. (For example, give parents things they can teach at home. Tell them how to find ideas on the internet. Talk with child care resource referral agencies or other groups that could help parents continue their children's learning at home.)
- Plan ways to continue basic functions if your program is closed. (For example, continue meeting payroll and keeping in touch with staff and student's families.)

3. Communications Planning:

- Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them. (For example, you might use hotlines, telephone trees, text messaging, special Websites, local radio and / or TV stations.) Test the contact methods often to be sure they work.
- Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.
- Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels.
- How to help control the spread of flu by hand washing / cleansing and covering the mouth when coughing or sneezing. (See [www.cdc.gov / flu / school / .](http://www.cdc.gov/flu/school/))
- How to recognize a person that may have the flu, and what to do if they think they have the flu. (See [www.pandemicflu.gov.](http://www.pandemicflu.gov/))
- How to care for ill family members. (See [www.hhs.gov / pandemic flu / plan / sup5.html#box4.](http://www.hhs.gov/pandemicflu/plan/sup5.html#box4))
- How to develop a family plan for dealing with a flu pandemic. (See [www.pandemicflu.gov / plan / guide](http://www.pandemicflu.gov/plan/guide))

H. Public Information Release

Check () as appropriate: Agency / Agency-wide _____ Center _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____ has just experienced a(n) _____

The (students / employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept. / paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is / are) being set up at _____
to answer questions about individual students.

Communication center(s) for families (is / are) being set up at _____
to answer questions about individual employees.

Injuries have been reported at _____ and are being treated at the site by
(Staff / professional medical responders). (#) _____ reported injured.

Students have been taken to a safe area, _____, and are with [(classroom
teachers / staff) or (_____)].

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at _____

(#) Confirmed deaths have been reported at _____
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: _____.

Release restrictions No Yes
If yes, what?

Released to the public as Public Information Release # _____

Date / Time: _____

I. STAFF ROSTER

Staff rosters are posted on the parent board for each school. Rosters are liable to change frequently due to new staff. If you have any questions about the roster, please see the site supervisor at the center.

J. CENTER MAPS

-INSERT MAPS OF CENTER AND SURROUNDING AREA-

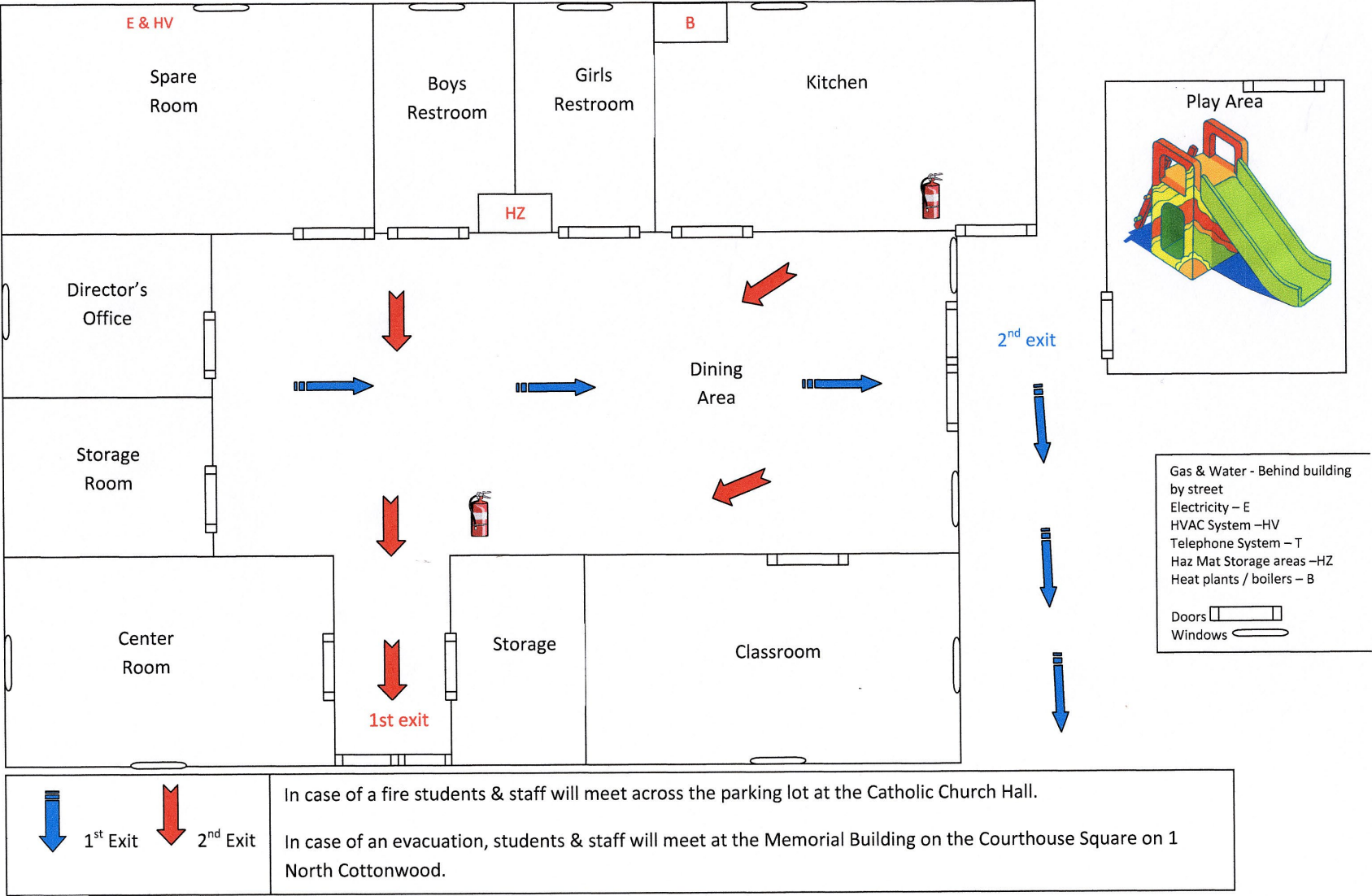
**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)**

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access / shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas identified on page 9
- Haz Mat storage areas
- Heat plants / boilers
- Room numbers
- Door / window locations
- Any other information deemed appropriate by your planning committee

NOTE:

It is recommended that you develop a diagram of the entire center site and surrounding area and identify the locations and staging areas on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

Eldorado Head Start Emergency Exit



For Official Use Only

T

K. MEDIA

All staff must refer media to site or Agency spokesperson.

The Center Agency, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- The Director / Executive Director serve as Agency spokesperson unless he / she designate a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Agency spokesperson	<u>Carolina Raymond</u>	<u>325-944-9666</u>
	Name	Telephone Numbers
Alternate Agency spokesperson	<u>John Austin Stokes</u>	<u>325-944-9666</u>
	Name	Telephone Numbers

- Center Public Information person acts as contact for emergency responders and assists Agency spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

Center Public Information person	<u>Site Supervisor</u>
	Title
Alternate Public Information person	<u>Teacher</u>
	Title

During an emergency, adhere to the following procedures:

- Site Supervisor or designee relays all factual information to the director.
- The Director / Executive Director notify other centers in Agency and may ask center Public Information designee to prepare a written statement to media.
- Establish a media information center away from center.
- Update media regularly. **Do not say "No comment"**.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe center's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

L. SITE STATUS REPORT

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE AT SITE: _____

Message via: 2-way Radio _____ Telephone _____ Messenger _____

EMPLOYEE / STUDENT STATUS

	Absent	Injured	# Sent to Hosp. / med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage / problem and indicate location(s).

Check ✓	Damage / Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating / cooling	
	Other (list):	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance / how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

Incident or Illness Report

Operations use this form to record all required information when a child sustains an injury, at the onset of an illness or reportable incident.

Directions

Complete the form as follows:

- **Injury requiring medical treatment or hospitalization:** Complete all information in Sections I, II, V and VI.
- **Incident that places, or may place, a child at risk for injury or harm:** Complete all information in Sections I, II, V and VI.
- **Illness requiring hospitalization:** Complete all information in Sections I, III, V and VI.
- **Incidence of a child or employee contracting a communicable disease:** Complete all information in Sections I, IV, V and VI.

After completing the form:

- notify parents as required by the minimum standards; and
- keep the form on file at the operation.

Section I – General Information

Director's Name:	Operation No.:	Date of Incident or Illness:	Time of Incident or Illness: <input type="radio"/> a.m. <input type="radio"/> p.m.
Parent(s)* Notified: <input type="radio"/> Yes <input type="radio"/> No <small>*For communicable diseases, all parents must be notified.</small>	Date:	Time:	By:
Child Care Regulation Notified: <input type="radio"/> Yes <input type="radio"/> No	Date:	Time:	By:

Section II – Details of Injury or Incident (Section *not* used for incidences of communicable disease or illnesses.)

Child's Full Name:	Child's Date of Birth:	Caregiver in Charge:
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Describe the injury or risk: <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>		
How did the incident or injury occur? <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>		
Additional staff present or witness to the incident or injury: <div style="border: 1px solid black; height: 50px; margin-top: 5px;"></div>		
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided? _____		
Was Emergency Medical Services (EMS) called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____		
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____		

Section III – Illness Requiring Hospitalization (Section *not* used for incidents, injuries or notifications communicable disease)

Child's Full Name: _____ Child's Date of Birth: _____

Was first aid provided? Yes No What type of first aid was provided? _____

Was medication given? Yes No Name of medication: _____ Dosage: _____

Did the child have a fever? Yes No Temperature: _____

Was medical treatment required? Yes No Date and time medical treatment received: _____

Was EMS called? Yes No Time EMS was called: _____

Was child transported to receive medical care? Yes No Who transported the child? _____

Was an allergy plan enacted? Yes No N/A What was done? _____

Was there an emergency anaphylaxis reaction that required administration of an unassigned epinephrine auto-injector? Yes No

Was use of an unassigned epinephrine auto-injector reported to Texas Department of State Health Services (DSHS)? Yes No

Date reported to DSHS: _____

Was the child's doctor called by the operation? Yes No

Doctor's Name: _____ Doctor's Phone No.: _____ Time doctor was called: _____

Doctor's recommendation(s):

Did the child see his or her doctor? Yes No Diagnosis or Outcome: _____

Was hospitalization required? Yes No Additional Details: _____

Section IV – Communicable Disease (Section *not* used for incidents, injuries or illness other than communicable disease notification.)

Type of communicable disease contracted by child or employee at this operation:

Does the communicable disease require exclusion? Yes No

Was the Health Department notified? Yes No Date Health Department notified: _____

Section V – Employee or Caregiver Certification

I verify that I, the director or person in charge, reviewed the information in this report.

Printed Name: _____ Signature of Director or Person in Charge: _____ Date Signed: _____

Section VI – Parent or Guardian Acknowledgment

I verify that the operation appropriately relayed the information concerning the incident described in this report. I have received a copy of this report. (If emailed or distributed electronically, you may attach a copy of the method used.)

Printed Name: _____ **For Official Use Only** Signature of Parent or Guardian: _____ Date Signed: 48

Concho Valley Council of Governments Head Start

Appendix 1 Active Shooter Response Plan



CONCHO VALLEY
COUNCIL OF GOVERNMENTS

Updated July 2017

For Official Use Only

ACTIVE SHOOTER

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible. As the situation develops, it is possible that students and staff will need to use more than one option.

During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with you, but not to stay behind because others will not go;
- Call 911 when safe to do so

Hide

If running is not a safe option, hide in as safe a place as possible. In addition:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible; and
- Remain in place until given an all clear by identifiable law enforcement officers.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs.

Sources:

<https://rems.ed.gov/K12ActiveShooterSituations.aspx>

http://rems.ed.gov/docs/REMS_k-12_Guide_508.pdf

NOTIFICATION

The primary consideration under any school related emergency shall be the safety, welfare and health of the students.

1. It is essential that parent/guardian inform staff of any contact information changes as soon as they occur. Information is required to be kept up-to-date in case of emergencies.
2. Under emergency situations, parent/guardian will be contacted as soon as practical and safe via messenger system or phone.
3. If the child is released to emergency personnel:
 - Staff will obtain the emergency personnel's information (name, agency they work for and vehicle number or license plate)
 - Where the child is being taken to
 - Notify parent/guardian listed on the child's emergency information
 - Complete Incident Report

Emergency Documents and Resources

The teacher will have these items with him/her in every emergency situation or practice drill -- Evacuation, Shelter-in, and Lock-Down.

- Daily sign-in sheet
- Up-to-date family contact information
- Authorization for emergency care for each child.
- Medical information on children, as appropriate (e.g., special needs)
- Emergency Backpack

These items must be quickly available.

***Concho Valley Council of
Governments
Menard Head Start &
Early Head Start***

EMERGENCY RESPONSE PLAN



110 E. San Saba Ave
Menard, TX 76859

Updated July 2024

For Official Use Only

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II. INTRODUCTION

A. Introduction:

1. Emergencies can occur anytime-anywhere. Violence can happen even in an environment dedicated to children and families. We must ensure that our staff, children and families are prepared to effectively handle a wide range of dangerous situations to continue to provide a safe environment where learning a can occur.
2. A comprehensive site Emergency Response Plan must be developed and all staff members trained in order to effectively respond during emergencies.

B. Purpose:

1. This plan is designed to providing practical guidelines to enable staff to properly prepare and respond to a wide range of emergency and disaster situations. In any emergency situation, the Head Start / Early Head Start program's overriding mission is to:
 - a. Protect life.
 - b. Secure the facilities and infrastructure.
 - c. Resume program operations.
 2. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. Planning, preparation, and training will help staff personnel learn the proper courses of action to take during an emergency. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. This plan should address three key areas to ensure plan / response effectiveness:
 - a. Personnel--who is assigned to do what. Personnel will be assigned to one of Emergency Response Groups that make up the Emergency Response Team. Emergency Response Groups are identified in Appendix A.
 - b. Training--who is trained to do what. All personnel will be trained to accomplish their assigned duties. A training matrix listing all personnel and completed training will be identified in Appendix B.
 - c. Equipment--what equipment is needed for training and response. A list of equipment need for both training and response will be maintained. All equipment will be documented as on-hand or identified as a shortfall in Appendix C.
- Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan. Drills conducted shall be documented on the Drill Log in Appendix D.
 - Each classroom will be supplied with a classroom Emergency Response Procedures Guide; section IV of this plan that provides instructions on how to respond to specific events as determined by the site emergency planning committee.

III. BASIC PLAN

A. Situation:

1. The center sits on at [110 E. San Saba Ave]. The site consists of [1] buildings. There is an Average Daily Membership of [17 children] and [4] staff members. Hazards of the center grounds buildings and surrounding community includes High Pressure Pipelines.
2. The Head Start Director / Executive Director have the primary responsibility for developing and implementing the site Emergency Response Plan and executing Head Start policies.
3. Site personnel and / or local fire and law enforcement agencies handle most site emergencies.

B. Assumptions:

- a. During an emergency, centralized direction and control [i.e., senior staff] is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

C. Command and Communications:

1. The order of succession for the Head Start / Early Head Start emergency response program is:
 - The Head Start / Early Head Start Director
 - The Education Manager
 - Health Manager and Facilities Manager
 - Site Supervisor
 - *If the director is unavailable, the next individual must assume incident command.
2. When an emergency condition exists, Site Supervisor will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used with "a" being the primary mode of communication followed by alternative modes.
 - a. Telephone
 - b. Messenger

D. Staff Response Roles:

1. How a program manages and responds to a crisis greatly affects the public's perception of the organization.
2. The Emergency Manager (Brandon Corbin) may make a Declaration of a State or Local Emergency for a disaster or potential disaster in Menard County. The declaration would be issued from the Emergency Operations Center.
3. Advisories for internal disasters would be issued by the Head Start / Early Head Start Director, Education Manager, or Health and Facilities Manager. If none of the preceding is present, the Site Supervisor in charge at any program site may declare an emergency and then promptly notify the appropriate Management Team member. The agencies Emergency Response Team will consist of three groups:

a. The Administrative Group consists of the Director / Executive Director and office staff that provides the support framework for the Agency. This group is responsible for:

1. Emergency Response Plan Oversight
2. Incident Command
3. Public Relations
4. Human Resources
5. Media / Information Release
6. Finance
7. Long Term Recovery

b. The Support Group includes individuals that provide support to teachers and students such as food service, maintenance and safety personnel. This group may include parents and volunteers and is responsible for:

1. Food Service
2. Site Safety
3. Building Operations
4. Transportation
5. Short Term Mitigation

c. The Teachers Group consist of those whose daily duties involves direct care for the students. This group is responsible for:

1. Providing / Receiving Information
2. Student Accountability
3. Classroom Security
4. Classroom Evacuation

4. In the event of an emergency all staff persons are to assume responsibility for the following actions:

1. Initiation of steps to safeguard the children, staff and property
2. Notification of authorities and center staff
3. Initiation of steps to mitigate or contain the situation
4. Implementation of evacuation procedures

5. In addition, the Director / Executive Director of Head Start / Early Head Start (or designee) will assume the role of Site Supervisor for all emergencies and or disasters.

E. Debriefing:

Because the demands of responding to a crisis are intense and place staff under a great deal of stress, it is advisable to engage staff in a “debriefing”. This process should be undertaken with a trained professional. The debriefing allows staff an opportunity to express feelings and receive emotional support. For others, it provides the opportunity to learn and to become better prepared for crisis.

F. Deactivation:

When emergency conditions are stabilized and normal program operations can resume, the Head Start / Early Head Start Director will deactivate the Crisis / Emergency Plan. A formal announcement will be disseminated. If the nature of the incident requires an extension of some emergency services, special work groups may be appointed to coordinate those continuing activities, which may include:

1. Ongoing repairs,
2. Space re-assignments or adjustments,
3. Support services for children, staff and parents,
4. Community relief efforts,
5. Cost recovery (develop cost and loss documentation forms).

Immediately following the end of an emergency or crisis, a survey of the Emergency Team members and involved staff will be conducted to evaluate the effectiveness of the response. Survey results will help determine whether portions of the Emergency Plan must be modified due to the crisis event. The Head Start / Early Head Start Director in conjunction with the Management Team will prepare a written “Crisis Summary Report” analyzing post-event observation, and will coordinate appropriate plan revisions (this also applies to weather related crisis situations).

G. Recovery

After dealing with the stress and trauma involved in a crisis, it is important to note that the initial crisis may be resolved, but many ancillary issues may still exist. The recovery phase is an important time to deactivate the plan, reassess the effectiveness of the efforts, and evaluate the program’s ability to conduct normal business.

EMERGENCY PROCEDURES ANNEXES

A. ANIMALS

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885***)
- Call Animal Control {217-632-7302 / *Menard County Animal Pound*}.
- Notify CPR / first aid certified personnel of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify Site Supervisor. Site Supervisors assembles Emergency Response Team Members.
- Seal off area if animal(s) still present.
- Site Supervisors notifies authorities and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

B. ASSAULT / FIGHT

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885***)
- Notify CPR / first aid certified persons of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify the Site Supervisor. Site Supervisor assembles Emergency Response Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Site Supervisor notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Site Supervisor notifies parents of students involved in assault.
- Document all activities. Ask victim(s) / witness (es) for their account of incident.
- Assess counseling needs of victim(s) / witness (es). Implement post-crisis procedures.

C. BOMB THREAT

Upon receiving a message that a bomb has been planted in center:

- Use bomb threat checklist (next page).
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Do NOT hang up, even if the caller does. **(The police may be able to trace the call)**
- Notify Site Supervisor or designee.
- Site Supervisor orders evacuation of all persons inside center building(s).
- Site Supervisor notifies police (call 911). Site Supervisor must report incident to police. ***(Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885)***

Evacuation procedures:

- Site Supervisor warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of center building(s). Site Supervisor may move students to Menard County Courthouse, 210 E. San Saba if weather is inclement or building is damaged. Primary relocation center

(500 feet is general rule. Consult with local bomb disposal unit)

- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

C. BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

D. BUS INCIDENT

Bus Driver / Monitor

Not Applicable

E. EVACUATION

- Site Supervisor (SS) initiates evacuation procedures.
- SS determines if students and staff should be evacuated outside of building or to to Menard County Courthouse, 210 E. San Saba relocation center.
- Site Supervisor notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Support Group secures the building (all windows, doors etc.).
- Support Group turns off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Support Group personnel assist evacuation process.
- Child's teacher will be responsible for any disabled and non-English speaking students. Site Supervisor will be responsible for any disabled staff.

1. Teachers / Teachers Assistances:

- Direct students to follow normal evacuation drill procedures unless SS alters route.
- Take classroom roster and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Site Supervisor immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

2. Relocation Centers

List primary and secondary student relocation centers: (Site Supervisor, Teacher's, Teacher's Aides and Food Service Staff will transport children if necessary.)

Primary Relocation Center

Menard County Courthouse
210 E. San Saba / 325-396-2028

Secondary Relocation Center

Menard Community Center
303 W. Travis / 325-396-4642

F. FIRE

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police / fire (call 911). (***Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Menard County Courthouse if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

G. GAS LEAK

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police and fire (call 911). (***Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Menard County Courthouse, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- Site Supervisor notifies police and fire department (call 911).
- Site Supervisor determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- Site Supervisor may move students to Menard County Courthouse, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

H. GENERAL EMERGENCY

- Notify 911 (if necessary) and the Site Supervisor. (***Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885***)
- Notify CPR / first aid certified persons in center building of medical emergencies, if necessary. (Names of CPR / first aid certified persons are listed in Appendix B).
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Emergency Response Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

I. HAZARDOUS MATERIALS EVENT

Incident occurred in center:

- Call 911. (*Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885*)
- Notify Site Supervisor.
- Mitigate situation (if you safely do so) by sealing off area, utilizing shut of valve
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation. .
- Notify parents if students are evacuated. Post sign on entrance to alert others.
- Resume normal operations after consulting with fire officials.

Incident occurred near center property:

- Fire or police will notify Center.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

J. INFECTION CONTROL ACTIONS

I.

- Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.) Programs should already be teaching these things to build habits that protect children from disease. (See [www.cdc.gov / flu / school /](http://www.cdc.gov/flu/school/) and [www.healthykids.us / cleanliness.htm.](http://www.healthykids.us/cleanliness.htm))

II.

- Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues.) Store the supplies in easy-to-find places.

III.

- Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. (See [www.cdc.gov / od / oc / media / pressrel / r060223.htm.](http://www.cdc.gov/od/oc/media/pressrel/r060223.htm))

IV.

- Encourage staff to get flu shots each year. (See [www.cdc.gov / flu / protect / preventing.htm.](http://www.cdc.gov/flu/protect/preventing.htm))

V.

- Tell parents to let your program know if their children are sick. Keep accurate records of when children or staffs are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea / vomiting, coughing / breathing problems, rash, or other).
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VI.

- Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. (See [www.healthykids.us / chapters / sick_main.htm.](http://www.healthykids.us/chapters/sick_main.htm))

VII.

- Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VIII.

- Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.

IX.

- Require ill staff and students to stay at home until their flu symptoms are gone and they feel ready to come back to work.

K. INTRUDER / HOSTAGE

Intruder- An unauthorized person who enters Center property:

- Notify Site Supervisor.
- Ask another staff person to accompany you before approaching guest / intruder.
- Politely greet guest / intruder and identify yourself.
- Ask guest / intruder the purpose of his / her visit.
- Inform guest / intruder that all visitors must register at the Site Supervisor's office.
- If intruder's purpose is not legitimate, ask him / her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on center property.
- Notify security or police and Site Supervisor if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he / she indicate a potential for violence. Be aware of intruder's actions at this time (where he / she is located in center, whether he / she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Site Supervisor may issue lock-down procedures (see Lock-Down Procedures on next page).

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. **(Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885)**
- Seal off area near hostage scene.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

L. LOCKDOWN / SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside center building.

- Site Supervisor will issue lock-down order by announcing a warning over Phone Intercom System, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Site Supervisor gives the all-clear signal.

Consider using a verification code to authenticate any all-clear signal

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

M. MEDICAL EMERGENCY

Incident in center:

- Call 911 (if necessary). (*Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885*)
- Notify CPR / first aid certified persons in center building of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Utilize blood borne pathogens precautions,
- If possible, isolate affected student / staff member.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Activate center Emergency Response Team. Designate staff person to accompany injured / ill person to hospital.
- Site Supervisor notifies parent(s) or guardian(s) of affected student.
- Direct witness (es) to center psychologist / counselor. Contact parents if students are sent to psychologist / counselor.
- Determine method of notifying students, staff and parents.
- Refer media to

<u>Head Start Director</u>	<u>325-944-9666</u>
Agency Spokesperson	Telephone Numbers

Incident outside of center:

- Activate Emergency Response Team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to

<u>Head Start Director</u>	<u>325-944-9666</u>
Agency Spokesperson	Telephone Numbers

Post-crisis intervention:

- Meet with Mental Health Consultant and Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

M. Incident / Illness Report Form 7239

Appendix O

- Staff should notify parents /guardians as soon as feasibly possible in the event of an emergency or incident involving their child.
- **“State Admission Information”** form 2935 has information such as parents/guardians names and telephone numbers, names and numbers of contact persons to whom may pick up the child.
- When contacting parent/guardians or other emergency contact persons, it is important for staff to stay calm and relate all relevant information.
- An **“Incident/ Illness Report”** form 7239 will be completed as soon as possible and within 48 hours.
- Document what has happened to the child and what has been done to care for the child.
- Document that notification was made to parents/guardians and the parents /guardians response to the notification.
- If a child receives medical treatment report the **“Incident/ Illness Report”** to Day Care Licensing within 48 hours.
- If a child receives medical treatment a **“Health & Developmental Follow-up Plan”** will be initiated the day after the incident / illness to follow-up with parent/guardian on the status of the child.
- Have parents/guardians sign the **“Incident/ Illness Report”** form 7239.

Note: 1 copy goes home with student
1 copy to Health Manager
File original in the child’s State File

N. RADIOLOGICAL EVENT

Not Applicable:
None within 10-mile

O. SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within center building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each center building.
- Site Supervisor warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster & emergency information.
- Support Staff closes all exterior doors and windows.
- Support Staff turns off any ventilation leading outdoors.
- Support Staff seals doors, windows, and vents with plastic sheets and duct tape.
- Support Staff covers up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Site Supervisor or emergency responders.

P. SUICIDE

Suicide Attempt in Center:

- Verify information.
- Call 911. (***Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885***)
- Notify center psychologist / counselor, Site Supervisor and MHMR, 1501 Beauregard, San Angelo, TX, 325-658-7750
Child Mental Health Services (students under 18)
or
Crisis Intervention Center, 424 South Oakes St, San Angelo, TX 325-653-5933.
Other suicide intervention service
- Site Supervisor notifies parent(s) or guardian(s) if suicidal person is student. Site Supervisor may schedule meeting with parents and center psychologist / counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Stay with person until Emergency Personnel arrive. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate center Emergency Response Team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death / Serious Injury:

- Verify information.
- Activate center Emergency Response Team.
- Notify staff in advance of next center day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with Mental Health Consultant and Child Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Head Start Director 325-944-9666. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

Q. TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the center should:

- Reverse-evacuate all people into center buildings.
- Shelter in place. (**Do not use basements or low lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- Reverse-evacuate all people into center buildings.
- Shelter in place. (**Do not use basements or low lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

If the center is the target:

- Evacuate to pre designated off site location(s)

R. WEAPONS

- Call police if a weapon is suspected to be in center. (***Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885***)
- Ask another administrator to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

S. WEATHER

***Severe Weather Watch* has been issued in an area near center**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

***Severe Weather Warning* has been issued in an area near center or severe weather has been spotted near center**

- Shut off gas (if applicable).
- Move students and staff to safe areas.
- Remind teachers to take class roster & emergency information.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

SUPPORT APPENDICIES

A. STAFF ASSIGNMENTS

Administrative Group:

- Verify information.
- Identify Site Supervisor.
- Call 911 (if necessary). (***Dial 911, Give Site Information: Menard Head Start, 110 E. San Saba Ave, Menard, TX 76859, 325-396-2885***)
- Seal off high-risk area.
- Convene Emergency Response Team and implement crisis response procedures.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to Agency spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Support Group:

- Secure building
- Maintain building operation
- Mitigate facility damage
- Assist in evacuation or sheltering operations

Teachers Group:

- Verify information.
- Notify front office
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster & emergency information.
- Refer media to Agency spokesperson (or designee).
- Keep detailed notes of crisis event.

B. TRAINING MATRIX

Title	First Aid	CPR	Security	Evacuation	Safety	First Aid List
Site Supervisor	X	X	X	X	X	X
Teacher 1	X	X	X	X	X	X
Teacher's Aide	X	X	X	X	X	X
Food Service Personnel	X		X	X	X	X

C. EQUIPMENT INVENTORY

-INSERT RESOURCE INVENTORY OF EMERGENCY EQUIPMENT-

INCLUDE:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE
EVENT OF AN EMERGENCY**

D. DRILL LOG

Texas Dept of Family
and Protective Services

FIRE SAFETY PRACTICES

Form 7263
May 2011

LOCATION OF FIRE EXTINGUISHERS

SEVERE WEATHER DRILLS (Every 3 Mos.)

Date: _____

Date: _____

Time: _____

Time: _____

Exit Time: _____

Exit Time: _____

Staff Initial: _____

Staff Initial: _____

RELOCATION SITE FOR CHILDREN
AND STAFF AFTER EVACUATING
OPERATION:

Date: _____

Date: _____

Time: _____

Time: _____

Exit Time: _____

Exit Time: _____

Staff Initial: _____

Staff Initial: _____

MONTHLY FIRE EXTINGUISHER CHECKS				FIRE DRILLS			Smoke Alarm Detector	CO Detector Test
Month	Date	Staff Initial	Person In Charge	Date & Time	Exit Time	Staff Initial	Date	Date
January								
February								
March								
April								
May								
June								
July								
August								
September								
October								
November								
December								

FIRST AID KIT
LOCATION(S) _____

BATTERY POWERED LIGHTING IS LOCATED IN EACH CHILD CARE ROOM - CHECK BATTERIES OPERATION

INSPECTIONS: FIRE: _____ HEALTH: _____ GAS: _____

E. SITE PLAN REVIEW

Each center site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each center year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Centers should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the Head Start, State and local requirements. Identify and report deficiencies.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards / threats? Identify and report new hazards / threats developed that should be added.
<input type="checkbox"/>	Review Emergency Team Assignments and responsibilities, update as needed. Identify and report team shortfalls.
<input type="checkbox"/>	Review Training matrix to ensure training of all assigned tasks. Identify and report all training shortfalls.
<input type="checkbox"/>	Review Equipment List; verify on-hand equipment condition; identify and report all equipment shortfalls.
	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
	Have outside agencies (Fire, Police, and Health etc.) review plan if possible. Consider recommendations for inclusion into plan.
	Sign / Date reviewer block below.
	Provide completed plan review to Director / Executive Director.

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer:

F. EMERGENCY CONTACT NUMBERS

Administration	Number
Director / Executive Director	325-944-9666
Head Start Director	325-944-9666
Education, Mental Health, & Disability Manager	325-944-9666
Health, Nutrition & Parent Involvement Manager	325-944-9666
Facilities, ERSEA & Family & Community Manager	325-944-9666
Administrative Assistant	325-944-9666
Public Safety Agencies	Number
General Emergency	911
Police / Sheriff / Fire	911
Poison Control	1-800-362-0101
Local Hospital Emergency Rooms	325-869-5911
Health Department	325-597-0550
County Emergency Agency	325-396-4705
Other Contacts	Number
Agency Director / Executive Director	325-944-9666
Gas Company	325-396-2061
Water Company	325-396-3670
Electric Company	325-396-2453
State Collaborator	325-223-6892

G. INFLUENZA PLANNING

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine. The disease spreads easily person to-person and causes serious illness. It can sweep across the country and around the world very quickly. It is hard to predict when the next flu pandemic will occur or how bad it will be.

Child care and preschool programs can help protect the health of their staff and the children and families they serve. Interruptions in child care services during an influenza (flu) pandemic may cause conflicts for working parents that could result in high absenteeism in workplaces. Some of that absenteeism could be expected to affect personnel and workplaces that are critical to the emergency response system. The U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) offer this checklist to help programs prepare for the effects of a flu pandemic. Many of these steps can also help in other types of emergencies. More information on pandemic flu is available at www.pandemicflu.gov.

1. Planning and Coordination:

- Form a committee of staff members and parents to produce a plan for dealing with a flu pandemic. Include members from all different groups your program serves. Include parents who do not speak English who can help contact other non-English speakers in the community. Staff of very small programs might consider joining together with other similar programs for planning.
- Assign one person to identify reliable sources of information and watch for public health warnings about flu, school closings, and other actions taken to prevent the spread of flu.
- Learn who in your area has legal authority to close child care programs if there is a flu emergency.
- Learn whether the local / state health departments and agencies that regulate child care have plans. Be sure your flu plan is in line with their plans. Tell them if you can help support your community's plan.
- Identify all the ways a flu pandemic might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)
- Encourage parents to have a "Plan B" for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community's plan to find other sources of meals for low-income children who receive subsidized meals while in your care. (For example, locate food pantries and meals on wheels.)
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.
- Stage a drill to test your plan and then improve it as needed. Repeat the drill from time to time.
- Consider volunteering to help in tests of community plans.
- Talk to other child care and preschool programs in your area to share information that could make your plan better. Discuss ways programs could work together to produce a stronger plan and pool resources.

2. Student Learning and Program Operations:

- Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic.
- Plan ways to help families continue their child's learning if your child care program or preschool is closed. (For example, give parents things they can teach at home. Tell them how to find ideas on the internet. Talk with child care resource referral agencies or other groups that could help parents continue their children's learning at home.)
- Plan ways to continue basic functions if your program is closed. (For example, continue meeting payroll and keeping in touch with staff and student's families.)

3. Communications Planning:

- Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them. (For example, you might use hotlines, telephone trees, text messaging, special Websites, local radio and / or TV stations.) Test the contact methods often to be sure they work.
- Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.
- Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels.
- How to help control the spread of flu by hand washing / cleansing and covering the mouth when coughing or sneezing. (See [www.cdc.gov / flu / school / .](http://www.cdc.gov/flu/school/))
- How to recognize a person that may have the flu, and what to do if they think they have the flu. (See www.pandemicflu.gov.)
- How to care for ill family members. (See [www.hhs.gov / pandemic flu / plan / sup5.html#box4](http://www.hhs.gov/pandemicflu/plan/sup5.html#box4).)
- How to develop a family plan for dealing with a flu pandemic. (See [www.pandemicflu.gov / plan / guide](http://www.pandemicflu.gov/plan/guide))

H. Public Information Release

Check () as appropriate: Agency / Agency-wide _____ Center _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____ has just experienced a(n) _____

The (students / employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept. / paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is / are) being set up at _____
to answer questions about individual students.

Communication center(s) for families (is / are) being set up at _____
to answer questions about individual employees.

Injuries have been reported at _____ and are being treated at the site by
(Staff / professional medical responders). (#) _____ reported injured.

Students have been taken to a safe area, _____, and are with [(classroom
teachers / staff) or (_____)].

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at _____

(#) Confirmed deaths have been reported at _____
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: _____.

Release restrictions No Yes
If yes, what?

Released to the public as Public Information Release # _____

Date / Time: _____

I. STAFF ROSTER

Staff rosters are posted on the parent board for each school. Rosters are liable to change frequently due to new staff. If you have any questions about the roster, please see the site supervisor at the center.

J. CENTER MAPS

-INSERT MAPS OF CENTER AND SURROUNDING AREA-

**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)**

- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access / shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas identified on page 9
- Haz Mat storage areas
- Heat plants / boilers
- Room numbers
- Door / window locations
- Any other information deemed appropriate by your planning committee

NOTE:

It is recommended that you develop a diagram of the entire center site and surrounding area and identify the locations and staging areas on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

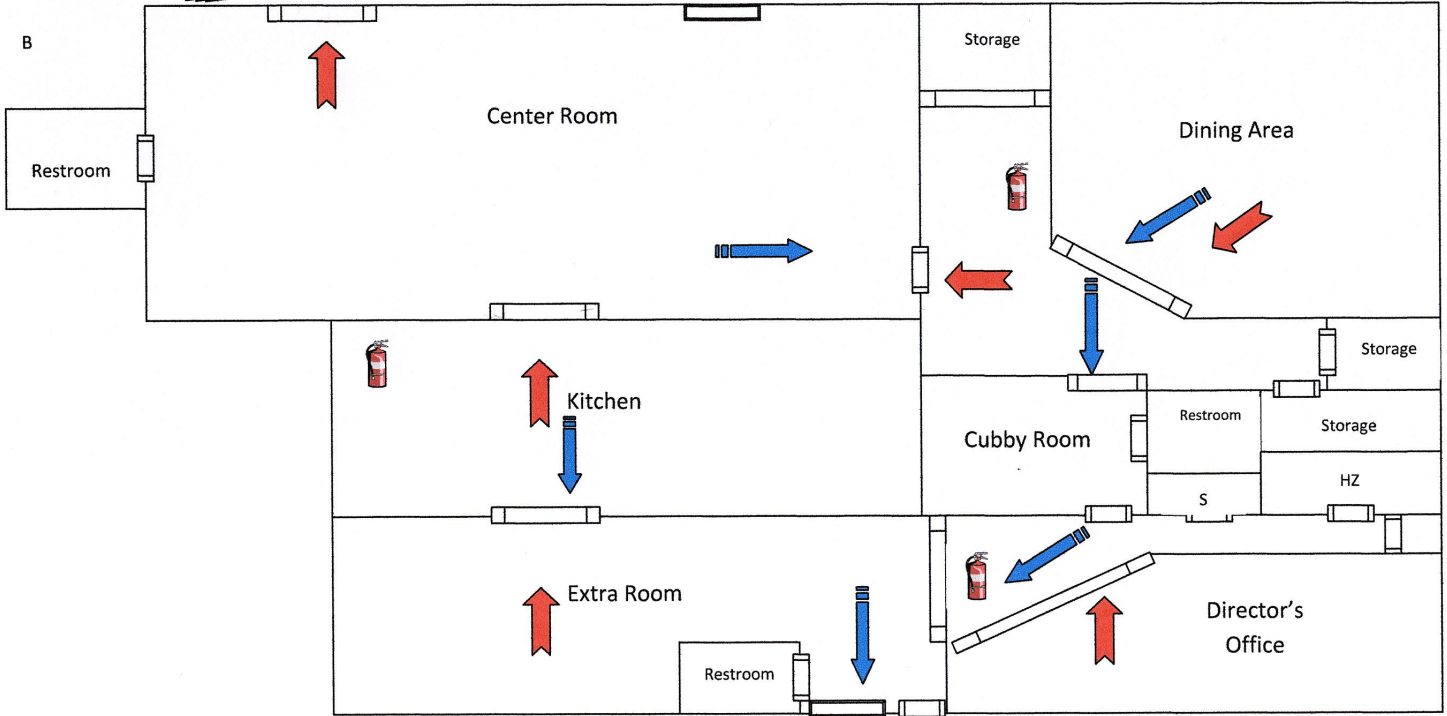
Menard Emergency Map

G

W



1 st Exit 2 nd Exit	<p>In case of a fire students & staff will meet behind Ben Neels office.</p> <p>In case of an evacuation the Primary meeting location is the Menard Courthouse on 210 E. San Saba. The secondary location is the Menard Community Center on 303 W. Travis.</p>	<p>Gas- G Water -W Electricity, Phone & AC - Haz Mat Storage areas -HZ Heat plants / boilers - B</p> <p>Doors Windows </p>
--	--	---



K. MEDIA

All staff must refer media to site or Agency spokesperson.

The Center Agency, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- The Director / Executive Director serve as Agency spokesperson unless he / she designate a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Agency spokesperson	<u>Carolina Raymond</u> Name	<u>325-944-9666</u> Telephone Numbers
Alternate Agency spokesperson	<u>John Austin Stokes</u> Name	<u>325-944-9666</u> Telephone Numbers

- Center Public Information person acts as contact for emergency responders and assists Agency spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

Center Public Information person	<u>Site Supervisor</u> Title
Alternate Public Information person	<u>Teacher</u> Title

During an emergency, adhere to the following procedures:

- Site Supervisor or designee relays all factual information to the director.
- The Director / Executive Director notify other centers in Agency and may ask center Public Information designee to prepare a written statement to media.
- Establish a media information center away from center.
- Update media regularly. **Do not say "No comment"**.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe center's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

L. SITE STATUS REPORT

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE AT SITE: _____

Message via: 2-way Radio _____ Telephone _____ Messenger _____

EMPLOYEE / STUDENT STATUS

	Absent	Injured	# Sent to Hosp. / med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage / problem and indicate location(s).

Check ✓	Damage / Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating / cooling	
	Other (list):	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance / how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

Incident or Illness Report

Operations use this form to record all required information when a child sustains an injury, at the onset of an illness or reportable incident.

Directions

Complete the form as follows:

- **Injury requiring medical treatment or hospitalization:** Complete all information in Sections I, II, V and VI.
- **Incident that places, or may place, a child at risk for injury or harm:** Complete all information in Sections I, II, V and VI.
- **Illness requiring hospitalization:** Complete all information in Sections I, III, V and VI.
- **Incidence of a child or employee contracting a communicable disease:** Complete all information in Sections I, IV, V and VI.

After completing the form:

- notify parents as required by the minimum standards; and
- keep the form on file at the operation.

Section I – General Information

Director's Name:	Operation No.:	Date of Incident or Illness:	Time of Incident or Illness: <input type="radio"/> a.m. <input type="radio"/> p.m.
Parent(s)* Notified: <input type="radio"/> Yes <input type="radio"/> No <small>*For communicable diseases, all parents must be notified.</small>	Date:	Time:	By:
Child Care Regulation Notified: <input type="radio"/> Yes <input type="radio"/> No	Date:	Time:	By:

Section II – Details of Injury or Incident *(Section not used for incidences of communicable disease or illnesses.)*

Child's Full Name:	Child's Date of Birth:	Caregiver in Charge:
<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
Describe the injury or risk:		
<input style="width: 100%; height: 100%;" type="text"/>		
How did the incident or injury occur?		
<input style="width: 100%; height: 100%;" type="text"/>		
Additional staff present or witness to the incident or injury:		
<input style="width: 100%; height: 100%;" type="text"/>		
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided? _____		
Was Emergency Medical Services (EMS) called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____		
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____		

Section III – Illness Requiring Hospitalization (Section *not* used for incidents, injuries or notifications communicable disease)

Child's Full Name:

Child's Date of Birth:

Was first aid provided? Yes No What type of first aid was provided? _____Was medication given? Yes No Name of medication: _____ Dosage: _____Did the child have a fever? Yes No Temperature: _____Was medical treatment required? Yes No Date and time medical treatment received: _____Was EMS called? Yes No Time EMS was called: _____Was child transported to receive medical care? Yes No Who transported the child? _____Was an allergy plan enacted? Yes No N/A What was done? _____Was there an emergency anaphylaxis reaction that required administration of an unassigned epinephrine auto-injector? Yes NoWas use of an unassigned epinephrine auto-injector reported to Texas Department of State Health Services (DSHS)? Yes No

Date reported to DSHS: _____

Was the child's doctor called by the operation? Yes No

Doctor's Name:

Doctor's Phone No.:

Time doctor was called:

Doctor's recommendation(s):

Did the child see his or her doctor? Yes No Diagnosis or Outcome: _____Was hospitalization required? Yes No Additional Details: _____**Section IV – Communicable Disease** (Section *not* used for incidents, injuries or illness other than communicable disease notification.)

Type of communicable disease contracted by child or employee at this operation:

Does the communicable disease require exclusion? Yes NoWas the Health Department notified? Yes No Date Health Department notified: _____**Section V – Employee or Caregiver Certification**

I verify that I, the director or person in charge, reviewed the information in this report.

Printed Name: _____

Signature of Director or Person in Charge: _____

Date Signed: _____

Section VI – Parent or Guardian Acknowledgment

I verify that the operation appropriately relayed the information concerning the incident described in this report. I have received a copy of this report. (If emailed or distributed electronically, you may attach a copy of the method used.)

Printed Name: _____

For Official Use Only
Signature of Parent or Guardian: _____

Date Signed: _____

Concho Valley Council of Governments Head Start

Appendix 1 Active Shooter Response Plan



CONCHO VALLEY
COUNCIL OF GOVERNMENTS

Updated July 2017

For Official Use Only

ACTIVE SHOOTER

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible. As the situation develops, it is possible that students and staff will need to use more than one option.

During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with you, but not to stay behind because others will not go;
- Call 911 when safe to do so

Hide

If running is not a safe option, hide in as safe a place as possible. In addition:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible; and
- Remain in place until given an all clear by identifiable law enforcement officers.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs.

Sources:

<https://rems.ed.gov/K12ActiveShooterSituations.aspx>

http://rems.ed.gov/docs/REMS_k-12_Guide_508.pdf

NOTIFICATION

The primary consideration under any school related emergency shall be the safety, welfare and health of the students.

1. It is essential that parent/guardian inform staff of any contact information changes as soon as they occur. Information is required to be kept up-to-date in case of emergencies.
2. Under emergency situations, parent/guardian will be contacted as soon as practical and safe via messenger system or phone.
3. If the child is released to emergency personnel:
 - Staff will obtain the emergency personnel's information (name, agency they work for and vehicle number or license plate)
 - Where the child is being taken to
 - Notify parent/guardian listed on the child's emergency information
 - Complete Incident Report

Emergency Documents and Resources

The teacher will have these items with him/her in every emergency situation or practice drill -- Evacuation, Shelter-in, and Lock-Down.

- Daily sign-in sheet
- Up-to-date family contact information
- Authorization for emergency care for each child.
- Medical information on children, as appropriate (e.g., special needs)
- Emergency Backpack

These items must be quickly available.

***Concho Valley Council of
Governments
Ozona Head Start***

EMERGENCY RESPONSE PLAN



1310 Ave G
Ozona, TX 76943

Updated July 2024

For Official Use Only

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II. INTRODUCTION

A. Introduction:

1. Emergencies can occur anytime-anywhere. Violence can happen even in an environment dedicated to children and families. We must ensure that our staff, children and families are prepared to effectively handle a wide range of dangerous situations to continue to provide a safe environment where learning a can occur.
2. A comprehensive site Emergency Response Plan must be developed and all staff members trained in order to effectively respond during emergencies.

B. Purpose:

1. This plan is designed to providing practical guidelines to enable staff to properly prepare and respond to a wide range of emergency and disaster situations. In any emergency situation, the Head Start / Early Head Start program's overriding mission is to:
 - a. Protect life.
 - b. Secure the facilities and infrastructure.
 - c. Resume program operations.
 2. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. Planning, preparation, and training will help staff personnel learn the proper courses of action to take during an emergency. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation. This plan should address three key areas to ensure plan / response effectiveness:
 - a. Personnel--who is assigned to do what. Personnel will be assigned to one of Emergency Response Groups that make up the Emergency Response Team. Emergency Response Groups are identified in Appendix A.
 - b. Training--who is trained to do what. All personnel will be trained to accomplish their assigned duties. A training matrix listing all personnel and completed training will be identified in Appendix B.
 - c. Equipment--what equipment is needed for training and response. A list of equipment need for both training and response will be maintained. All equipment will be documented as on-hand or identified as a shortfall in Appendix C.
- Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan. Identified weaknesses will be addressed to strengthen the plan. Drills conducted shall be documented on the Drill Log in Appendix D.
 - Each classroom will be supplied with a classroom Emergency Response Procedures Guide; section IV of this plan that provides instructions on how to respond to specific events as determined by the site emergency planning committee.

C. Plan Maintenance:

1. An emergency planning committee will be established consisting of site staff from the following disciplines. (Select as appropriate)

- | | |
|----------------------|----------------------------|
| Director | Food Service staff |
| Office Staff | Monitor / Safety personnel |
| Maintenance | Teachers / Caregivers |
| Parents / Volunteers | |

2. In addition to site personnel, the planning committee should also seek assistance from the following local agencies:

- | | |
|----------------------|--------------------------|
| Law Enforcement | Fire / Emergency Medical |
| Emergency Management | County Health Department |

3. This plan shall be reviewed and updated annually and when changes are deemed necessary because of a response drill or emergency. The update shall be documented in the Plan Review Appendix E.

4. The completed plan will be signed by the persons identified on the Approval Statement (next page).

5. A copy of this plan will be filed at the Concho Valley Council of Governments administrative office, with Health Manager.

6. The original plan will be kept at the Head Start Center.

D. Approval Statement:

The Center Safety Plan for Ozona Head Start has been reviewed and found to comply with the Head Start Act (other directives?).

Executive Director

Date

Agency Director

Date

Health Manager

Date

State Collaborator

Date

D. Approval Statement:

The Center Safety Plan for Ozona Head Start has been reviewed and found to comply with the Head Start Act (other directives?).

_____	_____	_____	_____
Site Administrator	Date	Law Enforcement	Date
_____	_____	_____	_____
Fire / EMS (if applicable)	Date	Local Emergency Management (if applicable)	Date
_____	_____	_____	_____
County Health Department (if applicable)	Date	[other] Date

III. BASIC PLAN

A. Situation:

1. The center sits on at [1310 Ave G]. The site consists of [1] buildings. There is an Average Daily Membership of [20 children] and [4] staff members. Hazards of the center grounds buildings and surrounding community includes Gas Facilities.
2. The Head Start Director / Executive Director have the primary responsibility for developing and implementing the site Emergency Response Plan and executing Head Start policies.
3. Site personnel and / or local fire and law enforcement agencies handle most site emergencies.

B. Assumptions:

- a. During an emergency, centralized direction and control [i.e., senior staff] is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

C. Command and Communications:

1. The order of succession for the Head Start / Early Head Start emergency response program is:
 - The Head Start / Early Head Start Director
 - The Education Manager
 - Health Manager and Facilities Manager
 - Site Supervisor
 - *If the director is unavailable, the next individual must assume incident command.
2. When an emergency condition exists, Site Supervisor will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below in descending order will be used with "a" being the primary mode of communication followed by alternative modes.
 - a. Telephone
 - b. Messenger

D. Staff Response Roles:

1. How a program manages and responds to a crisis greatly affects the public's perception of the organization.
2. The Count Judge (Judge Frank Tambunga) may make a Declaration of a State or Local Emergency for a disaster or potential disaster in Crockett County. The declaration would be issued from the Emergency Operations Center.
3. Advisories for internal disasters would be issued by the Head Start / Early Head Start Director, Education Manager, or Health and Facilities Manager. If none of the preceding is present, the Site Supervisor in charge at any program site may declare an emergency and then promptly notify the appropriate Management Team member. The agencies Emergency Response Team will consist of three groups:

a. The Administrative Group consists of the Director / Executive Director and office staff that provides the support framework for the Agency. This group is responsible for:

1. Emergency Response Plan Oversight
2. Incident Command
3. Public Relations
4. Human Resources
5. Media / Information Release
6. Finance
7. Long Term Recovery

b. The Support Group includes individuals that provide support to teachers and students such as food service, maintenance and safety personnel. This group may include parents and volunteers and is responsible for:

1. Food Service
2. Site Safety
3. Building Operations
4. Transportation
5. Short Term Mitigation

c. The Teachers Group consist of those whose daily duties involves direct care for the students. This group is responsible for:

1. Providing / Receiving Information
2. Student Accountability
3. Classroom Security
4. Classroom Evacuation

4. In the event of an emergency all staff persons are to assume responsibility for the following actions:

1. Initiation of steps to safeguard the children, staff and property
2. Notification of authorities and center staff
3. Initiation of steps to mitigate or contain the situation
4. Implementation of evacuation procedures

5. In addition, the Director / Executive Director of Head Start / Early Head Start (or designee) will assume the role of Site Supervisor for all emergencies and or disasters.

E. Debriefing:

Because the demands of responding to a crisis are intense and place staff under a great deal of stress, it is advisable to engage staff in a “debriefing”. This process should be undertaken with a trained professional. The debriefing allows staff an opportunity to express feelings and receive emotional support. For others, it provides the opportunity to learn and to become better prepared for crisis.

F. Deactivation:

When emergency conditions are stabilized and normal program operations can resume, the Head Start / Early Head Start Director will deactivate the Crisis / Emergency Plan. A formal announcement will be disseminated. If the nature of the incident requires an extension of some emergency services, special work groups may be appointed to coordinate those continuing activities, which may include:

1. Ongoing repairs,
2. Space re-assignments or adjustments,
3. Support services for children, staff and parents,
4. Community relief efforts,
5. Cost recovery (develop cost and loss documentation forms).

Immediately following the end of an emergency or crisis, a survey of the Emergency Team members and involved staff will be conducted to evaluate the effectiveness of the response. Survey results will help determine whether portions of the Emergency Plan must be modified due to the crisis event. The Head Start / Early Head Start Director in conjunction with the Management Team will prepare a written “Crisis Summary Report” analyzing post-event observation, and will coordinate appropriate plan revisions (this also applies to weather related crisis situations).

G. Recovery

After dealing with the stress and trauma involved in a crisis, it is important to note that the initial crisis may be resolved, but many ancillary issues may still exist. The recovery phase is an important time to deactivate the plan, reassess the effectiveness of the efforts, and evaluate the program’s ability to conduct normal business.

EMERGENCY PROCEDURES ANNEXES

A. ANIMALS

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429***)
- Call Animal Control {325-277-7733 / *Crockett County Animal Control*}.
- Notify CPR / first aid certified personnel of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify Site Supervisor. Site Supervisors assembles Emergency Response Team Members.
- Seal off area if animal(s) still present.
- Site Supervisors notifies authorities and parents of students involved.
- Assess counseling needs of victim(s) or witness(s). Implement post-crisis procedures.

B. ASSAULT / FIGHT

- Ensure the safety of students and staff first.
- Call 911, if necessary. (***Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429***)
- Notify CPR / first aid certified persons of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Notify the Site Supervisor. Site Supervisor assembles Emergency Response Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Site Supervisor notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Site Supervisor notifies parents of students involved in assault.
- Document all activities. Ask victim(s) / witness (es) for their account of incident.
- Assess counseling needs of victim(s) / witness (es). Implement post-crisis procedures.

C. BOMB THREAT

Upon receiving a message that a bomb has been planted in center:

- Use bomb threat checklist (next page).
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- Do NOT hang up, even if the caller does. **(The police may be able to trace the call)**
- Notify Site Supervisor or designee.
- Site Supervisor orders evacuation of all persons inside center building(s).
- Site Supervisor notifies police (call 911). Site Supervisor must report incident to police. ***(Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429)***

Evacuation procedures:

- Site Supervisor warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of center building(s). Site Supervisor may move students to Crockett County Library, 1201 Ave G if weather is inclement or building is damaged. Primary relocation center

(500 feet is general rule. Consult with local bomb disposal unit)

- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

C. BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice - Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If voice is familiar, whom did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

D. BUS INCIDENT

Bus Driver / Monitor

Not Applicable

E. EVACUATION

- Site Supervisor (SS) initiates evacuation procedures.
- SS determines if students and staff should be evacuated outside of building or to Crockett County Library, 1201 Ave G location center.
- Site Supervisor notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Support Group secures the building (all windows, doors etc.).
- Support Group turns off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Support Group personnel assist evacuation process.
- Child's teacher will be responsible for any disabled and non-English speaking students. Site Supervisor will be responsible for any disabled staff.

1. Teachers / Teachers Assistances:

- Direct students to follow normal evacuation drill procedures unless SS alters route.
- Take classroom roster and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform Site Supervisor immediately of missing student(s).
- If students are evacuated, stay with class unless relieved by buddy teacher. Take roll again when you arrive at the relocation center.

2. Relocation Centers

List primary and secondary student relocation centers: (Site Supervisor, Teacher's & Teacher's Aides will transport children if necessary.)

Primary Relocation Center

Crockett County Library
1201 Ave G / 325-392-3565

Secondary Relocation Center

Ozona Fire Station
905 Ave D / 325-392-2626

F. FIRE

In the event a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police / fire (call 911). (***Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Crockett County Library if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

G. GAS LEAK

If gas odor has been detected in the building:

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster & emergency information.
- Site Supervisor notifies police and fire (call 911). (***Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429***)
- Teachers take roll after being evacuated.
- Site Supervisor may move students to Crockett County Library, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

If gas odor has been detected outside the building:

- Site Supervisor notifies police and fire department (call 911).
- Site Supervisor determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- Site Supervisor may move students to Crockett County Library, if weather is inclement or building is damaged.
Primary relocation center
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Site Supervisor notifies students and staff of termination of emergency. Resume normal operations.

H. GENERAL EMERGENCY

- Notify 911 (if necessary) and the Site Supervisor. (***Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429***)
- Notify CPR / first aid certified persons in center building of medical emergencies, if necessary. (Names of CPR / first aid certified persons are listed in Appendix B).
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Emergency Response Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to Head Start Director 325-944-9666
Agency Spokesperson Telephone Numbers

I. HAZARDOUS MATERIALS EVENT

Incident occurred in center:

- Call 911. (*Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429*)
- Notify Site Supervisor.
- Mitigate situation (if you safely do so) by sealing off area, utilizing shut of valve
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation. .
- Notify parents if students are evacuated. Post sign on entrance to alert others.
- Resume normal operations after consulting with fire officials.

Incident occurred near center property:

- Fire or police will notify Center.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

J. INFECTION CONTROL ACTIONS

I.

- Give special attention to teaching staff, children, and their parents on how to limit the spread of infection. (For example, use good hand washing; cover the mouth when coughing or sneezing; clean toys frequently.) Programs should already be teaching these things to build habits that protect children from disease. (See [www.cdc.gov / flu / school /](http://www.cdc.gov/flu/school/) and [www.healthykids.us / cleanliness.htm.](http://www.healthykids.us/cleanliness.htm))

II.

- Keep a good supply of things you will need to help control the spread of infection. (For example, keep on hand plenty of soap, paper towels, and tissues.) Store the supplies in easy-to-find places.

III.

- Tell families that experts recommend yearly flu shots for all children 6 months to 5 years old and for anyone who cares of children in that age range. (See [www.cdc.gov / od / oc / media / pressrel / r060223.htm.](http://www.cdc.gov/od/oc/media/pressrel/r060223.htm))

IV.

- Encourage staff to get flu shots each year. (See [www.cdc.gov / flu / protect / preventing.htm.](http://www.cdc.gov/flu/protect/preventing.htm))

V.

- Tell parents to let your program know if their children are sick. Keep accurate records of when children or staffs are absent. Include a record of the kind of illness that caused the absence (e.g., diarrhea / vomiting, coughing / breathing problems, rash, or other).
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VI.

- Teach staff a standard set of steps for checking children and adults each day as they arrive to see if they are sick. Make it clear that any child or adult who is ill will not be admitted. (See [www.healthykids.us / chapters / sick_main.htm.](http://www.healthykids.us/chapters/sick_main.htm))

VII.

- Have a plan for keeping children who become sick at your program away from other children until the family arrives, such as a fixed place for a sick room.
- (See [http: / / nrc.uchsc.edu / CFOC / XMLVersion / Chapter_3.xml.](http://nrc.uchsc.edu/CFOC/XMLVersion/Chapter_3.xml))

VIII.

- Require staff members to stay home if they think they might be sick. If they become sick while at the program, require them to go home and stay home. Give staff paid sick leave so they can stay home without losing wages.

IX.

- Require ill staff and students to stay at home until their flu symptoms are gone and they feel ready to come back to work.

K. INTRUDER / HOSTAGE

Intruder- An unauthorized person who enters Center property:

- Notify Site Supervisor.
- Ask another staff person to accompany you before approaching guest / intruder.
- Politely greet guest / intruder and identify yourself.
- Ask guest / intruder the purpose of his / her visit.
- Inform guest / intruder that all visitors must register at the Site Supervisor's office.
- If intruder's purpose is not legitimate, ask him / her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on center property.
- Notify security or police and Site Supervisor if intruder still refuses to leave. Give police full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he / she indicate a potential for violence. Be aware of intruder's actions at this time (where he / she is located in center, whether he / she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- Site Supervisor may issue lock-down procedures (see Lock-Down Procedures on next page).

Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team. **(Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429)**
- Seal off area near hostage scene.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

L. LOCKDOWN / SHELTER-IN-PLACE

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside center building.

- Site Supervisor will issue lock-down order by announcing a warning over Phone Intercom System, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms or secure rooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Site Supervisor gives the all-clear signal.

Consider using a verification code to authenticate any all-clear signal

(This is a specific word or phrase that is used prior to giving the all clear signal that indicates to all staff that the person signaling the all clear is not being forced to do so by an intruder)

M. MEDICAL EMERGENCY

Incident in center:

- Call 911 (if necessary). (*Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429*)
- Notify CPR / first aid certified persons in center building of medical emergencies (names of CPR / first aid certified persons are listed in Appendix B).
- Utilize blood borne pathogens precautions,
- If possible, isolate affected student / staff member.
- Notify Site Supervisor.
- Site Supervisor notifies Director.
- Activate center Emergency Response Team. Designate staff person to accompany injured / ill person to hospital.
- Site Supervisor notifies parent(s) or guardian(s) of affected student.
- Direct witness (es) to center psychologist / counselor. Contact parents if students are sent to psychologist / counselor.
- Determine method of notifying students, staff and parents.
- Refer media to

<u>Head Start Director</u>	<u>325-944-9666</u>
Agency Spokesperson	Telephone Numbers

Incident outside of center:

- Activate Emergency Response Team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.
- Refer media to

<u>Head Start Director</u>	<u>325-944-9666</u>
Agency Spokesperson	Telephone Numbers

Post-crisis intervention:

- Meet with Mental Health Consultant and Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend counseling to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

M. Incident / Illness Report Form 7239

Appendix O

- Staff should notify parents /guardians as soon as feasibly possible in the event of an emergency or incident involving their child.
- **“State Admission Information”** form 2935 has information such as parents/guardians names and telephone numbers, names and numbers of contact persons to whom may pick up the child.
- When contacting parent/guardians or other emergency contact persons, it is important for staff to stay calm and relate all relevant information.
- An **“Incident/ Illness Report”** form 7239 will be completed as soon as possible and within 48 hours.
- Document what has happened to the child and what has been done to care for the child.
- Document that notification was made to parents/guardians and the parents /guardians response to the notification.
- If a child receives medical treatment report the **“Incident/ Illness Report”** to Day Care Licensing within 48 hours.
- If a child receives medical treatment a **“Health & Developmental Follow-up Plan”** will be initiated the day after the incident / illness to follow-up with parent/guardian on the status of the child.
- Have parents/guardians sign the **“Incident/ Illness Report”** form 7239.

Note: 1 copy goes home with student
1 copy to Health Manager
File original in the child’s State File

N. RADIOLOGICAL EVENT

Not Applicable:
None within 10-mile

O. SHELTERING PROCEDURES

Sheltering provides refuge for students, staff and public within center building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.

- Identify safe areas in each center building.
- Site Supervisor warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster & emergency information.
- Support Staff closes all exterior doors and windows.
- Support Staff turns off any ventilation leading outdoors.
- Support Staff seals doors, windows, and vents with plastic sheets and duct tape.
- Support Staff covers up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Site Supervisor or emergency responders.

P. SUICIDE

Suicide Attempt in Center:

- Verify information.
- Call 911. (**Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429**)
- Notify center psychologist / counselor, Site Supervisor and MHMR, 1501 Beauregard, San Angelo, TX, 325-658-7750
Child Mental Health Services (students under 18)
or
Crisis Intervention Center, 424 South Oakes St, San Angelo, TX 325-653-5933.
Other suicide intervention service
- Site Supervisor notifies parent(s) or guardian(s) if suicidal person is student. Site Supervisor may schedule meeting with parents and center psychologist / counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Stay with person until Emergency Personnel arrive. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate center Emergency Response Team to implement post-crisis intervention. Determine level of intervention.

Suicidal Death / Serious Injury:

- Verify information.
- Activate center Emergency Response Team.
- Notify staff in advance of next center day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention "suicide" or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

Post-crisis Intervention:

- Meet with Mental Health Consultant and Child Mental Health Manager to determine level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other "highly stressed" students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to Head Start Director 325-944-9666. **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

Q. TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

Nuclear:

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

Biological:

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the center should:

- Reverse-evacuate all people into center buildings.
- Shelter in place. (**Do not use basements or low lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

Chemical:

- Reverse-evacuate all people into center buildings.
- Shelter in place. (**Do not use basements or low lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

Conventional:

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

If the center is the target:

- Evacuate to pre designated off site location(s)

R. WEAPONS

- Call police if a weapon is suspected to be in center. (***Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429***)
- Ask another administrator to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

S. WEATHER

***Severe Weather Watch* has been issued in an area near center**

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

***Severe Weather Warning* has been issued in an area near center or severe weather has been spotted near center**

- Shut off gas (if applicable).
- Move students and staff to safe areas.
- Remind teachers to take class roster & emergency information.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

SUPPORT APPENDICIES

A. STAFF ASSIGNMENTS

Administrative Group:

- Verify information.
- Identify Site Supervisor.
- Call 911 (if necessary). (*Dial 911, Give Site Information: Ozona Head Start, 1310 Ave G, Ozona, TX 76943, 325-392-3429*)
- Seal off high-risk area.
- Convene Emergency Response Team and implement crisis response procedures.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to Agency spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

Support Group:

- Secure building
- Maintain building operation
- Mitigate facility damage
- Assist in evacuation or sheltering operations

Teachers Group:

- Verify information.
- Notify front office
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster & emergency information.
- Refer media to Agency spokesperson (or designee).
- Keep detailed notes of crisis event.

B. TRAINING MATRIX

Title	First Aid	CPR	Security	Evacuation	Safety	First Aid List
Site Supervisor	X	X	X	X	X	X
Teacher 1	X	X	X	X	X	X
Teacher's Aide	X	X	X	X	X	X
Food Service Personnel	X		X	X	X	X

C. EQUIPMENT INVENTORY

-INSERT RESOURCE INVENTORY OF EMERGENCY EQUIPMENT-

INCLUDE:

- Communications equipment
- First aid supplies
- Fire fighting equipment
- Lighting
- Classroom emergency kits
- Food
- Water
- Blankets
- Maintenance supplies
- Tools

**IDENTIFY ANY AND ALL AVAILABLE RESOURCES THAT MAY BE USED OR MAY BE NEEDED IN THE
EVENT OF AN EMERGENCY**

D. DRILL LOG

Texas Dept of Family
and Protective Services

FIRE SAFETY PRACTICES

Form 7263
May 2011

LOCATION OF FIRE EXTINGUISHERS

SEVERE WEATHER DRILLS (Every 3 Mos.)

Date: _____

Date: _____

Time: _____

Time: _____

Exit Time: _____

Exit Time: _____

Staff Initial: _____

Staff Initial: _____

RELOCATION SITE FOR CHILDREN
AND STAFF AFTER EVACUATING
OPERATION:

Date: _____

Date: _____

Time: _____

Time: _____

Exit Time: _____

Exit Time: _____

Staff Initial: _____

Staff Initial: _____

MONTHLY FIRE EXTINGUISHER CHECKS				FIRE DRILLS			Smoke Alarm Detector	CO Detector Test
Month	Date	Staff Initial	Person In Charge	Date & Time	Exit Time	Staff Initial	Date	Date
January								
February								
March								
April								
May								
June								
July								
August								
September								
October								
November								
December								

FIRST AID KIT
LOCATION(S) _____

BATTERY POWERED LIGHTING IS LOCATED IN EACH CHILD CARE ROOM - CHECK BATTERIES OPERATION

INSPECTIONS: FIRE: _____ HEALTH: _____ GAS: _____

E. SITE PLAN REVIEW

Each center site emergency response plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each center year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Centers should include their local emergency response, emergency management and public health agencies in the review process.

<input type="checkbox"/>	Review plan for compliance with the Head Start, State and local requirements. Identify and report deficiencies.
<input type="checkbox"/>	Review existing emergency procedures. Are the procedures adequate to address identified hazards / threats? Identify and report new hazards / threats developed that should be added.
<input type="checkbox"/>	Review Emergency Team Assignments and responsibilities, update as needed. Identify and report team shortfalls.
<input type="checkbox"/>	Review Training matrix to ensure training of all assigned tasks. Identify and report all training shortfalls.
<input type="checkbox"/>	Review Equipment List; verify on-hand equipment condition; identify and report all equipment shortfalls.
	Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in affect.
	Have outside agencies (Fire, Police, and Health etc.) review plan if possible. Consider recommendations for inclusion into plan.
	Sign / Date reviewer block below.
	Provide completed plan review to Director / Executive Director.

Notes:

Date of Review:	Reviewer:	Reviewer:
	Reviewer:	Reviewer:

F. EMERGENCY CONTACT NUMBERS

Administration	Number
Director / Executive Director	325-944-9666
Head Start Director	325-944-9666
Education, Mental Health, & Disability Manager	325-944-9666
Health, Nutrition & Parent Involvement Manager	325-944-9666
Facilities, ERSEA & Family & Community Manager	325-944-9666
Administrative Assistant	325-944-9666
Public Safety Agencies	Number
General Emergency	911
Police / Sheriff / Fire	911
Poison Control	1-800-362-0101
Local Hospital Emergency Rooms	325-884-2561
Health Department	325-657-4214
County Emergency Agency	325-392-2661
Other Contacts	Number
Agency Director / Executive Director	325-944-9666
Gas Company	325-392-2201
Water Company	325-392-2730
Electric Company	325-392-2683
State Collaborator	325-223-6892

G. INFLUENZA PLANNING

A pandemic is a global disease outbreak. A flu pandemic occurs when a new influenza virus emerges that people have little or no immunity to and for which there may be no vaccine. The disease spreads easily person to-person and causes serious illness. It can sweep across the country and around the world very quickly. It is hard to predict when the next flu pandemic will occur or how bad it will be.

Child care and preschool programs can help protect the health of their staff and the children and families they serve. Interruptions in child care services during an influenza (flu) pandemic may cause conflicts for working parents that could result in high absenteeism in workplaces. Some of that absenteeism could be expected to affect personnel and workplaces that are critical to the emergency response system. The U.S. Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) offer this checklist to help programs prepare for the effects of a flu pandemic. Many of these steps can also help in other types of emergencies. More information on pandemic flu is available at www.pandemicflu.gov.

1. Planning and Coordination:

- Form a committee of staff members and parents to produce a plan for dealing with a flu pandemic. Include members from all different groups your program serves. Include parents who do not speak English who can help contact other non-English speakers in the community. Staff of very small programs might consider joining together with other similar programs for planning.
- Assign one person to identify reliable sources of information and watch for public health warnings about flu, school closings, and other actions taken to prevent the spread of flu.
- Learn who in your area has legal authority to close child care programs if there is a flu emergency.
- Learn whether the local / state health departments and agencies that regulate child care have plans. Be sure your flu plan is in line with their plans. Tell them if you can help support your community's plan.
- Identify all the ways a flu pandemic might affect your program and develop a plan of action. (For example, you might have problems with food service, transportation, or staffing.)
- Encourage parents to have a "Plan B" for finding care for their children if the program is closed during a flu pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Work with those in charge of your community's plan to find other sources of meals for low-income children who receive subsidized meals while in your care. (For example, locate food pantries and meals on wheels.)
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.
- Stage a drill to test your plan and then improve it as needed. Repeat the drill from time to time.
- Consider volunteering to help in tests of community plans.
- Talk to other child care and preschool programs in your area to share information that could make your plan better. Discuss ways programs could work together to produce a stronger plan and pool resources.

2. Student Learning and Program Operations:

- Plan how you would deal with program closings, staff absences, and gaps in student learning that could occur during a flu pandemic.
- Plan ways to help families continue their child's learning if your child care program or preschool is closed. (For example, give parents things they can teach at home. Tell them how to find ideas on the internet. Talk with child care resource referral agencies or other groups that could help parents continue their children's learning at home.)
- Plan ways to continue basic functions if your program is closed. (For example, continue meeting payroll and keeping in touch with staff and student's families.)

3. Communications Planning:

- Have a plan for keeping in touch with staff members and students' families. Include several different methods of contacting them. (For example, you might use hotlines, telephone trees, text messaging, special Websites, local radio and / or TV stations.) Test the contact methods often to be sure they work.
- Make sure staff and families have seen and understand your flu pandemic plan. Explain why you need to have a plan. Give them a chance to ask questions.
- Give staff and students' families reliable information on the issues listed below in their languages and at their reading levels.
- How to help control the spread of flu by hand washing / cleansing and covering the mouth when coughing or sneezing. (See www.cdc.gov/flu/school/.)
- How to recognize a person that may have the flu, and what to do if they think they have the flu. (See www.pandemicflu.gov/.)
- How to care for ill family members. (See www.hhs.gov/pandemicflu/plan/sup5.html#box4.)
- How to develop a family plan for dealing with a flu pandemic. (See www.pandemicflu.gov/plan/guide)

H. Public Information Release

Check () as appropriate: Agency / Agency-wide _____ Center _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____ has just experienced a(n) _____

The (students / employees) [(are being) or (have been)] accounted for.

No further information is available at this time.

Emergency medical services [(are here) or (are on the way) or (are not available to us)].

Police [(are here) or (are on the way) or (are not available to us)].

Fire Dept. / paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

Communication center(s) for parents (is / are) being set up at _____
to answer questions about individual students.

Communication center(s) for families (is / are) being set up at _____
to answer questions about individual employees.

Injuries have been reported at _____ and are being treated at the site by
(Staff / professional medical responders). (#) _____ reported injured.

Students have been taken to a safe area, _____, and are with [(classroom
teachers / staff) or (_____)].

(#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at _____

(#) Confirmed deaths have been reported at _____
Names cannot be released until families have been notified.

Structural damage has been reported at the following sites: _____.

Release restrictions No Yes
If yes, what?

Released to the public as Public Information Release # _____

Date / Time: _____

I. STAFF ROSTER

Staff rosters are posted on the parent board for each school. Rosters are liable to change frequently due to new staff. If you have any questions about the roster, please see the site supervisor at the center.

J. CENTER MAPS

-INSERT MAPS OF CENTER AND SURROUNDING AREA-

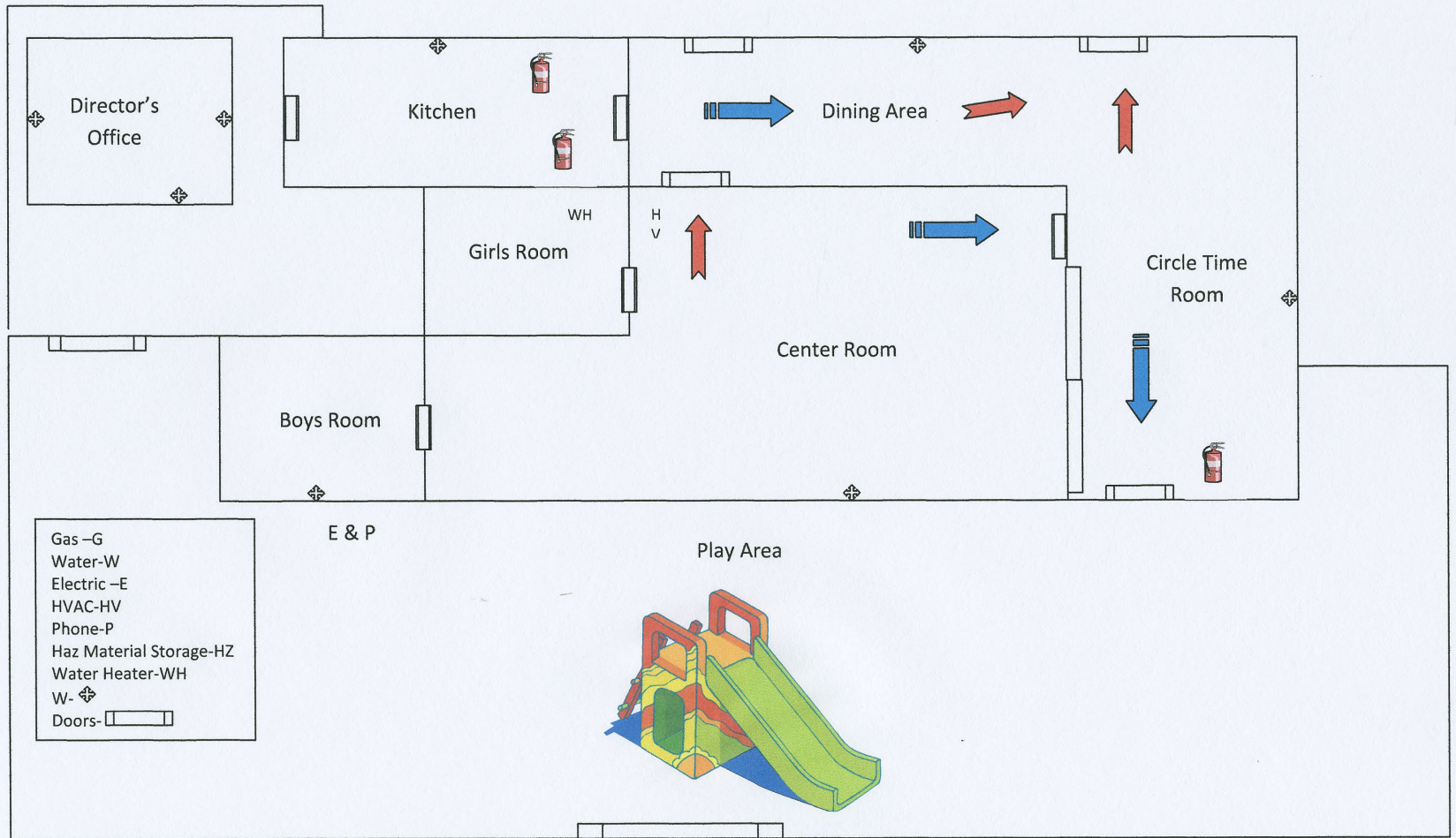
**AT MINIMUM INCLUDE THE FOLLOWING INFORMATION ON THE MAP:
(Primary and Alternate evacuation route maps shall be placed in each room)**



- Primary evacuation routes
- Alternate evacuation routes
- Handicap evacuation areas
- Utility access / shut-off for
 - Gas
 - Water
 - Electricity
 - HVAC System
 - Telephone system
- Site assignments and Staging Areas identified on page 9
- Haz Mat storage areas
- Heat plants / boilers
- Room numbers
- Door / window locations
- Any other information deemed appropriate by your planning committee

NOTE:

It is recommended that you develop a diagram of the entire center site and surrounding area and identify the locations and staging areas on the diagram. In an emergency a diagram may be easier to read than blue prints. Consult with local first responder agencies on what type of maps or diagrams they prefer. Blue prints of the site should be available in addition to the map or diagram. Blue prints may be necessary in certain fire or law enforcement situations.

Ozona Head Start Emergency Exit



 1 st Exit	 2 nd Exit	W&G	In case of a fire students & staff will cross street to the Sonic sidewalk. In case of an evacuation the Primary meeting location is the Crockett County Library on 1201 Ave G. The Secondary location is the Ozona Fire Station on 905 Ave D.
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For Official Use Only

K. MEDIA

All staff must refer media to site or Agency spokesperson.

The Center Agency, Law Enforcement and Fire assume responsibility for issuing public statements during an emergency. (This responsibility shall be pre-determined during the planning process)

- The Director / Executive Director serve as Agency spokesperson unless he / she designate a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

Agency spokesperson	Carolina Raymond	<u>325-944-9666</u>
	Name	Telephone Numbers
Alternate Agency spokesperson	<u>John Austin Stokes</u>	<u>325-944-9666</u>
	Name	Telephone Numbers

- Center Public Information person acts as contact for emergency responders and assists Agency spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

Center Public Information person	<u>Site Supervisor</u>
	Title
Alternate Public Information person	<u>Teacher</u>
	Title

During an emergency, adhere to the following procedures:

- Site Supervisor or designee relays all factual information to the director.
- The Director / Executive Director notify other centers in Agency and may ask center Public Information designee to prepare a written statement to media.
- Establish a media information center away from center.
- Update media regularly. **Do not say "No comment"**.
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to respond to inquiries.

Media statement

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe center's plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

L. SITE STATUS REPORT

TO: _____ FROM: (name) _____ LOCATION: _____

DATE: _____ TIME: _____ PERSON IN CHARGE AT SITE: _____

Message via: 2-way Radio _____ Telephone _____ Messenger _____

EMPLOYEE / STUDENT STATUS

	Absent	Injured	# Sent to Hosp. / med	Dead	Missing	Unaccounted for (Away from site)	# Released To parents	# Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE Check damage / problem and indicate location(s).

Check ✓	Damage / Problem	Location(s)
	Gas leak	
	Water leak	
	Fire	
	Electrical	
	Communications	
	Heating / cooling	
	Other (list):	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance / how long? overall condition of campus, neighborhood & street conditions; outside agencies on campus & actions; names of injured, dead, missing and accounted for ASAP)

Incident or Illness Report

Operations use this form to record all required information when a child sustains an injury, at the onset of an illness or reportable incident.

Directions

Complete the form as follows:

- **Injury requiring medical treatment or hospitalization:** Complete all information in Sections I, II, V and VI.
- **Incident that places, or may place, a child at risk for injury or harm:** Complete all information in Sections I, II, V and VI.
- **Illness requiring hospitalization:** Complete all information in Sections I, III, V and VI.
- **Incidence of a child or employee contracting a communicable disease:** Complete all information in Sections I, IV, V and VI.

After completing the form:

- notify parents as required by the minimum standards; and
- keep the form on file at the operation.

Section I – General Information

Director's Name:	Operation No.:	Date of Incident or Illness:	Time of Incident or Illness: <input type="radio"/> a.m. <input type="radio"/> p.m.
Parent(s)* Notified: <input type="radio"/> Yes <input type="radio"/> No <small>*For communicable diseases, all parents must be notified.</small>	Date:	Time:	By:
Child Care Regulation Notified: <input type="radio"/> Yes <input type="radio"/> No	Date:	Time:	By:

Section II – Details of Injury or Incident (Section *not* used for incidences of communicable disease or illnesses.)

Child's Full Name:	Child's Date of Birth:	Caregiver in Charge:
<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>	<input style="width: 95%;" type="text"/>
Describe the injury or risk:		
<input style="width: 100%; height: 100%;" type="text"/>		
How did the incident or injury occur?		
<input style="width: 100%; height: 100%;" type="text"/>		
Additional staff present or witness to the incident or injury:		
<input style="width: 100%; height: 100%;" type="text"/>		
Was first aid provided? <input type="radio"/> Yes <input type="radio"/> No What type of first aid was provided? _____		
Was Emergency Medical Services (EMS) called? <input type="radio"/> Yes <input type="radio"/> No Time EMS was called: _____		
Was child transported to receive medical care? <input type="radio"/> Yes <input type="radio"/> No Who transported the child? _____		

Section III – Illness Requiring Hospitalization (Section *not* used for incidents, injuries or notifications communicable disease)

Child's Full Name: _____ Child's Date of Birth: _____

Was first aid provided? Yes No What type of first aid was provided: _____

Was medication given? Yes No Name of medication: _____ Dosage: _____

Did the child have a fever? Yes No Temperature: _____

Was medical treatment required? Yes No Date and time medical treatment received: _____

Was EMS called? Yes No Time EMS was called: _____

Was child transported to receive medical care? Yes No Who transported the child? _____

Was an allergy plan enacted? Yes No N/A What was done? _____

Was there an emergency anaphylaxis reaction that required administration of an unassigned epinephrine auto-injector? Yes No

Was use of an unassigned epinephrine auto-injector reported to Texas Department of State Health Services (DSHS)? Yes No

Date reported to DSHS: _____

Was the child's doctor called by the operation? Yes No

Doctor's Name: _____ Doctor's Phone No.: _____ Time doctor was called: _____

Doctor's recommendation(s):

Did the child see his or her doctor? Yes No Diagnosis or Outcome: _____

Was hospitalization required? Yes No Additional Details: _____

Section IV – Communicable Disease (Section *not* used for incidents, injuries or illness other than communicable disease notification.)

Type of communicable disease contracted by child or employee at this operation:

Does the communicable disease require exclusion? Yes No

Was the Health Department notified? Yes No Date Health Department notified: _____

Section V – Employee or Caregiver Certification

I verify that I, the director or person in charge, reviewed the information in this report.

Printed Name: _____ Signature of Director or Person in Charge: _____ Date Signed: _____

Section VI – Parent or Guardian Acknowledgment

I verify that the operation appropriately relayed the information concerning the incident described in this report. I have received a copy of this report. (If emailed or distributed electronically, you may attach a copy of the method used.)

Printed Name: _____ **For Official Use Only** Signature of Parent or Guardian: _____ Date Signed: 48

Concho Valley Council of Governments Head Start

Appendix 1 Active Shooter Response Plan



Updated July 2017

For Official Use Only

ACTIVE SHOOTER

Upon recognizing the danger, as soon as it is safe to do so, staff or others must alert responders by contacting 911 with as clear and accurate information as possible. As the situation develops, it is possible that students and staff will need to use more than one option.

During an active shooter situation, staff will rarely have all of the information they need to make a fully informed decision about which option is best. While they should follow the plan and any instructions given during an incident, often they will have to rely on their own judgment to decide which option will best protect lives.

Run

If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

- Leave personal belongings behind;
- Visualize possible escape routes, including physically accessible routes for students and staff with disabilities as well as persons with access and functional needs;
- Avoid escalators and elevators;
- Take others with you, but not to stay behind because others will not go;
- Call 911 when safe to do so

Hide

If running is not a safe option, hide in as safe a place as possible. In addition:

- Lock the doors;
- Barricade the doors with heavy furniture;
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the shooter and for possible escape if the shooter enters the room);
- Use strategies to silently communicate with first responders if possible; and
- Remain in place until given an all clear by identifiable law enforcement officers.

Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.

Fight

If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment, such as fire extinguishers, and chairs.

Sources:

<https://rems.ed.gov/K12ActiveShooterSituations.aspx>

http://rems.ed.gov/docs/REMS_k-12_Guide_508.pdf

NOTIFICATION

The primary consideration under any school related emergency shall be the safety, welfare and health of the students.

1. It is essential that parent/guardian inform staff of any contact information changes as soon as they occur. Information is required to be kept up-to-date in case of emergencies.
2. Under emergency situations, parent/guardian will be contacted as soon as practical and safe via messenger system or phone.
3. If the child is released to emergency personnel:
 - Staff will obtain the emergency personnel's information (name, agency they work for and vehicle number or license plate)
 - Where the child is being taken to
 - Notify parent/guardian listed on the child's emergency information
 - Complete Incident Report

Emergency Documents and Resources

The teacher will have these items with him/her in every emergency situation or practice drill -- Evacuation, Shelter-in, and Lock-Down.

- Daily sign-in sheet
- Up-to-date family contact information
- Authorization for emergency care for each child.
- Medical information on children, as appropriate (e.g., special needs)
- Emergency Backpack

These items must be quickly available.

Memo

To: Executive Committee

From: Carolina Raymond – Director of Head Start

Date: 07/10/2024

Re: CONSIDER AND TAKE APPROPRIATE ACTION – ITEM 11

ITEM 11

Carolina Raymond, Director of Head Start, is seeking consideration and approval concerning the Emergency Response Plans.

- a. Day Head Start/Early Head Start
- b. Rio Vista Head Start/Early Head Start
- c. Eden Head Start
- d. Eldorado Head Start
- e. Menard Head Start/Early Head Start

Approved at the Executive Committee Meeting on July 10, 2024.

Concho Valley Regional Law Enforcement Academy General Information

The cost of the Academy is \$2,500 payable in full, **prior to the Academy start date.**
(For VA benefits please go to GIB/LL Home and see bottom of form for additional requirements) <http://www.gibill.va.gov/>

Steps for attending the Academy

1. Pick up an entrance packet from CVRLEA or download it from our website. 1
2. Take entrance reading comprehension exam at Howard College @ 325-481-8300 ext. 3405, pass with a 945+
3. Complete both **Personal History Statement** and **Authority to Release Information** and have them **notarized**.
4. Complete Texas Commission on Law Enforcement (TCOLE) form online- Fingerprint Applicant Services of TX (FAST) forms (provided by CVRLEA)
5. Complete driver's license request and send to Department of Public Safety (DPS) or go online to submit
6. Return entrance packet with Personal History Statement, Birth Certificate, copy of High School Diploma or GED, DD-214 (if applicable), completed paperwork for the driver's license check to the Academy by **June 14, 2024**.
7. Information will be checked by CVRLEA staff before proceeding to the next step.
8. Complete and Pass the Physical (L-2s) & Psychological (L-36) Exams - return paperwork to Academy. (ONLY use forms provided by CVRLEA)
9. Upon final approval from CVRLEA, pay tuition and purchase equipment
10. Completed packets with supporting exam results due by **July 12, 2024**.

For VA students:

An individual who is entitled to educational assistance under chapter 31, **Vocational Rehabilitation and Employment**, or chapter 33, **Post-9/11 GI Bill** benefits is permitted to attend or participate in the Basic Peace Officer Course during the period beginning on the date on which the individual provides to the Academy a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' {VA} website Benefits, or a V AF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Concho Valley Regional Law Enforcement Academy (CVRLEA)

Tuition, Refund and Registration Policy

TUTION POLICY:

All tuition for non-members must be paid in advance. We accept cash, check, agency check, money order or cashier's check.

Please make checks payable to Concho Valley Council of Governments and mail to: Concho Valley Regional Law Enforcement Academy C/O CVCOG 5430 Link Rd. San Angelo, TX 76904

Tuition must be received before the start of class.

We regret that we are unable to bill for tuition.

Tuition Refund Policy: Tuition may be refunded if cancellation is made at least three (3) working days prior to the start date of the class.

Please contact our office for further information at (325) 944-9666

REFUND POLICY:

It is understood and agreed that the following refund policy will be applied to all VA eligible persons: In the event the VA eligible person fails to enter the course, or withdraws, or is discontinued therefrom at any time prior to completion of the approved program length for VA students, the amount charged to the student for tuition, fees, and other charges for the completed portion of the course shall not exceed \$10.00 (only if a registration fee is charged) plus the approximate pro rata portion of the total charges for tuition, fees, and other charges that the length of the completed portion of the course bears to its total length. The completed portion is the total number of days the student was scheduled to attend (from first to last date of attendance) multiplied by the scheduled hours of attendance per day. Refunds will be totally consummated within the forty (40) days after termination

Registration Form Instructions:

CVRLEA will be using the Howard College form as your registration form. Please enter all information requested.

Section 1: Complete PID# and Social Security # and today's date. Enter your name-Last, First, MI, address-street, city, state, zip, and phone numbers-home and work. Enter your birth-date as mm/dd/yyyy. Enter your demographic info- (white, Hispanic, Afro-American, etc.), Check either the male or the female box .Add your email address.

Signature-CVRLEA WILL PRINT THIS FORM OUT AND YOU WILL SIGN ON THE FIRST DAY OF CLASS.

Section 2: Check the Yes or No boxes next to questions 1-6.

Section 3: Enter name of course on first line. This helps CVRLEA know which class you are registering for. WECM# and COURSE# will be completed by CVRLEA. Complete all other information, if known.

Section 4: Enter the name you want on your certificate, agency you work for, their address, city, state, county, and zip. Enter your job title and click on either Full-time or Part-time.

Once all these items have been typed in, click on the "Click here to send" button. A pop-up box should come up asking you which email to use. If you use outlook, choose the first one. If you use a web-based provider (Yahoo, Google, Livemail, etc.), choose the second one.

If the "click here to send" button does not work for you, either print to adobe, save to your computer and email it to cvrlea@cvcog.org, or print it out then scan and email to cvrlea@cvcog.org, or print out the document and mail it in. If you need assistance with this form or have any questions, please contact the Criminal Justice Department at (325) 944-9666 or cvrlea@cvcog.org



CONCHO VALLEY
COUNCIL OF GOVERNMENTS

REGIONAL LAW ENFORCEMENT ACADEMY

All Programs



The Concho Valley Regional Law Enforcement Academy provides training for both new and experienced law enforcement personnel. We offer certification courses in basic law enforcement, jailer and telecommunicator as well as continuing education courses in order to keep law enforcement professionals up-to-date with training mandates.

For additional information, contact:

Concho Valley Regional Law Enforcement Academy

Director: Hilda Arredondo-Garibay

Criminal Justice Planner: Gina Duran

Instructor: David Faison

Concho Valley Council of Governments

5430 Link Rd,

San Angelo TX 76904

325-944-9666

Toll Free: 1-877-944-9666

The CVRLEA prepares the student to obtain a Basic Peace Officer License. The program is regulated by Texas Commission on Law Enforcement (TCOLE). The Criminal Justice Coordinator/Training Specialist is an Advanced Texas Commission of Law Enforcement Instructor. Upon completion of the program, a graduation certificate is issued. A state test is administered after graduation of the program. Students passing the state exam are eligible for a Basic Peace Officer License issued by TCOLE and employment by Texas law enforcements agencies as a Basic Peace Officer.

We are proud to announce that the CVRLEA can now assist those in the region with the Physical Skills portion of the TEEEX Online - Basic County Corrections Course. Location of training will be at the CVRLEA; 5430 Link Road, San Angelo, TX 76904

In order to attend this class and receive credit through TEEEX you must register through the TEEEX Website, below.

Important Documents

[Tuition & Registration Policy](#)

[80th BPOC Application](#)

[TLETS Upgrade and Migration Planning Guide](#)

Important Links (external)

[Criminal Justice Class Calendar](#)

[TCOLE](#)

[TCOLE Online Learning](#)

[TEEX](#)

**Concho Valley Regional
Law Enforcement Academy**

5430 Link Rd
San Angelo, Texas 76904
325-944-9666

RETENTION OF VA RECORDS

VA students' records must be kept for 3 years following the ending date of the last period certified to VA. Records need to be kept longer than 3 years only if a written request to keep the records longer is received from the Department of Veterans Affairs or the General Accounting Office 30 or more days before the end of the 3-year period. This requirement in the Code of Federal Regulations (38 CFR 21.4209(f))

Signature of Student

Date of Signature

Memo

To: Executive Committee

From: Regina Duran – Criminal Justice Planner

Date: 07/10/2024

Re: CONSIDER AND TAKE APPROPRIATE ACTION – ITEM 12

ITEM 12

Regina Duran, Criminal Justice Planner, is seeking consideration and approval concerning updates to the Concho Valley Regional Law Enforcement (CVRLEA) documentation and policies including general information, tuition and registration policy, training information, and retention of VA records.

Approved at the Executive Committee Meeting on July 10, 2024.

Memo

To: Executive Committee

From: Erin Hernandez – Assistant Executive Director

Date: 07/10/2024

Re: CONSIDER AND TAKE APPROPRIATE ACTION – ITEM 13

ITEM 13

Erin Hernandez, Assistant Executive Director, is seeking consideration and approval concerning the appointment of a committee to conduct a Performance Evaluation of the CVCOG Executive Director.

Approved at the Executive Committee Meeting on July 10, 2024.

Memo

To: Executive Committee

From: Erin Hernandez – Assistant Executive Director

Date: 07/10/2024

Re: CONSIDER AND TAKE APPROPRIATE ACTION – ITEM 14

ITEM 14

Erin Hernandez, Assistant Executive Director, is seeking consideration and approval concerning the appointment of a budget committee for CVCOG FY 2024-2025.

Approved at the Executive Committee Meeting on July 10, 2024.

CVCOG
Balance Sheet - CVCOG Balance Sheet
As of 5/31/2024

	Current Period	
	Balance	
Assets		
Square Bank Acct	100.00	1110000
First Financial General Bank Acct	659,277.01	1112000
CNCS Petty Cash	300.00	1197000
CitiBank Credit Card	96,782.42	1198000
Grant Receivable, CJ VAWA	966.71	1203000
State Contract, HSGD	1,458.35	1204000
Grant Receivable, 2-1-1	28,811.73	1205000
Grant Receivable, 9-1-1	12,631.28	1211000
Grant Receivable, AAA	307,803.00	1212000
State Contract, CJ Planning	3,541.81	1214000
Grant Receivable, CJ Training	6,944.33	1215000
Grant Receivable, RSVP	9,383.86	1216000
Grant Receivable, Juvenile Justice Services	4,403.71	1217000
Grant Receivable, Foster Grandparent	34,862.11	1219000
Grant Receivable, Senior Companion	20,856.67	1220000
Grant Receivable, ADRC	20,774.55	1221000
OOG CV Communications Upgrade	3,036.17	1225000
Grant Receivable, Homeland Security SHSP	10,714.26	1232000
Grant Receivable, CACFP Head Start	130,892.45	1243000
Grant Receivable, Head Start HHS	380,763.56	1249000
Economic Development District	5,624.99	1290000
CV Transit District AR	373,283.60	1329000
Accounts Receivable-General	479.68	1391000
Staff Travel Advance	4,400.39	1392000
Accts Receivable-CVCOG Membership Dues	858.50	1396000
Accounts Receivable - AAA Match	8,130.82	1397000
Prepaid Life Insurance	12.81	1595000
Prepaid AFLAC	486.96	1598000
First Financial 911 Investment	496,322.89	1614000
CVCOG Investment Account	302,686.09	1618000
Leasehold Improvements	85,951.58	1730000
Facility Improvements	170,941.59	1732000
Other Assets - Project Equipment	1,241,306.87	1811000
Total Assets	4,424,790.75	
Liabilities		
AP	210,662.62	2111000
AP Clearing	31,035.00	2112000
AP First Financial Credit Card	15,938.37	2114000
AP CitiBank Credit Card	202,615.78	2117000
Payroll Payable - Administration	312,316.94	2151000
Federal Withholding Tax	24,103.36	2311000
Medicare Payable	10,988.06	2321000
SUTA Payable	319.92	2323000
Employee Wellness Benefits Payable	40,144.22	2412000
Health Savings Account	2,461.08	2413000
Health Insurance Payable	1,505.72	2414000
Dental Insurance Payable	9,279.19	2415000
MASA Payable	1,338.05	2417000
Vision Insurance Payable	2,057.88	2419000
Employer Pension Plan Payable	123,033.28	2422000
Employee Contr to Pension Plan	78,293.84	2423000
Deferred Income Plan Withheld	3,065.00	2431000
Workers Comp Ins Payable	97,640.90	2432000
State Comptroller Unclaimed	79.58	2434000
United Way Payable	528.78	2441000
Child Support Payable	2,583.50	2442000

CVCOG
Balance Sheet - CVCOG Balance Sheet
As of 5/31/2024

Liabilities continued ...

Accrued Vacation Leave	165,135.03	2521000
Inter-Fund Payable CVTD	632,540.15	2600000
Unearned Revenue General Fund	5,420.30	2911000
Unearned Revenue- 911 Program	412,754.48	2917000
Unearned Revenue-VISTA	19,161.02	2918000
Unearned Revenue-Head Start	26,636.44	2919000
Unearned Revenue- Area on Aging	6,649.63	2924000
Unearned Revenue - Regional Law Academy Tuition	16,365.41	2926000
Unearned Revenue- RSVP	99.90	2929000
Unearned Revenue-Solid Waste	45,195.84	2938000
Unearned Revenue Regional Broadband Initiative	(32,819.23)	2943000
Total Liabilities	<u><u>2,467,130.04</u></u>	

Fund Balance

General Unrestricted Fund Balance	510,270.06	3000000
Long Term Debt - Annual Leave	(165,135.03)	3105000
Long Term Debt - Inter-Fund CVTD	(632,540.15)	3107000
Investment - Capital Assets	1,498,200.04	3110000
Restricted - USDA Note Available	23,850.00	3202000
Restrict - Regional Assistance Corp 501c3	35,286.51	3204000
Restricted - CV Medical Reserve Corp	3,765.02	3205000
Assigned - Area Agency on Aging	21,509.22	3401000
Assigned - SCP Visiting Program	8,255.76	3402000
Assigned - Caregiver	2,213.65	3403000
Assigned - Housing Finance	94,212.18	3404000
Assigned - Homeland Security	26,137.04	3405000
Assigned - CJ Planning	117,064.27	3406000
Assigned - CJ Law Enf Academy	187,620.09	3407000
Assigned - 211 Information Referral	34,629.64	3408000
Assigned - CEDAF	35,449.54	3409000
Total Fund Balance	<u><u>1,800,787.84</u></u>	
Excess Revenue over Expenditures	<u>156,872.87</u>	
Total Liabilities and Fund Balance	<u><u><u>4,424,790.75</u></u></u>	

CVCOG
Statement of Revenues and Expenditures - CVCOG Statement of Revenue and Expenditures
From 10/1/2023 Through 5/31/2024

Revenue	Current Period	
	Actual	
CNCS Senior Companion CFDA 94.016	131,717.49	4164000
CNCS Foster Grandparent CFDA 94.011	231,641.66	4165000
CNCS RSVP CFDA 94.002	73,501.77	4167000
HHS-ACF Head Start ARP 06HE001000 C6	61,562.82	4170000
HHS-ACF Head Start CFDA 93.600	4,783,796.97	4173000
VISTA CNCS FY 22-23 CFDA 94.013	3,667.18	4174000
AAA - Title IIIB CFDA 93.044	199,512.00	4201000
AAA - Title IIIC1 CFDA 93.045	112,955.00	4205000
Off Gov-CJ Juvenile Justice Service CFDA 16.523	18,122.93	4206000
AAA - Title IIIC-2 CFDA 93.045	86,618.00	4207000
American Rescue Plan Title VII OM Staff	750.00	4213000
AAA - Title IIIE CFDA 93.052	39,899.00	4215000
AAA - Title VII EAP CFDA 93.041	844.00	4216000
AAA - Title VI OM CFDA 93.042	9,399.00	4218000
CACFP Nutrition CFDA 10.558	463,612.21	4221000
Off Gov-Violence Against Women Act CFDA 16.588	6,931.09	4222000
PY - ARP Title III B CFDA 93.044	2,968.00	4224000
AAA - HICAP CFDA 93.324	20,191.00	4225000
PY - Title IIIB CFDA 93.044	26,617.29	4227000
211 TANF OPS FED CFDA 93.558	55,051.43	4231000
211 FD RIDER 28 HB1	6,239.83	4231100
PY ARP Title III C1	27,114.00	4232100
PY - Title IIIC2 CFDA 93.045	52,438.00	4235000
PY - Title IIIE CFDA 93.052	3,940.00	4239000
CF - HICAP Basic CFDA 93.324	47,258.29	4267000
ADRC Housing Navigator Sept to Dec CFDA 93.791	12,354.15	4274000
ADRC Local Contact Agency Sept to Dec CFDA 93.791	1,077.00	4275000
ARP Title III-B	202,717.00	4276000
ARP Title III C1	119,006.00	4277000
ARP Title III C2	138,294.00	4278000
ADRC MIPPA CFDA 93.071	3,278.43	4279000
ARP Title III E	23,265.00	4290000
Off Gov-Homeland Security SHSP CFDA 97.067	61,738.08	4294000
ADRC Housing Navigator Jan to Aug CFDA 93.791	14,807.19	4298000
ADRC Local Contact Agency Jan to Aug CFDA 93.791	1,584.14	4299000
TCEQ Solid Waste State	64,892.05	4302000
Off Gov - CJ Academy State	59,683.51	4307000
CJ Academy Supplemental	14,099.44	4307100
AAA - State OMB ALF	7,615.00	4308000
TxHHS-RSVP State	48,542.58	4309000
Off Gov - HSGD Contract State	12,240.12	4311000
TxHHS - 211 State Funds	54,344.46	4312000
211 SGR RIDER 28	6,154.31	4312100
AAA - SGR HDM Rate Increase	328.00	4313000
Grant Z02, NG911 Project SB8	195,225.95	4314000
Off Gov, CJ Planning Services	28,823.39	4315000
CSEC 911 ER Communications State	771,555.26	4316000
AAA Housing Bond	7,893.00	4319000
ADRC State General Revenue	54,465.17	4325000
Grant X07, OOG CV Communications Upgrade 4467201	75,715.98	4327000
ADRC State Promoting Independence	7,180.51	4331000
TXHHS-FGP State	5,316.48	4335000
TXHHS-SCP State	6,791.48	4336000
AAA - State General ARP	19,846.00	4341000
Grant X06, OOG Kimble County Tower Project 4556601	78,886.00	4343000
IK Contributions	1,836,210.49	4411000
Senior Center Program Income-Tracking Only	47,794.10	4416000

CVCOG
Statement of Revenues and Expenditures - CVCOG Statement of Revenue and Expenditures
From 10/1/2023 Through 5/31/2024

Revenues continued ...

Senior Center Local Revenue-Tracking Only	42,235.50	4417000
CVCOG Membership Dues	10,268.30	4511000
Area Agency on Aging Membership Dues	28,333.00	4512000
CJ Membership Dues	67,500.00	4513000
Program Income	36,518.01	4522000
Local Revenue	407,369.92	4523000
Interest Income General	9,111.86	4731000
Credit Card Cash Rewards Redemption	9,590.49	4737000
Economic Development District Pass-Thru	352,033.83	4760000
Concho Valley Transit District Pass-Thru	3,187,938.25	4761000
Vacation Accrual Allocation	258,408.69	4911000
Indirect Cost Allocations	589,005.26	4912000
Information Technology Services	274,124.81	4913000
Human Resources Allocation	203,234.02	4914000
Procurement Dept Allocation	244,636.76	4915000
Total Revenue	<u>16,168,381.93</u>	

Expenditures

General Wages	4,895,472.15	5110000
General Overtime Hours	6,287.83	5118000
Holiday Work Time	588.63	5119000
Vacation Time Allocation	258,408.69	5150000
Medicare Tax	85,157.30	5151000
Workers Comp Insurance	177,231.03	5172000
SUTA	27,446.58	5173000
Health Insurance Benefit	1,417,207.43	5174000
Dental Insurance Benefit	48,589.83	5175000
Life Insurance Benefit	41,016.90	5176000
HSA Insurance Benefit	20,625.00	5177000
Retirement	664,147.78	5181000
Indirect Allocation	589,005.26	5199000
Employee Health and Welfare	624.00	5200000
Stipend - FGP Volunteers	133,263.00	5201000
Stipend - SCP Volunteers	67,707.00	5202000
Uniforms	1,485.98	5203000
Recognition	23,272.51	5205000
HR Service Center	203,234.02	5206000
Procurement Service Center	244,636.76	5207000
Information Technology Service Center	275,960.67	5208000
Driver Wages	1,028,997.69	5210000
Dispatch/Customer Service Wages	70,654.27	5217000
Driver Overtime Hours	61,274.56	5218000
Dispatch/Customer Service Overtime Wages	3,185.48	5219000
Driver Double Time	879.34	5222000
Audit & Legal	40,227.42	5231000
Counseling Services	12,750.00	5251000
Contract Services	1,035,308.55	5291000
HS Health & Disab Svc	139.96	5293000
HS Nutrition Service	290,671.10	5295000
HS Parent Service	3,811.10	5296000
AAA Congregate Meals	278,257.98	5301000
AAA Home Delivered Meals	270,721.97	5302000
Head Start T & T A	56,601.33	5308000
Travel-In Region	17,093.50	5309000
Travel-Out of Region	43,089.41	5310000
Conference Fees	267.00	5311000
Meals	5,922.79	5312000
Travel-Volunteer	42,825.00	5313000
Fuel	1,706.81	5351000

CVCOG
Statement of Revenues and Expenditures - CVCOG Statement of Revenue and Expenditures
From 10/1/2023 Through 5/31/2024

Expenditures continued ...

Lubricant	244.04	5352000
Vehicle Maintenance	515.82	5361000
Non-Vehicle Maintenance	1,277.62	5366000
Other Facility Rent	1,600.00	5412000
HS Site Rent	12,400.00	5413000
Utilities	25,728.24	5431000
HS Site Center Utilities	71,371.12	5433000
Link Road Building Maintenance	22,691.74	5448000
Facility Allocation	259,387.47	5451000
HS Site Center Bldg Maint	90,455.16	5453000
Supplies	106,399.11	5510000
Materials	7,836.00	5511000
HS Class Room Supplies	118,802.27	5512000
HS Food Serv Sup	84,958.27	5513000
HS Medical Supplies	10,558.35	5514000
HS Disability Supplies	46.52	5515000
Supplies - Bus/Service Vehicles	2,295.52	5516000
HS Diapers and Wipes	19,749.30	5518000
Parts Supply	4,950.96	5520000
Project Equipment	683.07	5621000
Internal Computer/Software	54,556.83	5622000
County Project Equipment	135,331.00	5627000
Tools	763.48	5629000
Copier	16,402.34	5632000
Copier Lease	10,829.65	5633000
Copier Paper	2,040.00	5634000
Insurance	21,122.63	5711000
Communications - Bus	2,055.97	5712000
Cell Phones	2,946.87	5713000
Printing	3,121.41	5721000
Ads & Promotions	1,696.01	5722000
Publications	874.44	5723000
Training	7,813.63	5751000
Dues and fees	46,633.50	5753000
Vehicle Registration	347.50	5754000
HS Site Center Communications	16,074.62	5760000
Communications	10,942.14	5761000
Postage/freight	7,907.44	5762000
911 PSAP Services	1,089.28	5766000
911 Equipment Maintenance	91,933.89	5767000
911 PSAP Training	4,967.37	5768000
911 PUB ED	4,753.15	5771000
911 PSAP Room Prep	3,279.00	5773000
911 Network Reliability	3,291.75	5774000
911 Network	91,660.85	5775000
911 PSAP Network	57,126.64	5777000
911 Text-to-911	20,863.64	5779000
911 Geographic Information Systems	13,486.95	5780000
911 Core Functions	195,230.42	5781000
Other	22,042.33	5791000
Coffee Expense	1,834.47	5792000
Physicals	30.00	5793000
General Assembly Costs	4,541.75	5794000
Safety	7,040.66	5796000
Volunteer Recruiting	2,907.36	5797000
Multi-Modal Supplies	2,384.38	5810000
Multi-Modal Internet	7,318.93	5814000
Multi-Modal Utilities	8,233.75	5831000
Multi-Modal Communications	974.93	5861000

CVCOG

Statement of Revenues and Expenditures - CVCOG Statement of Revenue and Expenditures
From 10/1/2023 Through 5/31/2024

Expenditures continued ...

Shop Christoval Rd Utilities	1,143.42	5876000
InKind Professional Services	4,400.00	6291000
InKind Travel	140,360.85	6310000
Inkind Supplies & Materials	1,188.60	6510000
InKind Other	1,690,261.04	6791000
Total Expenditures	<u>16,011,509.06</u>	
Excess Revenue over Expenditures	<u><u>156,872.87</u></u>	

CVCOG
Expenditure Journal - All Grant Exp Recap YTD
From 10/1/2023 Through 5/31/2024

Grant Code	Grant Title	General Ledger Expenditures	Account Payable Expenditures	Total Expenditures
010	CVTD Pass-thru ICB Program	19,831.36	0.00	19,831.36
018	Pass-Thru CVTD Medicaid	52,352.72	0.00	52,352.72
027	Grant 027, VISTA 23VS252124	60,997.88	16,390.73	77,388.61
040	Pass-Thru CV Economic Development Dist	33,188.88	1,020.32	34,209.20
043	CVEDD Pass-Thru Revolving Loan	357.06	0.00	357.06
052	Pass-Thru CVEDD	48,424.45	1,376.12	49,800.57
092	Procurement	238,707.61	5,929.15	244,636.76
093	Human Resources	198,079.94	5,154.09	203,234.03
094	Information Technology	219,993.37	54,131.45	274,124.82
095	Engagement Committee Funds	117.60	8,743.92	8,861.52
097	Non-Project Expenses	261.02	7,027.86	7,288.88
098	Vacation Program Costs	187,519.27	580.00	188,099.27
099	INDIRECT COSTS	483,753.08	94,973.86	578,726.94
829	HHS-ACF Grant 829, Head Start FY 21-22 06CH010970	41,650.46	19,912.36	61,562.82
830	ARPA Regional Broadband Initiative	61,288.78	250,174.00	311,462.78
A02	HHSC-OAAA Grant A02, Area Agency on Aging FY 22-23	(185.31)	241.89	56.58
A03	HHSC-OAAA Grant A03, Area Agency on Aging FY 23-24	614,321.49	748,456.60	1,362,778.09
C05	OOG State Grant C05, CJ Academy FY 23-25 1480418	101,480.12	18,326.76	119,806.88
C06	OOG State Grant C06, CJ Academy Supplemental	(106.24)	14,205.68	14,099.44
C07	OOG Contract C07, CJD Planning FY 23-24	22,576.59	327.62	22,904.21
D03	Grant D03, HHSC ADRC FY 23-24 HHS000270200007	91,893.20	2,960.40	94,853.60
F05	Grant F05, CNCS Foster Grandparent 23-24 Y2 22SFGTX003	245,874.66	15,481.13	261,355.79
F06	Grant F06, FGP State HHS001373500029	5,316.48	0.00	5,316.48
G04	Grant G04, CNCS RSVP FY 23-24 23SRGTX015 Y1	49,460.05	12,524.40	61,984.45
G05	Grant G05, RSVP HHCS State HHS001373500009	48,542.48	0.00	48,542.48
G06	Grant G06, CNCS RSVP FY 24-25 23SRGTX015 Yr 2	4,964.40	6,552.92	11,517.32
H04	Grant H04, CACFP Head Start Nutrition FY 22-23	(3,622.27)	3,622.27	0.00
H05	HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05	5,892,265.66	600,762.88	6,493,028.54
H06	Grant H06, CACFP Head Start Nutrition FY 23-24	72,353.12	369,741.07	442,094.19
I04	Grant I04, CVEDD Pass-Thru TXDOT Rural 23-24	0.00	58,423.00	58,423.00
I05	Grant I05, CVEDD Pass-Thru TXDOT Urban 23-24	0.00	209,244.00	209,244.00
J03	OOG Grant J03, Juvenile Justice Service FY 23-24 1484324	5,372.93	12,750.00	18,122.93
K02	CVTD Pass-Thru Head Start Maintenance FY 23-24	4,904.94	0.00	4,904.94
L02	CVTD Pass-Thru Link Road Facility FY 22-23	0.00	175.95	175.95
L03	CVTD Pass-Thru Link Road Facility FY 23-24	69,652.84	144,875.62	214,528.46
M05	Pass-thru Grant M03, Mobility Management Urban FY 23-24	37,638.41	0.00	37,638.41
M06	Pass-thru Grant M04, Mobility Management Rural FY 23-24	41,118.42	0.00	41,118.42
P03	CVTD Pass-Thru, RPTCP FY 23-24	32,962.61	160.34	33,122.95
Q02	Grant Q02, CEDAF FY 23-24	1,266.10	38.87	1,304.97
R03	Pass-thru CVTD Grant R03 Rural FY 22-23	0.00	210.36	210.36
R04	Pass-thru CVTD Grant Rural FY 23-24	952,974.97	17,983.50	970,958.47
S06	Grant S06, CNCS Senior Companion 23-24 Y2 22SCGTX003	146,898.34	9,978.41	156,876.75
S07	Grant S07, HHS0013735000038	6,791.48	0.00	6,791.48
T03	Grant T03, TIRN 211 Information & Referral FY 23-24	115,741.39	6,342.41	122,083.80
U03	Pass-thru Grant U03, CVTD Urban FY 22-23	0.00	119.55	119.55
U04	Pass-thru Grant CVTD Urban FY 23-24	1,786,307.67	26,668.99	1,812,976.66
V03	OOG Grant V03, Violence Against Women Act 3973004	14,543.15	0.00	14,543.15
W02	Grant W02, TCEQ State Solid Waste FY 23-25	17,653.50	47,238.55	64,892.05
X06	OOG Grant X06 Kimble County Tower Project 4556601	0.00	78,886.00	78,886.00
X07	OOG Grant X07 CV Communications Upgrade 4467201	34,982.69	40,733.29	75,715.98
X08	OOG Grant X08, Homeland Security (HSGP) FY 23-24 2952909	60,147.78	2,670.64	62,818.42
X09	OOG State Contract X09, HSGD FY 23-24	7,942.46	1,053.30	8,995.76
Z02	Grant Z02, NG911 Project SB8	0.00	195,230.42	195,230.42
Z03	Grant Z03, 911 CSEC State FY23 Funding, 2nd Biennium	0.00	94,650.40	94,650.40
Z04	Grant Z04, 911 CSEC State FY24 Funding, 1st Biennium	422,524.30	254,376.09	676,900.39
Report Total		12,551,081.89	3,460,427.17	16,011,509.06

CVCOG
 Revenue Journal
 From 10/1/2023 Through 5/31/2024

Grant Code	Grant Title	General Ledger Revenues	Account Payable Revenues	Total Revenues
010	CVTD Pass-thru ICB Program	19,831.36	0.00	19,831.36
018	Pass-Thru CVTD Medicaid	52,352.72	0.00	52,352.72
027	Grant 027, VISTA 23VS252124	77,388.61	0.00	77,388.61
033	TDHCA Housing	59.66	0.00	59.66
040	Pass-Thru CV Economic Development Dist	34,209.20	0.00	34,209.20
043	CVEDD Pass-Thru Revolving Loan	357.06	0.00	357.06
052	Pass-Thru CVEDD	49,800.57	0.00	49,800.57
092	Procurement	244,636.76	0.00	244,636.76
093	Human Resources	203,234.02	0.00	203,234.02
094	Information Technology	274,124.81	0.00	274,124.81
095	Engagement Committee Funds	9,240.47	0.00	9,240.47
097	Non-Project Expenses	23,142.50	0.00	23,142.50
098	Vacation Program Costs	258,408.70	0.00	258,408.70
099	INDIRECT COSTS	589,005.26	0.00	589,005.26
829	HHS-ACF Grant 829, Head Start FY 21-22 06CH010970	61,562.82	0.00	61,562.82
830	ARPA Regional Broadband Initiative	311,462.78	0.00	311,462.78
A02	HHSC-OAAA Grant A02, Area Agency on Aging FY 22-23	56.58	0.00	56.58
A03	HHSC-OAAA Grant A03, Area Agency on Aging FY 23-24	1,359,591.24	(741.58)	1,358,849.66
C05	OOG State Grant C05, CJ Academy FY 23-25 1480418	153,095.76	0.00	153,095.76
C06	OOG State Grant C06, CJ Academy Supplemental	14,099.44	0.00	14,099.44
C07	OOG Contract C07, CJD Planning FY 23-24	28,823.39	0.00	28,823.39
D03	Grant D03, HHSC ADRC FY 23-24 HHS000270200007	94,746.59	0.00	94,746.59
F05	Grant F05, CNCS Foster Grandparent 23-24 Y2 22SFGTX003	261,355.79	0.00	261,355.79
F06	Grant F06, FGP State HHS001373500029	5,316.48	0.00	5,316.48
G04	Grant G04, CNCS RSVP FY 23-24 23SRGTX015 Y1	61,984.45	0.00	61,984.45
G05	Grant G05, RSVP HHCS State HHS001373500009	48,618.63	0.00	48,618.63
G06	Grant G06, CNCS RSVP FY 24-25 23SRGTX015 Yr 2	11,517.32	0.00	11,517.32
H05	HHS-ACF Grant H05, Head Start FY 23-24 06CH010970-05	6,493,028.54	0.00	6,493,028.54
H06	Grant H06, CACFP Head Start Nutrition FY 23-24	463,612.21	0.00	463,612.21
I04	Grant I04, CVEDD Pass-Thru TXDOT Rural 23-24	58,423.00	0.00	58,423.00
I05	Grant I05, CVEDD Pass-Thru TXDOT Urban 23-24	209,244.00	0.00	209,244.00
J03	OOG Grant J03, Juvenile Justice Service FY 23-24 1484324	18,122.93	0.00	18,122.93
K02	CVTD Pass-Thru Head Start Maintenance FY 23-24	4,904.94	0.00	4,904.94
L02	CVTD Pass-Thru Link Road Facility FY 22-23	175.95	0.00	175.95
L03	CVTD Pass-Thru Link Road Facility FY 23-24	214,528.46	0.00	214,528.46
M05	Pass-thru Grant M03, Mobility Management Urban FY 23-24	37,638.41	0.00	37,638.41
M06	Pass-thru Grant M04, Mobility Management Rural FY 23-24	41,118.42	0.00	41,118.42
P03	CVTD Pass-Thru, RPTCP FY 23-24	33,122.95	0.00	33,122.95
R03	Pass-thru CVTD Grant R03 Rural FY 22-23	210.36	0.00	210.36
R04	Pass-thru CVTD Grant Rural FY 23-24	970,958.47	0.00	970,958.47
S06	Grant S06, CNCS Senior Companion 23-24 Y2 22SCGTX003	156,876.75	0.00	156,876.75
S07	Grant S07, HHS0013735000038	6,791.48	0.00	6,791.48
T03	Grant T03, TIRN 211 Information & Referral FY 23-24	122,092.64	0.00	122,092.64
U03	Pass-thru Grant U03, CVTD Urban FY 22-23	119.55	0.00	119.55
U04	Pass-thru Grant CVTD Urban FY 23-24	1,812,976.66	0.00	1,812,976.66
V03	OOG Grant V03, Violence Against Women Act 3973004	16,901.38	0.00	16,901.38
W02	Grant W02, TCEQ State Solid Waste FY 23-25	64,892.05	0.00	64,892.05
X06	OOG Grant X06 Kimble County Tower Project 4556601	78,886.00	0.00	78,886.00
X07	OOG Grant X07 CV Communications Upgrade 4467201	75,715.98	0.00	75,715.98
X08	OOG Grant X08, Homeland Security (HSGP) FY 23-24 2952909	61,738.08	0.00	61,738.08
X09	OOG State Contract X09, HSGD FY 23-24	12,240.12	0.00	12,240.12
Z02	Grant Z02, NG911 Project SB8	195,230.42	0.00	195,230.42
Z03	Grant Z03, 911 CSEC State FY23 Funding, 2nd Biennium	94,650.40	0.00	94,650.40
Z04	Grant Z04, 911 CSEC State FY24 Funding, 1st Biennium	676,900.39	0.00	676,900.39
Report Total		16,169,123.51	(741.58)	16,168,381.93

Concho Valley Council of Governments Cash Flow

FY 23-24	First Financial CVCOG General Fund (000's)			First Financial 9-1-1 Trust Account (000's)				First Financial General Investment Savings				First Financial Square Credit Card			CVCOG Balance	First Financial CVTD (000's)			First Financial CVTD-ICB (000's)			First Financial CVEDD (000's)			Total Balance
	Inflows	Outflows	Balance	Inflows	Interest	Outflows	Balance	Inflows	Interest	Outflows	Balance	Inflows	Outflows	Balance		Inflows	Outflows	Balance	Inflows	Outflows	Balance	Inflows	Outflows	Balance	
Beginning Balance:	\$ 973,339			\$ 676				\$ 283,993				-				\$ 1,666,792			\$ 27,165			\$ 538,422			
October	2,757,004	(2,562,497)	1,167,846	436,720	449	-	437,845	-	1,087	-	285,080	-	-	-	1,890,771	199,943	(980,629)	886,106	2,280	(1,950)	27,496	19,149	(8,900)	548,670	3,353,043
November	1,817,090	(2,219,059)	765,877	-	1,406	(153,867)	285,383	-	1,095	-	286,175	-	-	-	1,337,435	367,786	(506,797)	747,096	2,163	(1,718)	27,940	6,357	(5,566)	549,461	2,661,931
December	1,401,334	(1,406,172)	761,040	-	952	(70,918)	215,417	9,590	1,149	-	296,914	-	-	-	1,273,371	416,649	(595,492)	568,253	3,022	-	30,962	2,254	(54,468)	497,247	2,369,833
January	1,741,775	(1,452,332)	1,050,483	-	673	(66,645)	149,444	-	1,158	-	298,073	-	-	-	1,497,999	504,152	(494,515)	577,889	3,745	(4,314)	30,394	51,768	(74,401)	474,614	2,580,897
February	1,680,391	(1,366,438)	1,364,436	-	398	(76,741)	73,101	-	1,082	-	299,155	-	-	-	1,736,692	1,000,783	(652,433)	926,240	795	(2,841)	28,349	67,286	(67,121)	474,779	3,166,060
March	1,423,127	(2,029,865)	757,697	371,206	1,120	-	445,427	-	1,160	-	300,315	20	(20)	-	1,503,439	889,887	(445,650)	1,370,477	3,244	(518)	31,074	68,989	(57,726)	486,043	3,391,034
April	1,807,497	(1,740,774)	824,420	-	1,514	(78,394)	368,547	-	1,127	-	301,442	120	(20)	100	1,494,509	579,540	(510,578)	1,439,440	3,115	(2,667)	31,522	87,033	(46,854)	526,222	3,491,693
May	1,540,682	(1,582,153)	782,949	125,972	1,804	-	496,323	-	1,244	-	302,686	-	-	100	1,582,058	290,255	(645,528)	1,084,167	3,055	(2,712)	31,865	15,398	(40,274)	501,346	3,199,437
June			782,949				496,323				302,686			100	1,582,058			1,084,167			31,865			501,346	3,199,437
July			782,949				496,323				302,686			100	1,582,058			1,084,167			31,865			501,346	3,199,437
August			782,949				496,323				302,686			100	1,582,058			1,084,167			31,865			501,346	3,199,437
September			782,949				496,323				302,686			100	1,582,058			1,084,167			31,865			501,346	3,199,437

Interest Rate at 4.658900% as of 10/02/23
Interest Rate at 4.672200% as of 11/01/23
Interest Rate at 4.632500% as of 12/01/23
Interest Rate at 4.604700% as of 01/02/24
Interest Rate at 4.582400% as of 02/01/24
Interest Rate at 4.579500% as of 03/01/24
Interest Rate at 4.577700% as of 04/01/24
Interest Rate at 4.576600% as of 05/01/24

Interest Rate at 4.658900% as of 10/02/23
Interest Rate at 4.672200% as of 11/01/23
Interest Rate at 4.632500% as of 12/01/23
Interest Rate at 4.604700% as of 01/02/24
Interest Rate at 4.582400% as of 02/01/24
Interest Rate at 4.579500% as of 03/01/24
Interest Rate at 4.577700% as of 04/01/24
Interest Rate at 4.576600% as of 05/01/24

Account opened to segregate Greyhound Funds
\$21,972.39 belongs to CVTD

FY 22-23	First Financial CVCOG General Fund (000's)			First Financial 9-1-1 Trust Account (000's)				First Financial General Investment Savings				CVCOG Balance	First Financial CVTD (000's)			First Financial CVTD-ICB (000's)			First Financial CVEDD (000's)			Total Balance
	Inflows	Outflows	Balance	Inflows	Interest	Outflows	Balance	Inflows	Interest	Outflows	Balance		Inflows	Outflows	Balance	Inflows	Outflows	Balance	Inflows	Outflows	Balance	
Beginning Balance:	\$ 638,852			\$ 559,508				\$ 257,453					\$ 678,239			\$ 19,205			\$ 511,460			
October	1,311,609	(1,540,522)	409,940	-	1,098	(100,783)	459,822	1,550	550	-	259,554	1,129,315	387,282	(462,883)	602,638	6,239	(6,527)	18,918	142,658	(13,014)	641,103	2,391,975
November	1,729,481	(1,701,221)	438,200	-	1,039	(146,355)	314,507	-	681	-	260,234	1,012,941	720,765	(628,066)	695,337	6,448	(6,772)	18,594	3,085	(153,223)	490,966	2,217,838
December	1,577,879	(1,395,790)	620,289	-	801	(136,962)	178,346	-	797	-	261,031	1,059,666	390,613	(665,982)	419,968	3,840	(3,076)	19,358	16,511	(43,143)	464,334	1,963,327
January	2,041,899	(1,421,878)	1,240,310	-	464	(75,687)	103,124	-	827	-	261,859	1,605,292	1,151,281	(666,264)	904,985	2,630	(2,875)	19,114	47,003	(86,097)	425,240	2,954,631
February	1,435,188	(1,945,856)	729,642	348,245	824	(243,902)	208,290	-	793	-	262,651	1,200,583	334,884	(450,291)	789,578	3,352	(2,572)	19,894	66,726	(11,538)	480,427	2,490,482
March	1,477,271	(1,555,200)	651,713	-	264	(207,955)	599	275	963	-	263,889	916,201	534,326	(512,429)	811,475	2,236	(179)	21,951	33,689	(84,002)	430,115	2,179,741
April	2,083,317	(1,471,600)	1,263,430	-	2	-	601	-	836	-	264,725	1,528,756	733,884	(611,307)	934,053	2,686	(1)	24,636	92,370	(13,649)	508,836	2,996,281
May	1,297,703	(1,853,182)	707,951	193,614	349	-	194,564	-	979	-	265,704	1,168,219	772,266	(857,231)	849,088	3,856	(0)	28,492	4,030	(63,194)	449,673	2,495,471
June	1,970,854	(1,591,396)	1,087,409	-	383	(183,831)	11,116	13,972	1,083	-	280,760	-	553,352	(435,898)	966,541	3,554	(5,762)	26,284	58,486	(58,106)	450,052	1,442,878
July	1,769,676	(1,517,032)	1,340,053	-	40	-	11,156	-	1,015	-	281,775	253,699	590,396	(420,880)	1,136,057	2,895	-	29,179	111,074	(31,688)	529,438	1,948,373
August	1,498,048	(1,983,517)	854,584	193,985	410	-	205,551	-	1,100	-	282,875	(36,274)	948,952	(915,547)	1,169,461	1,128	(4,593)	25,714	20,066	(19,695)	529,808	1,688,710
September	1,708,067	(1,589,311)	973,339	-	341	(205,216)	676	-	1,117	-	283,993	(121,276)	1,070,671	(573,340)	1,666,792	2,127	(677)	27,165	22,886	(14,272)	538,422	2,111,103

Interest Rate at 2.685700% as of 10/03/22
Interest Rate at 3.190500% as of 11/01/22
Interest Rate at 3.606300% as of 12/01/22
Interest Rate at 3.740300% as of 1/3/23
Interest Rate at 3.945900% as of 2/1/23
Interest Rate at 4.051700% as of 3/1/23
Interest Rate at 4.130800% as of 4/3/23
Interest Rate at 4.355200% as of 5/1/23
Interest Rate at 4.502500% as of 6/1/23
Interest Rate at 4.550100% as of 7/3/23
Interest Rate at 4.597700% as of 8/1/23
Interest Rate at 4.651300% as of 9/1/23

Interest Rate at 2.685700% as of 10/03/22
Interest Rate at 3.190500% as of 11/01/22
Interest Rate at 3.606300% as of 12/01/22
Interest Rate at 3.740300% as of 1/3/23
Interest Rate at 3.945900% as of 2/1/23
Interest Rate at 4.051700% as of 3/1/23
Interest Rate at 4.130800% as of 4/3/23
Interest Rate at 4.355200% as of 5/1/23
Interest Rate at 4.502500% as of 6/1/23
Interest Rate at 4.550100% as of 7/3/23
Interest Rate at 4.597700% as of 8/1/23
Interest Rate at 4.651300% as of 9/1/23

Account opened to segregate Greyhound Funds
\$21,701.39 belongs to CVTD deposited to maintain account

In compliance with PFIA 2256.023 and CVCOG Investment Policy section XI

John Austin Stokes 6/7/24
CVCOG Executive Director/Investment Officer Date

Brandon Sanders 6/11/2024
CVCOG Director of Finance Date



May 2024



Attendance - May 2024	Funded Enrollment May	Reported Enrollment May	Percent Enrollment May
Head Start Funded	411	408	99%
Early Head Start Funded	120	120	100%
Pregnant Moms Funded	8	8	100%

Disability - May 2024	Current May	Funded Enrollment May
HS # of Children with IEP	39	411
Percentage this month	9.5%	
EHS Children with IFSP	20	120
Percentage this month	16.7%	
Total # of children with IEP/IFSP	59	531
Program wide % this month	11%	

Nutrition - May 2024	Meals Served May	Reimbursement Amount
	23,192	\$ 65,670.33

HEAD START STAFF

Administrative Office
5430 Link Road
Phone (325)944-9666

Carolina Raymond
Director

Stephanie Hernandez
Assistant Director / Early Head Start
Education Manager

Cheryl Mayberry
Education & Disability Manager

Ofelia Barron
ERSEA & Facility Manager

Mary Husted
Compliance & Nutrition Specialist

Stacy Walker
Family & Community, Parent
Engagement Manager

Melissa Miranda
Health & Mental Health Manager

low-income families through education, health, social and other services.

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Head Start

Early Head Start (EHS) provides intensive comprehensive child development and family support services to low-income infants and toddlers under the age of 3 and their families, and to pregnant women and their families.



To complete an online please contact the following sites below:

School	Director	Family Service Workers	Hours Operation	Phone
Day Head Start Early Head Start	Comoshontai Hollis	Cynthia Sosa Nelda Garza Lori Palacios	7:45 am - 4:00 pm	325-481-3395
Eden Head Start	Mary Torres	Mary Torres	7:45 am - 3:30 pm	325-869-8703
Eldorado Head Start	Abigail Ussery	Abigail Ussery	7:45 am - 3:30 pm	325-853-3366
Menard Head Start Early Head Start	Bertha DeAnda	Bertha DeAnda	7:45 am - 3:30 pm	325-396-2885
Ozona Head Start	Tracy Ybarra	Tracy Ybarra	7:45 am - 3:30 pm	325-392-3429
Rio Vista Head Start Early Head Start	Michelle Aguirre	Kristy Geary Rebecca Salinas Maria Vasquez Emily Ceballos	7:45 am - 4:00 pm	325-659-3670



CONCHO VALLEY
COUNCIL OF GOVERNMENTS



Head Start



Program News

- Administration team is rewriting and updating Policies and Procedures for the program.
- Camera installation is complete at Day, Rio, and Menard Vista Head Start and installation has begun in the rural counties.
- We hired our first Classroom Support Specialist.
- COLA was awarded by the Office of Head Start at 2.35 %.

July 2024
Updated Monthly

WE ARE HIRING!!!
JOIN US!

@ CVCOG Head Start/Early Head

Job Positions Available

1. Family Service Worker @ Day Head Start
2. Head Start Teacher @ Eldorado Head Start
3. Full Time Cook @ Rio Vista Head Start
4. Universal Substitutes San Angelo @ Day and Rio Vista Head Start

To Apply: Scan the QR Code or Contact us At!
CVCOG Head Start/Early Head Start
325-944-9666 / <http://www.cvcog.org/cvcog/>
5430 Link Rd. San Angelo, TX 76903