

Tacoma Public Schools Head Start

Policies and Procedures

Administration 2.0

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Tacoma Public Schools
HEAD START

Head Start Mission
2010-2013

Head Start works in partnership with the parents and community to help young children and families develop the skills and attitudes essential for success in school and life.

Goals

- Goal # 1:** *Increase quality in the classrooms by utilizing effective instructional strategies in all developmental domains.*
- Goal #2** *Build and/or refine effective systems to enhance service delivery.*
- Goal #3** *Enhance family, school and community engagement through collaborative and respectful relationships.*

Tacoma Public Schools
HEAD START
Three Year Goals, Objectives and Activities
2010 -2013

Head Start Mission: Head Start works in partnership with the parents and community to help young children and families develop the skills and attitudes essential for success in school and life.

<i>Goal 1: Increase quality in the classrooms by utilizing effective instructional strategies in all developmental domains.</i>					
1A	<i>Objective: Plan and implement instruction based on individual assessment results.</i>				
	Activities	Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Revise lesson plan format to align with Head Start Program Performance Standards and the Head Start Act.	Revised Lesson Plan	Program Specialists	Fall 2010	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
2	Train staff to use revised lesson plan.	Training Agenda Regional Training Meeting (RTM) Agenda	Program Specialists Training Specialist	Fall 2010	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
3	Implement staff training on the Creative Curriculum GOLD as the new ongoing assessment instrument and use it to plan for meaningful instruction.	Training Agenda	Program Specialists Training Specialist	2010-11	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
1B	<i>Objective: Increase effective responsiveness to social-emotional needs of children.</i>				
	Activities	Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Research, discuss & select social-emotional screening tool.	Agendas	Education Specialist	Spring 2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Conduct Beyond Behavior Management training at RTM and/or small group trainings.	RTM Agenda Training Plan	Program Specialist Head Start Counselor	2010-11	<input type="checkbox"/> CA <input type="checkbox"/> PSA
3	Coach staff on effective behavioral intervention strategies	Student Support Team (SST) Training Agenda	Trainer/Presenter	2011-12	<input type="checkbox"/> CA <input type="checkbox"/> PSA
4	Select, pilot, and fully implement a new developmental screening tool.	Agendas	Education Specialist	2010-2012	<input type="checkbox"/> CA <input type="checkbox"/> PSA
5	Ensure that individual education program (IEP) goals connect to individualized plans for children.	Lesson Plan Parent Conference Form	Teacher	Monthly, Twice annually	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
6	Ensure that SST process yields interventions made by staff before going to Student Review Team (SRT).	SST Forms	Teacher Program Specialist	By SRT date	<input type="checkbox"/> CA <input type="checkbox"/> PSA

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Goal 1: Provide quality classrooms utilizing effective instructional strategies in all developmental domains.					
1C	Objective: Periodically review assessment tools and curricula to ensure we are achieving student success that aligns with kindergarten expectations/outcomes.				
	Activities	Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Review Creative Curriculum GOLD data to assess student achievement rates.	GOLD Data Reports	Sue Nygard, Program Specialist	2010-11	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
2	With other components, establish schedule for tri-annual review and update of health curricula including input from classroom staff. This includes but is not limited to Risk Watch, Cavity Free Kids, Chef Combo, IMIL and 5-a-day.	Training Plan	Health Specialists Training Committee	September 2010, Ongoing review and updates	<input type="checkbox"/> CA <input type="checkbox"/> PSA
3	Provide opportunities in trainings for staff to collaborate and develop lesson plans and parent meetings on health topics.	Training Plan & Agendas Lesson plans	Health Specialists, Training Committee	Ongoing	<input type="checkbox"/> CA <input type="checkbox"/> PSA
1D	Objective: Use research-based instructional strategies to engage diverse learners.				
	Activities	Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Conduct a more in depth training for staff on the Classroom Assessment Scoring System (CLASS) tool.	Training Agenda RTM Agendas	Program Specialists Training Specialist	2010-2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Leadership members will attend a refresher and recertification on the CLASS tool.	Certificate of Completion	All CLASS Certified Staff	2010-2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA

Goal 1: Provide quality classrooms utilizing effective instructional strategies in all developmental domains.					
1E	Objective: Classroom teams will work collaboratively and effectively to improve student outcomes.				
	Activities	Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Use the CLASS tool to train staff to become more reflective & intentional in their teaching. Continue to phase in implementation of the tool.	Training Agendas Monitoring Reports	Program Specialists	2010-2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Pursue emotional coaching training for the leadership team.	LTM minutes	Head Start/ECEAP Director	2011-2012	<input type="checkbox"/> CA <input type="checkbox"/> PSA
3	Implement full family style meals in all classrooms. Revise monitoring to include specific expectations (regarding number of foods passed, minimum place setting). Incorporate CLASS expectations. [Corresponds with Objective 2d]	Monitoring, Observations Self Assessment	Health Specialists Program Specialists	Fall 2010	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
4	Provide training on research basis for the value of family style meals. Include hands on stations; brainstorming, how to incorporate individualization, math and literacy with meals, and parent meeting ideas. [Corresponds with Objective 2d]	Training Agendas	Health Specialists Program Specialists Training Committee	Fall 2010	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA

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5	Provide individual family style meal focus on classrooms that struggle to implement family style meals effectively. Provide observation and mentor support as needed (including hand washing and tooth brushing). [Corresponds with Objective 2d]	Site Visit Reports	Program Specialists Health Specialists Mentors	2010-2012	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
6	Provide individualized training and follow-up for classroom staff who continue to struggle with documentation [Corresponds with Objective 2d]	Training Agendas	All Specialists	2010-2012	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA

Goal 2: Build and/or refine effective systems to enhance service delivery.					
2A Objective: Provide uniformity and streamline all forms, procedures, manuals and monitoring tools across components.					
	Activities	Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Revise monitoring tools.	New Tools	Management Staff	Spring annually	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Update the Education and Monitoring Notebooks	Updated Notebooks	Program Specialists Mentors	Fall 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA
3	Outline monitoring procedures, guidelines and process for staff.	Policies & Procedures Monitoring Notebook	Management Staff	Spring 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA
4	Refine self-assessment process to include a new approach and the inclusion of classroom staff.	Revised Procedure	Assistant Director	Annually in January	<input type="checkbox"/> CA <input type="checkbox"/> PSA
5	Review and revise in-kind forms and processes as needed.	Revised Forms	Budget Technician	Annually in August	<input type="checkbox"/> CA <input type="checkbox"/> PSA
6	Refine the monitoring system for eligibility, recruitment, selection enrollment and attendance.	Monitoring Reports Revised Forms & Guidelines	Enrollment Technician	Periodically	<input type="checkbox"/> CA <input type="checkbox"/> PSA
7	Develop a monitoring system for in-kind documentation.	Forms & Guidelines	Budget Technician Assistant Head Start Director	June 2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2B Objective: Provide adequate support for working with challenging behaviors in the classroom.					
	Activities	Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Partner with Head Start Counselors to develop behavior plans and include Positive Behavior support strategies.	SST	Program Specialists Head Start Counselors	Fall 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Develop a standard process and format for all behavior plans.	Policies & Procedures SST Notebook	Gaylin Head Start Counselors	Fall 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA

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Goal 2: Build and/or refine effective systems to enhance service delivery.					
2C Objective: Build collaborative and mutually supportive relationships between management, direct service staff, Tacoma Public Schools and unions.					
	Activities	Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Increase staff involvement in the development of the monitoring tools.	Monitoring Tools	Specialists	2012-13	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Select a pilot group of volunteers who will type their logs instead of handwriting.	HSFIS Reports	Family-Community Specialist	2010-2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
3	Investigate methods for tracking teacher attendance at home visits through HSFIS.	HSFIS Reports	Family-Community Specialist	2010-2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
4	Continue to support staff who are struggling with completion of the Partnership Summary (green) and Partnership Record (yellow) logs.	Training Agenda Site Visit Forms Monitoring Reports	All Specialists	2010-2012	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
5	Refine medical concern and dental follow-up systems at classroom and management level.	Revised Tracking Tools	Health Specialists	2010-2013	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
6	Continue Advocate Networking meetings. Establish schedule and topics for meetings.	Networking Agendas	Health Specialists Family Community Specialist	2010-2013	<input type="checkbox"/> CA <input type="checkbox"/> PSA
7	Include classroom staff in Health Services Advisory Committee meetings.	HSAC Agendas	Health Specialists	2010-2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
8	Establish schedule and distribute new health screening equipment to classrooms (stadiometers, scales, HOTV box, tooth brush holders) based on need. Assure proper installation and use of tools.	Functioning Screening Tools in All Classrooms	Health Specialists Mentors	Annually in June	<input type="checkbox"/> CA <input type="checkbox"/> PSA
9	Provide individualized training and support of veteran staff in screening procedures based on HSFIS tracking results.	Site Visit Forms	Health Specialists Mentors	2010-2013	<input type="checkbox"/> CA <input type="checkbox"/> PSA
10	Include team of classroom staff members in restocking process of health manuals.	Updated Health Manuals	Health Specialists Mentors	Annually in June	<input type="checkbox"/> CA <input type="checkbox"/> PSA
11	Revise interview questions for classroom positions.	New Interview Questions	Assistant Director	December 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA
12	Renew memorandum of understanding (MOU) with the special education department.	Signed MOU	Assistant Director	October 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA
13	Work closely with the Technology department to obtain accurate and timely budget reports from the Lawson system.	Revised Reports	Budget Technician	2010-2013	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA

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2D <i>Objective: Ensure cross component integration throughout the program.</i>					
Activities		Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Components will meet to review monitoring tools, guidelines and procedures. Necessary revisions will be made.	New Monitoring Tools	Management Staff	Annually in Spring	<input type="checkbox"/> CA <input type="checkbox"/> PSA

Goal 2: Build and/or refine effective systems to enhance service delivery.					
2E <i>Objective: Evaluate and prioritize program training systems.</i>					
Activities		Evidence of Implementation	Person(s) Responsible	Timeline	Source
1	Devise a peer model training system.	LTM Agenda Training Agenda Guidelines	Training Specialist Training Committee	2011-12	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Develop online Protocol quizzes using Safe Schools for staff refresher and new employee training.	Online Protocol Quiz	Health Specialists	Annually in September	<input type="checkbox"/> CA <input type="checkbox"/> PSA

Goal 3: Enhance family, school and community engagement through collaborative and respectful relationships.					
3A <i>Objective: Family-- Provide parent education and a variety of support strategies</i>					
Activities		Evidence of Implementation	Person(s) Responsible	Timelines	Source
1	Develop a Head Start Counselor introductory letter for parent orientation.	Gradual Start Checklist	Mental Health Specialist Head Start Counselors	Fall 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Implement Creative Curriculum GOLD with parent access.	CC.net Online Data CC.net Guidelines	Classroom staff	2011-12	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
3	Provide ongoing education for parents regarding kindergarten readiness. Include its importance, expectations, and how parent can help at home.	Agenda Sign-in	Leadership Team	2010-2013	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
4	Develop parenting classes for our Head Start families, focusing on math and science.	Agenda Sign-in	Training Committee Leadership Team	Annually in Spring	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
5	Present at Policy Council on the importance on physical exams and dental exams. Explain Head Start intent and expectations. Enlist parent support in completing exams. Offer individual and classroom incentives.	Policy Council Agendas Policy Council minutes Incentive Guidelines	Health Specialists	2010-2011	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA <input checked="" type="checkbox"/> PIR
6	Partner with Lindquist clinic and/or other health care providers to have a Head Start day or open house at the clinic to help parents establish a dental home.	Head Start Event Flyers Sign-in	Health Specialists Policy Council Advocate	Fall 2011	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA <input checked="" type="checkbox"/> PIR

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3B Objective: Family-- Implement strategies that make all families feel valued and welcome in the Head Start program.					
Activities		Evidence of Implementation	Person(s) Responsible	Timelines	Source
1	Train Interpreters to work more effectively with children & families	Training Agenda	Training Specialist Select Staff Secretary	2010-2012	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Provide incentives to increase parent attendance at parent meetings. Attempt child performances, food and other incentives.	Agenda Parent Activity Report	Advocates Family-Community Specialist Policy Council Advocate	Fall 2010	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
3	Work with staff on ways they can improve volunteers in their classroom by utilizing parent strengths.	Inkind Site Visit Forms	Family-Community Specialist PC Advocate	Fall 2010	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
4	Assist staff with organizing for parent involvement. Hold a parent notebooks set up workshop. Spot check parent libraries and bulletin board.	Training Agenda Sign-in Site Visit Reports	Family-Community Specialist Policy Council Advocate Mentors	October 2010	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
5	Recommend two Head Start parents to serve on the Special Education parent advisory committee.	Recommendation E-mail	Assistant Director	October 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA

Goal 3: Enhance family, school and community engagement through collaborative and respectful relationships.					
3C Objective: Family-- Support staff to work more effectively with families.					
Activities		Evidence of Implementation	Person(s) Responsible	Timelines	Source
1	Head Start Counselor will conduct a targeted training in family support with Advocates.	Training Agendas Sign-in	Head Start Counselors Family-Community Specialist	2010-2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Provide more targeted training to staff on how to involve and engage parents.	Training Agendas Sign-in	Training Team	2010-2011	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
3	Provide opportunities in trainings for staff to collaborate and develop lesson plans and parent meetings on health topics.	Agenda Lesson Plans Parent Meeting Agendas	Health Specialists Training Committee	Ongoing	<input type="checkbox"/> CA <input type="checkbox"/> PSA
4	Complete training DVDs of Head Start conferences, home visits, and morning routine (hand washing, family style meals, tooth brushing) for new employees. [Morning routine –Fall and Conferences & Home Visits – Winter]	Training DVD Training Agendas	Health Specialists Training Committee Mentors Secretary	September 2010 Winter 2010	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
5	Train to available tools, letters, and reminders for collecting physical and dental exams. Use staff input to develop more tools.	Training Agendas Networking Agendas	Health Specialists Training Committee Mentor Support	Fall 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA <input checked="" type="checkbox"/> PIR

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3D <i>Objective: School-- Build meaningful relationships with District administration and the individual elementary schools.</i>					
Activities		Evidence of Implementation	Person(s) Responsible	Timelines	Source
1	Continue the Principal's breakfast.	Agenda Sign-in	Head Start-ECEAP Director	Annually in August	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Distribute Head Start calendars to the Principals with a welcome letter.	Letter Distribution List	Sue Nygard, Program Specialist	Annually in September	<input type="checkbox"/> CA <input type="checkbox"/> PSA
3	Continue working with the District, Early Head Start, and ECEAP to ensure a seamless transition across all agencies.	MOU	Transition Committee Management Team	2010-2013	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
4	Distribute the Parent Pioneer newsletter to Principals.	E-mail	Assistant Head Start Director	Monthly	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
5	Implement Head Start training for School Board members.	Agenda Sign-in	Assistant Head Start Director	June 2011	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
6	Refine and expand off-site registration at individual elementary schools.	Registration Schedule	Enrollment Technician	Annually March – August	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA

Goal 3: Enhance family, school and community engagement through collaborative and respectful relationships.					
3E <i>Objective: Community—Ensure community awareness and support of Head Start.</i>					
Activities		Evidence of Implementation	Person(s) Responsible	Timelines	Source
1	Conduct the Fall BBQ.	Invites Sign-in	Family-Community Specialist Jeannie Walker	Annually in September	<input type="checkbox"/> CA <input type="checkbox"/> PSA
2	Conduct ongoing recruitment in the community. Include an emphasis on recruiting children with disabilities.	Recruitment Logs Recruitment Materials	Advocates Enrollment Technician	2010-2013	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
3	Include community members on self-assessment teams.	Invites Sign-in	Management Team	2010-2013	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
4	Include community member representation on Policy Council.	Invites Membership Roster	Family-Community Specialist Policy Council Advocate	2010-2013	<input type="checkbox"/> CA <input type="checkbox"/> PSA
5	Work with community agencies for a variety of parenting classes in multiple languages.	MOU Agendas	Family-Community Specialist	2010-2013	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
6	Establish linkages with other early learning programs in the community.	MOU Inkind	Leadership Team	2010-2013	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
7	Continue developing positive relationships with local colleges and universities. Encourage more student volunteers.	MOU Meeting Agendas	Training Specialist Family-Community Specialist	Ongoing	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA

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Activities		Evidence of Implementation	Person(s) Responsible	Timelines	Source
8	Increase male involvement by providing more community resources such as Watch Dogs and Metropolitan Development Council's Responsible Fatherhood	MOU Inkind Agendas	Family-Community Specialist Policy Council Advocate	2010-2013	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
9	Make the community piece of the self assessment more meaningful to staff and community agencies by providing a resource fair/networking for Advocates.	Self-Assessment Report	Family-Community Specialist Mental Health Specialist	Spring 2011	<input type="checkbox"/> CA <input checked="" type="checkbox"/> PSA
10	Host a hand washing station at the Fall BBQ.	Resource Fair Participants	Health Specialists	September 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA
11	Use Fall HSAC as a community tea. Invite health care providers and agencies for networking. Share Head Start philosophy, goals, exam requirements, and collaborative goals.	Meeting Agenda Sign-in	Health Specialists Mentors Secretary	November 2010	<input type="checkbox"/> CA <input type="checkbox"/> PSA <input checked="" type="checkbox"/> PIR
12	Partner with community businesses to provide individual and classroom incentives for completed exams. Businesses like: Pump it up, 24 Hour Fitness, Narrows Lanes, Point Defiance Zoo, Tacoma Metro Parks, Children's Museum, Library Events and movie theatres.	Incentive Rules	Health Specialists Budget Technician Mentor Secretary	2010-2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA <input checked="" type="checkbox"/> PIR
13	Partner with Community Health Care to provide lead blood screening to Head Start families.	Collaborative Agreement	Health Specialists	2010-2013	<input type="checkbox"/> CA <input type="checkbox"/> PSA
14	Partner with WSU Extension master gardener program to provide garden experiences for Head Start classrooms.	Training Agendas	Health Specialists	Spring 2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA
15	Partner with Terra Organics to provide delivery of fresh produce to classrooms. Provide training for staff on food experiences using produce, developing plans to send produce home, and using simple recipes for families.	Training Agendas Meeting Agendas	Health Specialists Training Committee Mentors	Fall 2011	<input checked="" type="checkbox"/> CA <input type="checkbox"/> PSA
16	Complete Madison back playground renovations involving community agencies. Pursue available grants. Consider involving other Madison programs and classroom staff input and collaboration on grants.	Renovated playground	Program Specialists, Health Specialists	June 2011	<input type="checkbox"/> CA <input type="checkbox"/> PSA

**Tacoma Schools HEAD START
THREE-YEAR ADMINISTRATIVE TIMELINE**

	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>July</i>
<i>Community Assessment</i>		Parent Interest Lists Completed		Family Assessment Data gathered		Requests to districts and community agencies for Community Assessment data	Compile Community Assessment materials	Analyze information for needs and resources and selection criteria for enrollment	Community Assessment data presented to P.C.	Community Assessment narrative developed with implications for goals, services and site locations	Community Assessment narrative written for grant	Community Assessment narrative for grant completed
<i>Head Start Organization Calendar, Administrative Timeline</i>	Leadership Team reviews roles, responsibilities. Final program calendar sent to printing.	Review administrative timeline with Leadership staff							Begin developing calendars for Program and Training for next year. Review current program options, design.	P.C. and Staff Advisory; review drafts of Program calendar for input. Parent survey due; Staff survey due.	Revise Administrative Timeline for next program year. Utilize survey results in planning, program options, services & staffing.	Organizational Chart and Administrative Timeline submitted with Continuation Grant. Finalize Program & Training calendars. Program options, services & staffing plan submitted in grant.
<i>Mission, Program Surveys, Three Year Goals & Objectives, Service Plans</i>		Review of Goals & Objectives with all staff							Current mission and program goals & objectives reviewed by staff & P.C. Revise Service Plans.	Drafts of revised mission, goals & objectives developed or revised. Revise Service Plans.	Mission, goals & objectives to P.C. for approval. Finalize 1/2 Service Plans for Policy Council approval.	Mission, goals, & objectives submitted in grant. Finalize second half of Service Plans for Policy Council approval.

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	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>July</i>
<i>Budgets and Grants</i>	3rd Quarter Full Budget Reports due to Director(PA22, PA20, Non-Federal Share, Parent Activity & Classroom)	Review Budget for Fiscal Year-end close-out, Final orders from classrooms for in-house orders due mid-month.	Prepare individual classroom budgets for new fiscal year. Close out Federal fiscal year. All payroll, travel, staff development, college requests, field trip and reimbursement claims due.	4th Quarter Full Budget Report due to Policy Council (PA22, PA- 20, Non-Federal Share, Parent Activity & Classroom.) New Fiscal Year Begins. Preliminary Non-Federal Share Report due to Finance. Finance sends Preliminary SF269 to Region X.	Finalize Federal close-out to Region X.	State fiscal audit begins. District to send Final (SF269) report to Region X for prior fiscal year.	1st Quarter Full Budget Report due to Policy Council (PA22, PA20, Non-Federal Share, Parent Activity & Classroom).	Head Start COLA and Quality Grant due. (varies). State Audit finalized for district year.	Expansion grants due (if applicable). District Budget Development Package due to Finance. (varies)	2nd Quarter Full Budget Report due to Policy Council. (PA22, PA- 20, Non-Federal Share, Parent Activity & Classroom). Six month Non-Federal share report due to Finance. Finance sends 6M SF269 to Region X.	Develop Continuation Grant Budget. Review Head Start Budget for program closeout. Annual closeout of State Head Start Grant due each odd # Year. Final outside vendor orders due from classrooms.	Head Start Program Improvement Grant due. (varies) Submit Continuation Grant to Board by 7/15 and Policy Council & Region X by 7/30 for approval.
<i>Inventory and Capital</i>	Monitor Capital Outlay Projects	Fall inventory of classrooms and administrative building completed.	Finalize capital outlay projects.				Prepare Special Work Requests	Request capital outlay projects as part of COLA /Quality grant.			Initiate approved capital outlay projects. Spring inventory of classroom & administration building due.	
<i>Collaborative and District Agreements, Events, Full Day Contracts</i>	All Collaborative Agreements Signed on 3 year cycle or as revisions made. Finalize Mental Health and Nutrition Contracts.	School Board attends fall BBQ.	Building site & InKind agreements to principals triannually. Principals' Packet to Head Start sites. Food/ Beverage authorization approval.		Building & InKind agreements completed and returned.	Mid Year Head Start Program. Report to School Board liaison.	School Board member participates in Program Self-Assessment.	School Board approval of COLA Grant.		Head Start sites determined for next program year.	Review interagency agreements.	Year end report to School Board liaison, P.C. & Principals. School Board Approval of Continuation Grant.

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<i>Personnel</i>	Finalize placement of all staff. Recruit and Interview for Open Positions.	Finalize hiring	Review CERT list for short or long form evaluations, if applicable.	Notices of as-signed evalua-tor for CERTS to Certs & Human Resources by Nov1. Notices /meetings with Classified to HR by Nov.15. Review process with OP's/PT's by Nov.15.		Review and update all staff records.	Notify Office and Para Staff of any performance concerns by February 1.		OP-PT evaluations due by April 30. Teacher and Secretary Appreciation week.	CERT Evals due by 5/15, Conduct classroom assignment requests survey.		Review & update all staff records files. Letter to all Para-educators with fall return date. HR contract letters to para-educators by July 1.
<i>Conferences</i>		PEP classes begin.	WA State Head Start/ECEAP meeting. WAEYC Conf.	NAEYC Conference, Health and Nutrition Conference (Ellensburg)		Wa State Head Start/ECEAP Conference, Olympia	Family and Community Partnerships Conference (Ellensburg)	Region X Conference, As a Child Grows Conference	National Head Start Training Conference		Head Start Summer Institute, (Ellensburg)	
<i>Staff Inservice Plan</i>	Optional week for Management staff return. Annual inservice schedule completed.	All staff return to work. Staff inservices begin.	Regional Team Meetings begin. First Volunteer and Sub-monthly Training.	Staff Inservice Regional Team Meeting. Volunteer and Sub training.	Staff Inservice Regional Team Meeting. Volunteer and Sub Training.	Staff Inservice Regional Team Meeting. New Employee (mid-year) Orientation/ Training Volunteer & Sub Training.	Staff Inservice, and Regional Team Meetings. Volunteer and Sub Training.	Staff Inservice Regional Team Meetings. Volunteer & Sub Training.	Staff Inservice Regional Team Meetings.	Begin planning Staff Inservices for next program year.	Year End Staff Meeting	
<i>Recruitment and Enrollment Plan and Eligibility Selection Criteria</i>	Conduct DSHS 2nd mailing, if necessary. Conduct 2nd selection process for new families.	Place all children until full. Enrollment Packet separated and prepared for staff. Class lists and files to Centers.	Conduct DSHS mailing if needed	Monitor fall enrollment records.		Conduct midyear DSHS mailing, if necessary. Revise enrollment forms as necessary.	Prepare and plan recruit-ment process for spring kindergarten registration.	Revise selection criteria based on Com- munity Assessment. PC approves selection criteria. *Finalize Recruitment Plan. Recruit-ment materials to printing.	Enrollment cut-off date for current year. Special Education recruitment to agencies & TPS special education preschools. First DSHS mailing for fall.	Begin processing applications for fall.	Records returned from Centers (classrooms). Summer Recruitment and application processing continues. Transition process for eSis. Rollover HSFIS records & setup new program year.	Conduct 1st selection process for new families for fall session. Special Ed. Teachers begin assigning special needs students to classrooms.

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THREE-YEAR ADMINISTRATIVE TIMELINE**

	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>July</i>
<i>Policy Council and Parent Center Committees</i>	No PC Meeting.	1st P.C. meeting of program year. Plan initial sub-committee meetings. Parent orientation in classroom. Fall BBQ.	Monthly Parent Center committee meetings begin. Representative and alternates selected.	Train new P.C. members. New Executive Board elected. Sub-Committee membership selected.	All Parent Activity Budgets to Budget Sub-Committee.	Program Self Assessment Training. P.C. to also approve all Parent Activity Budgets.	Budget & COLA /Quality Training.	Approval of COLA /Quality grants. Selection Criteria Training. Community Assessment Training.	Approval of Program Self-Assessment & Improvement Plan. 3 Year Goals & Objectives training. National Head Start Training Conference.	Approval of 3 Year Goals. Budget and grant training.	Approval of Continuation Grant-budget, & narrative. Approval of 1/2 of next year's Service Plans.	Approval of final revisions to the Continuation Grant. Approval of 1/2 of next year's Service Plans.
<i>Children and Family's Program</i>		Fall parent/staff BBQ. Enrollment packet Completed. "Welcome" home visit completed.	Room environment checklist. All child screenings completed within 45 days. Family Partnership Goals established.	Parent Conferences. First Child Goals set with parents. First CCPort Outcomes Data Report.	Physical & Dental completed within 90 Days.		Mid-year Continuum completed including learning outcomes data collected. CCPort Data Report. Parent Conferences.	Kindergarten transition plans finalized. Revisit Family Partnership Goals.		Year-End Develop-mental Continuum Outcomes including learning data collection. Prepare children's records for transfer. Final Home Visit. Set Tran-sitional Goals	Program year ends (160 class days). Final CCPort Outcomes Data Report.	
<i>Program Self-Assessment and Reviews</i>		Review Improvement Plans & Timelines from prior report with management.			Establish Plan for Self-Assessment. Letters to community participants	Prepare for Program Self-Assessment. Select teams.	Train for Program Self-Assessment. Conduct Self-Assessment.	Write Program Self Ssessment findings and Improvement Plan.	PC approval of Self-Assessment findings and Improvement Plan. Submit to Region X.			

**Tacoma Schools HEAD START
THREE-YEAR ADMINISTRATIVE TIMELINE**

	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>April</i>	<i>May</i>	<i>June</i>	<i>July</i>
<i>Monitoring Internal Reporting Systems and PIR</i>	PIR Report Due	Review systems and reporting timelines with Management Staff. Ethnicity, Language Reports due. Monthly Enrollment & Attendance begin for 12 months.	Monthly Specialists reports begin (on Sept data). Annual Monitoring Schedule begins .	Budget Reports begin for 12 months.		1st Health, Disability, Ethnicity & Language Reports due. (Sept., Oct., Nov., Dec data report due.	Review that Head Start Counselors permits are current.		2nd Health, Disability, Ethnicity, & Language Reports due (Dec., Jan., Feb., Mar. data)		Final monitoring reports due. 3rd Health, Disabilities, Ethnicity & Language Reports due. (April, May, June PIR data due).	Tally survey results. Final Annual Health & Disabilities Report due.
<i>Internal Communication System</i>	P & P and PC Manuals materials to printing & compiled.	P & P Manuals distributed at Policy Council Mtg.	Newsletters begin. Staff Advisory begins. Policy Council Mtg.	Newsletters Staff Advisory Policy Council & PC Manuals to PC Mtg.	Newsletters Staff Advisory Policy Council	Newsletters Staff Advisory Policy Council	Newsletters Staff Advisory Policy Council	Newsletters Staff Advisory Policy Council	Newsletters Staff Advisory Policy Council	Last Program Newsletters Staff Advisory Policy Council	Policy Council	To Printing, all program forms, handbooks, & other materials.

Tacoma Public Schools
HEAD START
**PROGRAM PLANNING
POLICY AND PROCEDURES**

POLICY

In accordance with the Head Start Performance Standard 1304.51 (a), the Grantee must develop and implement a systematic, ongoing process of program planning that includes consultation with the Program's Governing body, Policy Groups and Program Staff, and with other community organizations that serve Head Start or other low income families with young children. The Tacoma Head Start Program's governing board is the School Board; its policy group is the Policy Council and its program staff are organized into management, office, and classroom staff and District Administration. Community agencies, particularly in early childhood education, health, and family services, adult education and family literacy, are routinely asked for input to guide program services and set priorities.

The Program Planning Process includes these Head Start mandated components:

1. Completion of the Community Assessment
2. Involvement of Policy Council in the formulation of long-range program goals and short-term program and financial objectives
3. Development of written service plans for implementing services in all program areas
4. Completion of Program Self-Assessment and Monitoring Activities

As well as input from all constituents, the program gathers data and information on its direct services. Early childhood outcomes are tracked through the Creative Curriculum Developmental continuum and its CC-Port software. Enrollment and health data are tracked through the Head Start Family Information System (HSFIS) software. Monitoring tools for each component, based upon the PRISM tools, are used by management to standardize criteria across the program. The Federal Review and the Program Self Assessment reports are reviewed as a reference point for revising and updating program plans. Results from parent and staff surveys as well as program and community data are sources of information to guide the decision making process. The Administrative Timeline presents a comprehensive view of program planning and management functions and timelines.

PROCEDURES

1. Completion of the Community Assessment Planning Process

Tacoma Head Start conducts an in-depth community assessment every three years with the most recent one completed in 2007. During the interim years, data from the program and community is updated if significant changes have occurred. The information is used to determine several key program decisions: recruitment and selection criteria; goals and objectives; program options; program services and community and program resources to support this plan.

<u>When</u>	<u>What</u>	<u>Who</u>
April	Policy Council Training Compilation of Community Data and Program Data	Director, Family/Community, Health Specialists, Enrollment Technician
May	Data and Program Implications presented to Policy Council	Director, Designated Specialist
May	Staff and Parent Surveys Distributed	Training Specialist, Family/Community Specialist
June	Community Assessment developed and Reviewed by Policy Council sub-committees	Director, Family/Community and Health Specialists
July	Final Community Assessment (and Grant Narrative) to Policy Council and School Board for Approval with grant application	Director, Designated Specialists

2. Formulation and Involvement of Policy Council in the formulation of Program Goals and Objectives

Tacoma Head Start reviews and revises its mission and goals and objectives every three years. During the interim years the objectives are updated to reflect program progress toward achieving them.

<u>When</u>	<u>What</u>	<u>Who</u>
April	Current mission, goals, and Objectives reviewed by Policy Council	Director, Family/ Community Specialist
May	Draft of revised mission, Goals and Objectives presented to Policy Council sub-committee and Staff Advisory for input.	Director
June	Mission and final Goals and Objectives to Policy Council for approval	Director
July	Final Goals and Objectives (within Grant) to School Board for approval	Director

3. Development of Written Service Plans

Tacoma Head Start reviews and revises its Program Service Plans every three years. During the interim years the Service Plans are updated to reflect any changes in program policies and practices.

<u>When</u>	<u>What</u>	<u>Who</u>
May	Policy Council Training on Current Service Plans	Director
June	First half of the Service Plans are revised and given to Policy Council sub-committee and Policy Council for approval	Assigned Specialist
July	Second half of the Service Plans are revised and given to Policy Council sub-committee and Policy Council for approval	Assigned Specialist

4. Completion of Program Self Assessment and Monitoring Activities

Tacoma Head Start conducts an annual program self-assessment including the Federal Review Year. Management Staff review the prior year's process and findings to develop the current year's plan which is reviewed and approved by Policy Council. Tacoma uses the Head Start PRISM (Program Review Instrument for Systems Management) for its self assessment process: Core Questions. During the first week the PRISM interviews are conducted. During the second week staff guide parents and community members through system reviews, observations and checklists to answer the CORE Questions. Classroom staff are part of the review team on systems questions.

<u>When</u>	<u>What</u>	<u>Who</u>
January	Establish Plan for Program Self Assessment which includes staff component leads and schedule	Director Training Specialist
	Approval of Self-Assessment Process by Policy Council	Director
February	Finalize participants and schedule. Review with School Board Liaison	Director
March	Conduct Program Self Assessment in two parts Week 1: Interviews & Records Review Week 2: Systems Review and Direct Service Observations	Director Assigned Specialists
	Write draft of Self Assessment report and any findings and improvement plans	Director Assigned Specialists
April	Review with Policy Council sub-committee and approve at Policy Council	Director Assigned Specialists

**Tacoma Public Schools
HEAD START**

**INTERNAL COMMUNICATION SYSTEM
POLICY AND PROCEDURE**

POLICY:

Tacoma Head Start maintains a communication system that ensures timely, productive, respectful and accurate exchange and sharing of information with families, the Policy Council the management staff, classroom staff, the school district and the community. All Head Start staff must adhere to Tacoma School District policies #6250.1R (Use of District-Owned Equipment and Materials), #6250.2R (Use of District Telephone Lines), #6250.3R (Wireless Communication) and #6973 & #6973R (Acceptable Use Policy for Digital Resources). In addition District policies #2025 and #2025R (Copyright Compliance) must also be adhered to.

PROCEDURES:

- I. **Communication between classrooms and families** – The following tools are used on a regular basis. Additional communication on an informal and a formal basis occurs as needed. Reasonable attempts are made to provide an interpreter, if needed, for parent center meetings, home visits and conferences. (See 3.02 Interpreter Policy)
 - A. Monthly classroom newsletter
 - B. Monthly Parent Center Committee meetings-written minutes.
 - C. Meeting announcements are sent home with students; parents may also be contacted by phone (notification may be in their primary language if other than English). A minimum of two home visits and two conferences per year by the classroom Teacher.
 - D. Three home visits or conferences with the Child-Family Advocate.
 - E. Parent information Bulletin Boards in each classroom that include resource fliers, Policy Council information, current parent/child activities or events.
 - F. Parent Information Area/Center that includes the Parent Center Committee Notebook, Parent Brochures and Book Lending Library.
 - G. Phone calls, e-mails and visits as needed *or* requested.

- II. **Additional Communication between classrooms and families of children with special needs** –Communication will be in compliance with special education laws and regulations as required in the Individual with Disabilities Education Act (IDEA). They include, but are not limited to:
 - A. Written notice of referral
 - B. Individualized Education Plan

- III. **Communication between management and families**
Each classroom will have the following available:
 - A. Community resource guide
 - B. Head Start Program Calendar
 - C. Parent Policy Council minutes
 - D. Health letters, notices, and resources
 - E. Classroom Menus
 - F. Monthly parent newsletter (Head Start Parent Pioneer)
 - G. Monthly Parent/Child Activity Calendar
 - H. Head Start Family Calendar (Parent Handbook)
 - I. Parent and Family events and Educational activities.
 - J. Head Start page on the school district website

- IV. **Communication between management and program staff**
 - A. Person to person during center visits, meetings and training, monthly staff newsletters, memos, letters and copies of proposed and final policies and service plans.
 - B. Staff mailboxes at Madison complex, district courier, email, faxes and telephones are used for all general communications.
 - C. Monthly Staff Advisory Committee meetings and Regional Team meetings.

- V. Communication with governing bodies and policy groups**
- A. At least one member of the Tacoma School District (grantee) Board of Directors acts as a liaison with the Head Start program and Parent Policy Council.
 - B. The Policy Council Executive Board and the Policy Council meet monthly from September to July. Regular business includes program budget, grant application, program goals and objectives, service plans, policy revisions, and a director's program and budget report.
 - C. Parent Policy Council sub-committees defined in Policy Council Bylaws meet regularly to prepare recommendations for the Policy Council.
 - D. Policy Council Representatives serve as a link between the Policy Council and the Parent Center Committees.
 - E. The Policy Council Chair gives periodic reports to the Board of Directors as determined by the Executive Board.
 - F. The Head Start Assistant Director will provide written program and financial reports to the Policy Council and Board on a monthly basis.
 - G. Head Start-ECEAP Director and Head Start Assistant Director meet with Policy Council and sub-committee members on a regular basis each month. Management staff meets with the groups on an as needed basis.
- VI. Communication with the following District or community programs:**
- A. Health Services Advisory Committee representation from the medical community.
 - B. Family Literacy Programs with the school district, specifically the federal Even Start and the Tacoma Community College "Families That Work" program.
 - C. English language classes.
 - D. Enrollment recruitment, informational flyers and posters
 - E. Community agency agreements.
 - F. Agreements with various TPS Departments such as Special Education, Family Literacy and Early Childhood Education and Assistance Program.
 - G. Program Self-Assessment representation from various community agencies.
 - H. Community Representatives on Policy Council.
- VII. Communication between Management Staff and District Administrators**
- A. Head Start Assistant Director and the Head Start-ECEAP Director.
 - B. Head Start Assistant Director and Head Start-ECEAP Director meet regularly with Head Start Management Staff.
 - C. Head Start-ECEAP Director and Head Start Assistant Director will communicate with the assigned Director of Elementary Education and/or the assigned Assistant Superintendent on a regular basis.
- VIII. Second Language Communication**
- A. One recruitment poster is distributed throughout the community in five primary languages of Spanish, Cambodian, Vietnamese, Russian and English.
 - B. In the enrollment office, a Spanish Interpreter is available daily. Interpreters in other languages, including sign language are available by appointment.
 - C. Classroom Interpreters are assigned to based on the number of children who's primary language is not English, to help children with home language support and interpretation.
 - D. When there is a need, Interpreters attend home visits and conferences when parents do not speak English.
 - E. Within budget resources, requests for Interpreters at Parent Center Committee meetings, Policy Council activities and Parent Training are honored.
- IX. Communication Guidelines to Problem-solve Concerns**
- A. Steps with Program Specialists
 1. Staff members should bring any concern to the Program Specialist and ask for strategies or words that will help them take action. If it is not something that affects safety or may violate discrimination or harassment regulations, it will remain confidential.
 2. If staff members follow through with recommendations from the Program Specialists and are making progress on issues, these consultations can continue in a confidential "coaching" manner.
 3. If staff members do not take action by the second time they talk with the Program Specialist, their information may not be considered confidential. The Program Specialist will act on the information, so individuals should be prepared to deal with-concerns in the open.
 4. Inform your Program Specialist as soon as you recognize that a concern is "not going away". The more current your information is, the more accurate it is for others to recall the same situation albeit with their different perspectives.

5. If a staff member feels that no progress is being made, they should inform their Program Specialist. Different strategies can be used. Silence does not usually resolve the issue so persistence is needed sometimes to resolve an issue.
- B. Role of Content Specialists
1. Our Family/Community, Training, Health Specialists and Special Education staff will operate under the same guidelines of confidentiality.
 2. They are obligated to share information with Program Specialists if they observe or hear from you about a safety, discrimination, harassment or serious performance concern.
 3. They team with the Program Specialists at any time, at your request or the Program Specialists, to help resolve problems.
- C. Steps with Assistant Head Start Director
1. After working at the above steps and there is no amicable solution, bring the problem and strategies used to the Assistant Director
 2. The Assistant Director will work with all parties and develop a plan for a solution to the problem.
- D. Steps with the Head Start- ECEAP Director
1. If the issue has been worked on with the Program Specialist, Content Specialists (if applicable) and the Assistant Head Start Director with no resolution, then the issue should be brought to the Head Start-ECEAP Director.
 2. Documentation of all efforts taken at each level must be presented.
 3. The Head Start-ECEAP Director will work with all parties and develop a plan for a solution to the problem.
- E. Further Steps up the Chain
1. If the issue is not resolved at the previous levels, the staff person can request to have the matter taken up to a higher level.
 2. The Head Start-ECEAP Director will contact the appropriate representative or Department at CAB to discuss the issue. All steps taken up to this point will be presented.
 3. The appropriate representative or Department will determine next steps.
 4. If it is necessary to involve the Superintendent, it will be the decision of the Assistant Superintendent assigned to oversight of Head Start to contact the Superintendent. Staff should not contact the Superintendent directly without first informing the Head Start-ECEAP Director and the Assistant Superintendent assigned to oversight of Head Start
- F. Confidentiality
1. At each step in the problem-solving process, information that is confidential will be treated as such and protected according to District policy.
 2. Only the staff that are directly connected to the situation will be involved.
 3. There is some information that must be acted upon immediately and some information that will require other staff or Departments in the District to be involved. When this is the case, the requirements of that Department or law will be adhered to also. Examples include reports of harassment, discrimination, child abuse, and allegations of a crime.
 4. Confidentiality policies do not allow management staff to share with others all the steps that are being taken with a specific staff person to resolve disciplinary issues.
- G. Employee Assistance Program
- Staff in need of confidential assistance, should use the Employee Assistance Program of the District. The staff in the Benefits Department can provide information on how to access these services. Staff should call EAP at 572-5552 for additional information.
- H. Head Start Counselors
1. The Head Start Counselors have been hired to primarily work the children and their families. In a limited way, they could be available to staff as it relates to their work with the children.
 2. There will be occasions when Counselors will assist management staff with difficult team relationships. Action plans will be developed if necessary and will require oversight and documentation by the Program Specialists.

Additional Problem-Solving Tips

1. Staff should be prepared to resolve problems in a quick and effective manner.
2. Problems that go unresolved eventually have a negative impact on the children in the classroom, on the quality of the services that are offered to them and on staff morale. Staff must ensure that this does not happen.
3. It is the expectation that staff will voice their concerns in a positive, respectful and productive manner. At anytime during the problem-solving steps, staff may have their Union representative with them. Follow procedures as spelled out in the Union contract for Para-Educators.

USE OF DISTRICT TELEPHONE LINES

The district telephone system, which includes but is not limited to telephones, faxes, and other equipment, is intended to be used to carry out district-related business. All long-distance calls made on the SCAN lines are to be entered on to the log-provided by the district, reviewed and approved for payment by the building principal and/or appropriate administrator. Building principals and/or appropriate administrators are responsible for monitoring the use of district telephone lines and equipment, and reviewing all monthly billings for unauthorized charges.

Emergency situations may arise when personal calls must be made. These calls are to be made on a limited basis only. All personal long-distance calls should be charged to a private calling card. However, circumstances may arise when it is not possible to charge these calls to the employee's private calling card. In such cases, all personal long-distance calls must be reimbursed, including tax, to the district Finance office in a timely manner. The building principal and/or appropriate administrator and individual user shall review and sign monthly statements for long distance calls.

Cross References: Board Policy 5010 Employee Conduct Rules
Policy 5251 Conflicts of Interest
Policy 6973 Acceptable Use Policy for Digital Resources
Regulation 6250.1R Use of District-Owned Equipment and Materials
Regulation 6250.3R Wireless Communication

Approved 3/19/02

Acceptable Use Policy for Digital Resources

Digital resources are maintained for the purpose of supporting the education of students and the goals of the district. All students, staff and other users must adhere to federal and state laws and district policies and regulations applying to the use of all digital resources. District access to the Internet shall be allowed via TEDNET only. The district reserves the right at all times to make the sole and final decision as to what is deemed inappropriate, unethical, obscene and/or unacceptable use of any digital resources. This determination shall be made by the superintendent or designee.

It is the responsibility of all district administrators to annually review the acceptable use policy for digital resources with all staff assigned to their school/department. During the course of the year, the school/department administrator shall review the policy with all new staff during the school/department orientation.

Staff, students and other users are cautioned to carefully evaluate information carried, stored or manipulated on district resources (i.e., the Internet). Since there is no regulation of material or assurance of accuracy of information placed on these sources, care must be exercised in the use of these materials.

Student Access to Digital Resources

All students shall have the ability to access the Internet and other digital resources via district computers and/or other district equipment. Staff shall review the Acceptable Use Policy for Digital Resources with all students using district computers. After completing the proper review procedures, students shall be allowed Internet access via TEDNET only.

If a parent/guardian does not wish their student to participate in the use of Internet access, the parent must sign a "Student Internet Restriction" form. Copies of the "Student Internet Restriction" form shall be retained in appropriate locations as well as in the student's cumulative folder. This form is only valid for the student's stay at a particular school. A new "Student Internet Restriction" form must be signed when moving from one school to another or upon reentry to a school previously attended.

Staff Access to Digital Resources

All district staff members requiring access to district digital resources shall complete a "Digital Resources Form." The digital resources form must have the staff member's signature and approval of the school/department administrator.

No person shall access digital resources without receiving appropriate training. Each staff member shall be given a 45-day grace period to obtain the necessary training. If staff is familiar with the use of E-mail and Internet, they may complete the “E-mail and Internet Training Waiver” form. It is the responsibility of each staff member to become familiar with the acceptable use policy for digital resources and associated regulations. After completing the proper form(s) and procedures, staff members shall be allowed to access digital resources. Internet access is allowed via TEDNET only. Copies of the approved “Digital Resources” form and “E-mail and Internet Training Waiver” form shall be filed in Computer Services, the employee’s personnel folder, and in other appropriate locations.

Computer services shall be notified by the human resources department of any staff member leaving the employment of the district (e.g., resignation, termination, retirement, short- or long-term leave of absence). Once notified of the effective date, computer services shall terminate all access to digital resources. Staff members who transfer from one location to another location shall also have their digital resources terminated until a new “District Resource” form has been completed with proper signatures.

Other Users Access to Digital Resources

Individuals from outside the district (i.e., parents, PTA members, volunteers) requesting access to digital resources must sign the “Digital Resources” form specifying the category of “Other.” The school/department administrator shall review the acceptable use policy for digital resources and associated regulations with all outside individuals before the individual is allowed use of any district digital resources. Copies of the form shall be filed in Computer Services Department and in other appropriate locations.

Penalties for Violation of the Acceptable Use Policy for Digital Resources

Use of district digital resources that does not directly support classroom learning and/or administrative function may be considered to be inappropriate use. Inappropriate use of digital resources may be cause for disciplinary action(s) consistent with the district’s policies and regulations, and may also result in revoking access privileges to digital resources, initiating legal action(s), and/or taking any action(s) deemed necessary for the inappropriate activity.

Acceptable Use Guidelines

A. Network

1. All district digital resources are maintained for the purpose of supporting the education of students and the goals of the district.
2. The digital resources must be used in conformity with all state and federal laws, licenses and district policies.
3. Use of the digital resources for commercial solicitation is prohibited. Use of the digital resources for charitable purposes must be approved in advance by the superintendent or designee.
4. No use of the digital resources shall serve to disrupt the district operations; digital resources components including hardware and software shall not be destroyed, modified or abused in any way.
5. Communications and digital data may not be encrypted so as to avoid security review. Attempts to bypass district web blocking or filtering software by using external proxy servers or client software (i.e. America Online) or the encryption of stored data or programs shall be considered a direct attempt to violate the district acceptable use policy for digital resources.
6. Malicious use of digital resources to harass others or gain unauthorized access to any computer or the network or its components, thereof, is prohibited. Users are responsible for the appropriateness and content of data they store, transmit and/or publish on the network. Hate mail, harassment, discriminatory remarks or other antisocial behaviors are expressly prohibited. No person shall use the digital resources to discriminate on the basis of gender, race, ethnic origin, age, disability, sexual orientation or marital status.
7. Subscriptions to mailing lists, bulletin boards, chat groups and commercial on-line services and other information services must be pre-approved by the superintendent or designee.

8. No person shall use digital resources for political action activities, which include support or opposition of political candidates or ballot measures.
9. Use of digital resources to access, store or distribute obscene, pornographic or other inappropriate material is prohibited.

B. Digital Resources Security

1. Security authorization accounts are to be used only by the authorized owner of the account. Users may not share their user identification (ID) or password(s) with another person or leave an open file or session unattended or unsupervised. Account owners are responsible for all activity under their account.
2. Users shall not seek information on, obtain copies of, or modify files, user IDs, passwords or data belonging to other users; misrepresent other users on the network; and/or attempt to gain unauthorized access to other digital resources. No person shall transmit deliberately falsified information.
3. Students shall not be given security or permission to use computers to access the student information system, financial system or human resources system of the district.
4. All users shall notify the technology hotline immediately if they identify a security problem of any type. Security of district digital resources is of the highest priority, since they contain critical data that is vital to the operation of the district.
5. Users must change their network password every 120 days to ensure the integrity and security of the district's digital resources. Users shall be notified upon login when their network password has expired. Each user shall be given two additional 'grace login' opportunities to change their password. Once the grace period has expired, the user must contact computer services to reapply for a new password.

C. Personal Security

1. Users shall avoid easily guessed passwords (i.e., birth dates, child's name, phone numbers).

2. Users shall not use passwords assigned to others or access systems where authorization has not been given.
3. Personal information such as addresses and telephone numbers must remain confidential when communicating via the Internet or stored on any district digital resource. Students must never reveal such information without permission from their teacher or other supervising adult.
4. Students must never make appointments to meet people in person that they have contacted on the Internet without district and parent permission.
5. Students must notify their teacher or other supervising adult whenever they come across inappropriate or questionable information or messages that are dangerous or contain information that makes them feel uncomfortable.

D. Copyright

1. The unauthorized installation, use, storage or distribution of copyrighted software or materials on district computers is prohibited, pursuant to Policy No. 2025, "Copyright Compliance."

E. General Use

1. Diligent effort must be made to conserve district digital resources. Users shall frequently delete electronic mail, voice mail and unused files.
2. Nothing in this regulation is intended to preclude the supervised use of the digital resources while under the direction of a teacher or other approved user acting in conformity with district policies, regulations and procedures.
3. No person shall steal data, information, equipment or intellectual properties (software or other copyrighted material) through or from district digital resources.

F. District Liability

1. The district shall not be held liable for the following:

- a. Any information that may be lost, damaged or unavailable due to technical or other difficulties.
- b. Information retrieved through any network.
- c. Contracts or legally binding agreements or financial obligations without following purchasing procedures, pursuant to Policy No. 6210, "Purchasing."

G. Confidentiality/Monitoring of Information

- 1. All district digital resources are the property of Tacoma School District. Since many users share the digital resources, information within the district shall not be considered confidential unless specifically identified as such by state or federal laws. The Tacoma School District reserves the right to prioritize use and access to the network and other digital resources.
- 2. All digital resources are subject to monitoring, editing, discarding and/or disclosure solely at the discretion of the district and without notice.
- 3. Web page development shall follow the district guidelines and shall be hosted on the district web servers.

H. Remote Access

- 1. Remote access to digital resources shall be considered the same as on-site district facility use and shall fall under the same policies and regulations.
- 2. Remote access to digital resources from personal home computers is prohibited unless granted by the superintendent or designee.
- 3. Use of modems within the district is prohibited unless approval is granted by the superintendent or designee.

Cross References:	Policy 2025	Copyright Compliance
	Regulation 2025R	Copyright Compliance
	Policy 3200	Student Rights and Responsibilities
	Policy 5230	Job Responsibilities
	Policy 5251	Conflict of Interest

Policy 6210	Purchasing
Regulation 6250.1	Use of District-Owned Material and Equipment
Regulation 6250.2	Use of District Telephones
Regulation 6250.3	Wireless Communications

Legal References: RCW 28A.600.010 Government of schools, pupils, employees, rules and regulations for--Due process guarantees-- Enforcement

Approved 3/19/02

Approved by Policy Council: March 26, 2009

Administration: Drug-Free Schools 2.05

Tacoma Public Schools
HEAD START

DRUG-FREE SCHOOLS, COMMUNITY AND WORKPLACE

POLICY

The Tacoma Head Start staff will follow the Tacoma Public Schools (TPS) policy number 5201 as it relates to drug-free schools, community and workplace. The applicable TPS policy is attached.

DRUG-FREE SCHOOLS, COMMUNITY AND WORKPLACE

The board has an obligation to staff, students and citizens to take reasonable steps to ensure safety in the workplace and to provide safety and high quality performance for the students that the staff serves.

"Workplace" is defined to mean the site for the performance of district work. That includes any district building or any district premises; any district-owned vehicle or any other district-approved vehicle used to transport students to and from school or school activities; off school property during any district-sponsored or district-approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction of the district.

For these purposes, the board declares that the following behaviors will not be tolerated:

- A. Reporting to work under the influence of alcohol, illegal chemical substances or opiates.
- B. Using, possessing, transmitting alcohol, illegal chemical substances (including anabolic steroids) or opiates in any amount or in any manner on district property at any time. Any staff member convicted of a felony attributable to the use, possession, or sale of illegal chemical substances or opiates will be subject to disciplinary action, including immediate termination.
- C. Using district property or the staff member's position within the district to make or traffic alcohol, illegal chemical substances or opiates.
- D. Using, possessing or transmitting illegal chemical substances and opiates in a manner which is detrimental to the interest of the district.

Any staff member who is taking a drug or medication whether or not prescribed by the staff member's physician, which may adversely affect that staff member's ability to perform work in a safe or productive manner is required to report such use of medication to his or her supervisor. This includes drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness. The supervisor in conjunction with the district office then will determine whether the staff member can remain at work and whether any work restrictions will be necessary.

As a condition of employment, each employee shall notify his or her supervisor of a conviction under any criminal drug statute violation occurring in the workplace as defined above. Such notification shall be provided no later than 5 days after such conviction. The district shall inform the federal government within ten days of such conviction, regardless of the source of the information.

**Policy No. 5201
Human Resources**

Each employee shall be notified of the district's policy and procedures regarding employee drug activity at work. Any staff member who violates any aspect of this policy may be subject to disciplinary action, which may include immediate discharge. As a condition of eligibility for reinstatement, an employee may be required to satisfactorily complete a drug rehabilitation or treatment program approved by the board, at the employee's expense. Nothing in this policy shall be construed to guarantee reinstatement of any employee who violates this policy, nor does the school district incur any financial obligation for treatment or rehabilitation ordered as a condition of eligibility for reinstatement.

Other actions such as notification of law enforcement agencies may be taken in regard to a staff member violating this policy at the district's discretion as it deems appropriate.

Cross References:	Board Policy 4215	Use of Tobacco on School Property
	5280	Termination of Employment for Certificated
Staff	5203	Employee Assistance Program
Legal References:	41 USC 701-707	Drug Free Workplace Act of Subtitle D 1988 and as amended in 1989
	20 USC 7101-7118	Safe and Drug-Free Schools and
Communities Act	21 USC 812	Controlled Substance Act
	21 CFR 1300.11-1300.15	
	RCW 69.50.435	Violations committed on school bus or in or near school grounds or school bus route stop

Adoption Date: 10/28/99

**Tacoma Public Schools
HEAD START**

NON-DISCRIMINATION POLICY

POLICY:

Head Start staff will adhere to Tacoma School District policies #5265 and #5265R with regards to nondiscrimination.

NONDISCRIMINATION

Tacoma School District No. 10 commits itself to nondiscrimination in all its education and employment activities. Specifically, the district prohibits discrimination based on race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital or veteran status, or disability. The district also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment.

Tacoma School District No. 10 recognizes that regardless of intent, racial, ethnic and/or sexual slurs have the capacity of substantially harming both the individuals to whom slurs are addressed and the education community as a whole. A racial, ethnic or sexual slur is defined as any derogatory action such as: remark, word, phrase, joke, picture or gesture referencing or directed to any individual or group(s) which is of a racial, ethnic or sexual nature.

Tacoma School District No. 10 is committed to eliminating gender discrimination as it applies to counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbooks and instructional materials used by students. Counseling and guidance services for students shall be made available to all students equally. Certificated personnel are required to stress access to all career and vocational opportunities to students without regard to gender. Recreational and athletic activities shall be offered to all students without regard to gender. The district may provide separate teams for each gender, as provided in RCW 28A.640.020. However, no disparities may occur relative to equipment and supplies, medical care; services and insurance; transportation and per diem allowances; opportunities to receive coaching and instruction; laundry services; assignment of game officials; opportunities for competition, publicity and awards; scheduling of games and practice times including courts, gyms, provision of showers, toilets, or training room facilities comparable for both genders or scheduled and used separately by each gender. With respect to course offerings, all classes shall be required to be available to all students without regard to gender. The only authorized separation permitted within any class is during sessions on sex education.

Tacoma School District No. 10 will require all persons, agencies, vendors, contractors and other persons and organizations doing business with or performing services for the district to subscribe to applicable federal and state laws, executive orders and rules and regulations.

All staff are responsible for receiving informal complaints and reports of discrimination and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for informing complainants of the formal complaint process. Staff members who fail to take prompt action to report allegations or violation of this policy shall be subject to appropriate discipline. Administrators, managers and/or supervisors who fail to take prompt action upon receiving an allegation of discrimination shall be subject to disciplinary action up to and including termination. The process for responding to allegations is outlined in Regulation 5265R - Discrimination Complaint Procedure. Retaliation against any person who makes a complaint or is a witness under this policy is prohibited and will be subject to appropriate disciplinary action.

Legal References: Title VI, Civil Rights Act of 1964
Title VII, Civil Rights Act of 1964
Section 504 of the Rehabilitation Act of 1973
The Civil Rights Act of 1991
The American with Disabilities Act of 1990

RCW 28A.640.020
49.60-1949

WAC 392-190-056-058

Adoption Date: 6/10/04

DISCRIMINATION COMPLAINT PROCEDURE

1. Purpose: This procedure is to secure at the lowest possible administrative level equitable solutions to discrimination complaints.
2. Definition: A complaint is a claim based upon an alleged violation of Policy 3210, 5265, 5266, and/or state or federal laws, executive orders or regulations prohibiting discrimination on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital or veteran status or disability. The district also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment.
3. Procedure: Complaints shall be processed as rapidly as possible. The number of days indicated at each step shall be considered as maximum and every effort shall be made to expedite the process. Time limits may be extended by mutual consent. A letter confirming any extension will be sent. If mutual agreement to a timeline extension is not reached, the complainant may immediately appeal to the next level. In addition, in the event the district's representative fails to provide an answer at any level within the time limits prescribed, the complainant has the right to proceed immediately to the next level. The complaint will be considered abandoned and the matter settled in accordance with the district's official last answer if the complainant fails to appeal the decision to the next level within the designated appeal period.
4. Representation: At any level in the procedure, the complainant and/or responding party may have a representative present.

LEVEL ONE — When an employee, student, parent or volunteer has a complaint as defined in this Regulation, he or she should consult with the building principal, immediate administrative supervisor or the Equity and Diversity Office. A complaint must be filed within 180 calendar days after the occurrence. Every effort shall be made to solve the complaint at this level in an informal manner. If the complaint is not resolved informally, the complainant may present the complaint in writing to one of the aforementioned individuals. In all instances, the building principal or immediate supervisor shall notify the Equity and Diversity Office that a complaint has been filed. Whenever possible the Discrimination Complaint Form should be used. Within thirty (30) working days after the complaint is received, the principal, immediate administrative supervisor or the Equity and Diversity Office shall render a decision in writing and mail it to the complainant. Should the complainant determine the decision is unsatisfactory, he or she has ten (10) business days after receipt of the written response to proceed to level two.

LEVEL TWO — An appeal may be made by filing the complaint and all correspondence from level one with the superintendent. Within fifteen (15) working days after receipt of the grievance, the superintendent or designee shall meet with the complainant in an effort to resolve the matter. Within thirty (30) working days after the meeting, the decision of the superintendent or his/her designee shall be rendered in writing and mailed to the complainant. Should the complainant

determine the decision is unsatisfactory, he or she has ten (10) working days after receipt of the written response to proceed to level three.

LEVEL THREE -- An appeal may be made to the president of the school board. The board shall review the complaint and may establish a hearing to review the case. The board has thirty (30) working days to render a decision. The complainant will be notified in writing of the board's decision. If the complaint is not resolved with the district, the complainant may contact any of the following agencies: Office for Civil Rights, Region X, Henry M. Jackson Federal Bldg., 915 Second Ave., #3310, Seattle, WA 98174-1099; Equal Employment Opportunity Commission, Federal Office Bldg., 909 First Ave., #400, Seattle, WA 98104-1061; or Superintendent of Public Instruction, Old Capitol Bldg., Mail Stop FG-11, P.O. Box 47200, Olympia, WA 98504-7200. Any settlement of the complaint shall be applicable to that complaint only and shall not be binding authority for the disposition of any other complaint.

Adopted 6/22/04

Tacoma Public Schools
HEAD START

PROGRAM OPTION POLICY

Program options are reviewed at least annually by the Head Start administrators and Policy Council as part of the continuation grant application process. Any substantial changes in program options would occur only if the community assessment, enrollment and data on the children and families served indicate that a change is needed.

Decisions on selection of program options are based on results from the community assessment; targeted population to be served; long-term assessment of service needs; availability of funding; space availability; and program evaluation results.

Tacoma Head Start operates a center-based option. The single session service model is a four (4) hour, part day program that operates 5 days a week for a minimum of 160 days over 32 weeks a year. Comprehensive child development services will be provided from September through June as determined by the school calendar that is approved by the Tacoma Public Schools (TPS) school board.

Services will be provided to children in school or other facilities that are owned and operated by TPS and comply with all facility standards required of public schools. The class size will not exceed 20 children without prior written authorization from the Office of Head Start. If the majority of children in the classroom are three-year olds, the maximum class size will not exceed 17 children. All classrooms will have a minimum of 13 children enrolled.

Head Start staff will be employed for a sufficient number of work days to allow them to participate in professional development activities, prepare for the opening and closing of school, keep service plans up to date, maintain records and conduct home visits and parent conferences. All classrooms will be staffed with two paid staff. A Head Start Associate (Teacher) and a Head Start Classroom Assistant will staff each classroom.

Tacoma Public Schools
HEAD START

INTERNAL DISPUTE RESOLUTION PROCESS

POLICY STATEMENT:

The Tacoma Head Start Program, district administration and the Board of Directors jointly agree to resolve any mutual disputes.

PROCEDURES:

As soon as the Head Start Director and the Policy Council Executive committee become aware of any potential conflict, including changes to the administrative structure, which could impact the operation of the program within Tacoma Public Schools, the Head Start Director will present the issue to the administrator designated by the Superintendent. The designated administrator will meet with the Head Start Director and the Policy Council Executive Committee to attempt resolution of the conflict. If efforts to resolve the issue are not successful at this level, the designated administrator will refer the conflict to the Superintendent, who will then meet with the Head Start Director and the Policy Council Executive committee. Every effort will be made to resolve the conflict within the district.

If there is no resolution within the district, the Head Start Director will contact the agency responsible for training and technical assistance for Region X Head Start regarding support in resolving the dispute. If no resolution is reached through the use of Head Start training and technical assistance agency, the Head Start Director must inform the responsible ACF Regional Office as soon as possible, especially if the dispute could lead to termination or denial of refunding of the Head Start grant. Under no circumstances should this notification be made less than ten days before the district's refunding application deadline of July 30.

The Regional Administrator, or a Regional staff member designated by the Regional Administrator, will hold one or more meetings with the district's program staff, as appropriate, which the Superintendent or his/her designee, the Head Start Director, and the Policy Council Chair and the Vice-Chair or designee are required to attend. The attendance of the Policy Council Executive Board members at any or all of these meetings is encouraged. The purpose of these meetings is to attempt to resolve the issues between the school district and the Policy Council to the mutual satisfaction of both parties and thus avoid the possibility of an adverse action against the district's Head Start Program.

If the issues between the district and the Policy Council are not successfully resolved at these meetings, the district should, within (10) ten days of the meeting, submit the dispute to the offices of a professional mediator. The Regional Office will provide assistance to the district in selecting a mediator. The district is requested to advise the Regional Office of the time and location of the first scheduled meeting. The district and the Policy Council are expected to attend any meetings requested by the mediator.

If the conflict relates to the district's refunding, the mediation process must be completed 15 days prior to the district's refunding date unless the mediator has indicated to the Regional Office, in writing, that additional time for mediation will likely result in a successful resolution of the conflict, in which case the Regional Administrator may extend the current Head Start grant. The refusal of either party to engage in a mediation process shall be taken into consideration by the ACF Regional Office in determining what course of action is warranted.

Effective December 12, 2007, as part of the Head Start Re-authorization Public Law 110-134, decisions about employment of the Head Start Director are solely the responsibility of the Tacoma Public Schools Board of Directors. As such, this policy does not apply to personnel processes and decisions regarding employment of the Head Start Director.

Tacoma Public Schools
HEAD START

STAFF DIVERSITY POLICY AND PROCEDURES

POLICY:

Head Start staff will adhere to the Tacoma Public Schools policy #5263 on staff diversity and policy #2133 on diversity-multicultural education.

Tacoma Public Schools
HEAD START

SEXUAL HARASSMENT POLICY AND PROCEDURES AND PROCEDURES

POLICY:

Head Start will adhere to the Tacoma Public Schools' policy #5266 on sexual harassment.

SEXUAL HARASSMENT

It is the policy of Tacoma School District No. 10 to maintain a working and learning environment for all its employees, students, parents, volunteers and others involved in school district activities which provides for fair and equitable treatment, including freedom from sexual harassment. This policy also covers anyone else who engages in sexual harassment on school property or at school activities.

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal and/or physical conduct of a sexual nature when:

- submission to the conduct or communication is either explicitly or implicitly made a term or condition of an individual's employment, grades, work opportunity or other benefit;
- submission to or rejection of the conduct or communication is used as a factor for employment/grade decisions or other school-related decisions affecting an individual; and/or
- such conduct or communication has the purpose or effect of substantially interfering with an individual's work or school performance or creates an intimidating, hostile or offensive working/school environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, female to male, male to female, female to female, and male to male. The district will take prompt, equitable and remedial action on reports and complaints that come to its attention, either through formal or informal channels. Allegations of criminal misconduct will be reported to the appropriate law enforcement agency and suspected child abuse will be reported to law enforcement or Child Protective Services. Individuals found to have been subjected to sexual harassment will have reasonable and appropriate school district services made available to them and adverse consequences of the harassment shall be reviewed and remedied, if appropriate. Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff, and contractors. Anyone else engaging in sexual harassment on school property or at school activities will have access to school property and activities restricted, as appropriate. Retaliation against any person who makes a complaint or is a witness under this policy is prohibited and will be subject to appropriate disciplinary action. Individuals who knowingly report false allegations of sexual harassment or corroborate false allegations will be subject to appropriate disciplinary action.

Policy No. 5266
Human Resources

All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for informing complainants of the formal complaint process. Staff members who fail to take prompt action to report allegations or violation of this policy shall be subject to appropriate discipline. Administrators, managers and/or supervisors who fail to take prompt action upon receiving an allegation of sexual harassment shall be subject to disciplinary action up to and including termination. The process for responding to allegations is outlined in Regulation 5265R - Discrimination Complaint Procedure.

Information regarding this policy will be provided in student, staff and volunteer orientation. All students will receive information relative to this policy during the first semester of each school year. Each school shall develop a process for discussing the district's sexual harassment policy. The process shall ensure the discussion addresses the definition of sexual harassment and issues covered in this policy.

This policy shall be reproduced in each student, staff, volunteer and parent handbook. All parents will receive copies of this policy as a part of the Student Rights, Responsibilities and Regulations Handbook. This policy shall be posted in each district building in a place available to staff, parents, volunteers and visitors. A copy of the policy shall appear in any publication of the school or school district setting for the rules, regulations, procedures, and standards of conduct for the school or school district.

The superintendent shall make an annual report to the board reviewing the use and efficacy of these policies and related procedures. Recommendations for changes to these policies, if applicable, shall be included in the report. All administrators, managers, and supervisors shall receive training in these policies. Such training shall be conducted no less than every three years. New administrators shall receive training within ninety (90) days of their first day of work in the new position.

Questions concerning the application of these policies are to be referred to the Equity and Diversity Office, P.O. Box 1357, Tacoma, Washington 98401-1357, telephone (253) 571-1292. Questions regarding Section 504 of the Rehabilitation Act of 1973 are to be referred to the Coordinator, Comprehensive Guidance Programs, P.O. Box 1357, Tacoma, Washington 98401-1357 – telephone (253) 571-1063.

Tacoma Public Schools
HEAD START

Program Make-up Day Procedure

Tacoma Head Start is required to meet the minimum of 160 class days of service each year over a thirty-two week school year. In the event of snow or unforeseen emergency, Head Start may be forced to close on a class day. Due to house to house bus transportation, Head Start is closed whenever district buses are on "Limited" routes, which is when regular elementary schools start late and kindergarten is canceled. Head Start is also closed when district schools are closed.

To make up a missed class day, these options are followed in priority order:

- Use District scheduled make-up days
- Add an extra day at the end of the school year schedule
- Cancel an all-day Inservice

Head Start Staff Schedules when Head Start is Closed

If snow or an unforeseen emergency closes Head Start classes and prevents staff from attending work, inservice or conference day, this day will be made up in accordance with District policies.

Administrative and TAMME Staff 12-month

They are to report to work as soon as roads are safe and remain until the end of the workday. If they cannot come in, they are to take a leave day.*

Certificated Staff 10-month

They are not to report to work if schools are closed. They will work on a District Make-up Day in June that is added to their contract.

Office Professional and Professional Technical 12-month

They are to report to work as soon as roads are safe and remain until the end of the workday. If they cannot come in, they are to take a leave day.*

Office Professional and Professional Technical 10-month

They are not to report to work if schools are closed. They will work on a District Make-up Day in June that is added to their contract.

Para-Educators 10-month Classrooms and Central Office

They are not to report to work if schools are closed. They will work on a District Make-up Day in June that is added to their contract.

Hourly Staff (Interpreters/Substitutes/Interns)

They do not report to work. They do not make up the workday. They can make up the hours in coordination with their supervisors.

Summary:

- *Twelve-month contracts, all jobs, report to work; or, if they cannot come in, take a leave day.**
- *Ten-month contracts, all jobs, do not report to work; but work on District Make-up day in June.*
- *"Appropriate makeup time shall consist of accrued compensatory time, earned vacation, extraordinary leave, rescheduled work hours (at the regular pay) or absence without pay", page 19, TAEOP and TAPSPTE Agreement.*
- Late Start (1 or 2 hour delayed start)

In the case of a late start - when school is delayed by one or two hours- Head Start classes will be canceled but staff members are required to report to school at their normal work starting time (as safely as possible). If staff are unable to arrive on time but get there at least 30 minutes before the start of the school day for the rest of the students there will not be deduction of leave time or loss of pay.

For example, for a two hour delay school starts at 11:00 a.m. and staff must be at school no later than 10:30 a.m., assuming this is the earliest they could get there safely. If staff arrives later than 10:30, staff must use leave time to cover the missed time.

In the event school is dismissed early due to inclement weather, staff will be released 1/2 hour after the dismissal of the students in the rest of the school.

Approved by Policy Council: March 21, 2012

Administration: Conflict of Interest 2.12

Tacoma Public Schools
HEAD START

CONFLICTS OF INTEREST – GIFTS, GRATUITIES & NEPOTISM

POLICY

The Tacoma Head Start staff will follow the Tacoma Public Schools (TPS) policy number 5251 and 5251R as it relates to conflicts of interest and nepotism. The applicable TPS policies are attached.

CONFLICTS OF INTEREST

All financial and business transactions of the district shall be carried out in conformity with the law and in a manner which avoids conflicts of interest and is consistent with ethical business practices. Violations of this policy will result in the district taking prompt and appropriate action up to and including termination of employment.

The purpose of this policy is to safeguard public funds and property by providing employees with established limitations on their personal involvement in the acquisition and disposal of school district property; comply with state law and federal requirements with respect to conflicts of interests and employees; ensure that transactions with other business entities shall not be influenced or affected by the personal interests or activities of employees; ensure that a high level of ethical standards and personal integrity is demonstrated in all business activities; and conduct business fairly, impartially, and in an ethical and proper manner.

Directors or employees shall not engage in, nor have a direct financial interest in, any activity which conflicts with their duties and responsibilities. Such activities where a conflict of interest may exist include but are not limited to:

- A. Receiving economic benefit from selling or promoting the sale of goods or services to the students or their parents where the knowledge of the staff member's relationship to the district is in any way utilized to influence the sale.
- B. Receiving economic benefit from the sale of instructional and training materials and/or equipment developed in the course of their work or where the district has specifically engaged a staff member(s) to develop such materials or equipment. In such instances, the district retains a proprietary interest.
- C. Encouraging a student who is enrolled in one or more of the teacher's classes to take private lessons or to engage tutoring for a fee from the staff member.
- D. Using or providing for others a list of names and home addresses obtained from school records or school-related contacts for purposes of identifying potential client or customer contacts.
- E. Participating in any way in the selection process for materials, books or equipment when an item developed by or authored by the staff member or a member of his/her family is under consideration for approval for district use.
- F. Being directly involved in or attempting to influence the selection, appointment, evaluation, or supervision of an immediate family member defined as any relative

Policy No. 5251
Human Resources

residing in the household of the employee and/or the following family members: spouse, mother, father, daughter, son, in-laws, grandparents, or siblings.

- G. Accepting personal remuneration from a third party for activities prepared for or conducted while being compensated by the district.
- H. Purchasing or otherwise acquiring surplus district property, where the staff member was involved in or had influence in the process of declaring the item(s) as surplus.
- I. Using district equipment, materials, or resources (such as interschool mail, e-mail, telephones, copy machines, computers, etc.) for personal use to promote sales of a product or service in which a staff member has a financial interest or for any personal reason.
- J. Receiving, accepting, taking, seeking, or soliciting, directly or indirectly, any thing of economic value as a gift, gratuity, or favor that would influence the vote, action, or judgment of the director or employee, or be considered as part of a reward for action or inaction. Business courtesies, such as a meal in conjunction with a business meeting, a promotional item valued at \$25 or less, or a hosted reception with a value of \$100 or less are permissible, but must be promptly disclosed to the employee's immediate supervisor.
- K. Using his or her position to secure special privileges or exemptions for himself or herself, or his or her spouse, child, parents, or other persons except as required to perform duties within the scope of employment.

Written permission from the superintendent or principal is necessary when:

- A. A certificated staff member wishes to tutor or give private lessons for a fee to any student who is enrolled in one or more of the teacher's classes;
- B. A certificated staff member such as communication disorder specialists, psychologists or specialized music teachers, wishes to give private instruction for a fee to any student who is concurrently being served by that individual in the regular school program.

Legal References: WAC 180-87-090

Improper remunerative conduct

Cross References: Board Policy 1610
2025
4040

Conflicts of Interest
Copyright Compliance
Public Records

Adoption Date: 12/9/99

Page 2 of 2

Nepotism

Tacoma School District #10 recognizes that two or more members of a family may be employed by the district. The district also recognizes that good order, efficiency, fairness and the appearance of fairness must be maintained and that all substantive or appearances of conflict of interest must be avoided.

In order to avoid such conflicts, no person shall be placed or allowed to remain in a certificated or classified position where an immediate family member or immediate relative will have authority to supervise, appoint, remove, discipline, evaluate or audit the work of such person, or to effectively recommend such actions.

No person shall be placed or allowed to remain in a certificated or classified position where a situation of actual or reasonably foreseeable conflict might exist between the district's interest and the interest of the immediate family members or immediate relatives. For the purposes of this regulation, immediate family members include mother, father, son, daughter, brother, sister or step parent, child or sibling, wife, husband, legal guardian, or person living in the employee's household. Immediate relatives include mother-in-law, father-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, uncle, aunt, grandparent, or grandchild.

This regulation shall not apply to substitute assignments or assignments to curriculum committees, task forces or other assignments not directly related to the employee's regular work.

Approved 2/26/02

Tacoma Public Schools
HEAD START

CONFLICTS OF INTEREST, POLICY COUNCIL

In accordance with the Head Start Act and the Program Performance Standards, the Tacoma Public Schools will adhere to requirements in the area of conflicts of interests for members of the Policy Council. The Head Start Act, section 642(c)(2), spells out the conflicts of interest on the Policy Council. In accordance with the law, members of the Tacoma Head Start Policy Council shall not have a conflict of interest with the Head Start agency (including any delegate agency); and shall not receive compensation for serving on the policy council or for providing services to the Head Start agency.

In addition, the Head Start Program Performance Standards state that, no grantee or delegate agency staff (or members of their immediate families) may serve on Policy Councils or Policy Committees except parents who occasionally substitute for regular Early Head Start or Head Start staff. (1304.50(b)(6))

In an effort to avoid any conflict of interest the Tacoma Head Start program will not allow any employee of the district, regular or occasional staff, to serve on the Head Start Policy Council.

This policy will become effective on November 1, 2009.

PURPOSE

Tacoma Public Schools is dedicated to a dynamic partnership with parents and our community, and strives to meet the highest ethical standards. This policy establishes ethical standards of conduct for all Directors, the Superintendent, and District employees, in an effort to ensure proper stewardship of District resources, and to maintain integrity and accountability in the performance of District business. Violation of this Policy or its accompanying Regulation 1610R shall be grounds for disciplinary action, which may include dismissal.

CONFLICTS OF INTEREST:

DIRECTORS AND THE SUPERINTENDENT

Except as provided below, the Directors and the Superintendent may not benefit directly or indirectly, in any contract, made by, through or under the supervision of the Director(s) or Superintendent, or which may be made for the benefit of his/her office in whole or in part, for the purchase of materials or activities paid for from school funds.

No Director or the Superintendent shall accept, directly or indirectly, any compensation, gratuity or reward in connection with a contract from any person beneficially interested therein.

Exceptions:

- A. The spouse of a Director or the Superintendent may be employed as a substitute teacher on the same terms and at the same compensation as other substitute teachers in the district. The Superintendent must find that the number of qualified substitute teachers in the district is insufficient to meet the anticipated needs for short-term and one-day substitute teachers, and the superintendent must ensure that substitute teachers are assigned to available positions in a fair and impartial manner.
- B. Prior to approval of the employment of a Director or Superintendent, the Board of Directors shall be advised of the number of other individuals who are qualified for and interested in the position(s) to be filled. The District shall not discriminate in any way against any applicant for a certified position or any certificated employee on the basis of a family relationship with a Director or the Superintendent. All employment decisions shall be made on the basis of choosing the applicant which furthers the best interest of the District.
- C. If a person is employed by the Director under contract as a classified or certificated employee before his or her spouse becomes a Director or Superintendent, the contract can be renewed for further employment, provided that the terms of the contract are commensurate with the pay plan or collective bargaining agreement operating in the District for that position.

- D. The Director or Superintendent has only a remote interest in a non-employment contract and the interest is disclosed prior to board action and recorded in the official minutes.

- E. Where a majority of the Directors have a lawfully permitted pecuniary interest in an employment matter before the board, all of the Directors may participate in the board action on that matter. In such instances, the board minutes shall report the nature of each Director's interest in the employment matter and that a majority of the board has lawfully permitted pecuniary interests in the matter. Board members with a lawfully permitted pecuniary interest in an employment matter who participate in a board action on the matter because a majority of the board have a similar interest shall put aside their personal interests and act in the best interest of the school district.

A Director may not vote on the authorization, approval or ratification of a contract in which he/she is beneficially interested and to which one of the exceptions described above applies.

Whenever a Director, or his or her spouse or dependent is employed by the District, the Director shall refrain from participating in or attempting to influence any board action affecting the employment status of the Director, spouse or dependent. Actions affecting employment status include, but are not limited to, hiring, establishing compensation and fringe benefits, setting working conditions, conducting performance evaluations, considering or imposing discipline and termination.

The Superintendent shall maintain a log of any contract subject to this policy and annually or when a new Director assumes office, shall inform the board of the existence of all such contractors. **EMPLOYEES** No employee of Tacoma Public Schools shall be beneficially interested, directly or indirectly, in any contract which:

- a) may be made by, through, or under the supervision of such employee, or
- b) which may be made for the benefit of his/her office in whole or in part.

No employee shall accept, directly or indirectly, any compensation, gratuity or reward in connection with such contract from any person beneficially interested therein.

If an employee or an employee's other family member (includes but is not limited to a spouse, domestic partner, child, dependent, sibling, or other familial (relationship), has an interest or other outside arrangement regardless of whether the interest or arrangement is established by law, which might result in a conflict of interest, it is the employee's responsibility to give all pertinent information about the potential conflict to his/her supervisor. The supervisor must notify the superintendent or designee of the potential conflict of interest. The Superintendent or designee shall determine whether a conflict exists and the course of action to be taken in _

addressing the issue.

No employee may participate in a District action when it could appear to a reasonable person, having knowledge of the relevant facts and circumstances, that the District employee's judgment is impaired due to a personal or business relationship or because of a transaction or other activity engaged in by the District employee unless, prior to participating, the employee fully disclosed in writing the relevant facts and circumstances to the superintendent or designee. The superintendent, upon receiving written disclosure from the employee, may disqualify the employee from participation in the action.

MISUSE OF POSITION

Directors, the Superintendent, and District employees may not use or attempt to use or influence his/her official position with Tacoma Public Schools for a purpose that is, or would appear to a reasonable person to be, primarily for the private benefit of that Director, the Superintendent, or District employee, rather than primarily for the benefit of the District.

Directors, the Superintendent, and employees may not use or attempt to use, or permit the use of any District funds, equipment, personnel, or other District property (including but limited to items such as vehicles), which is, or would appear to a reasonable person to be, for any purpose other than a District authorized use. Directors, the Superintendent, and employees may make limited use of District equipment, property, or facilities for personal purposes if there is a negligible cost to the District and if the use does not interfere with the employee's official duties or with another employee's performance of official duties.

Directors, the Superintendent, and employees may not receive compensation from any person seeking to or providing goods or services to the District, without prior written consent of the Superintendent or designee, where the Director, superintendent or employee participates in the acquisition of such goods and services by the District.

Directors, the Superintendent, and employees may not sell goods or services (including but not limited to, private tutoring or instruction), to a student or their family, when the student is currently under the direction or control of the Director, superintendent or employee for a district sponsored activity, unless prior written approval is obtained from the superintendent or designee. This paragraph does not apply to before or after school enrichment activities or other programs made available to all students in the building, when those activities are approved by the building principal.

Directors, the Superintendent, and employees may not sell instructional or training materials and/or equipment developed on District time or property without the prior written consent of the superintendent or designee.

Directors, the Superintendent, and employees may not disclose or use or attempt to disclose or use, any confidential information (specific information concerning student records, personal

Conflict of Interest

In general the term “conflict of interest” describes a situation where a Director’s, the Superintendent’s, or employee’s own interest may influence the way he/she handles District business. It describes a situation where a Director, the Superintendent, or an employee, or such a person’s spouse and/or dependents can personally benefit from transactions between the District and others.

While a possible conflict between personal and District interests does not always result in damage to the District, its very existence should be avoided. Even the appearance of a conflict of interest should be avoided.

A conflict of interest may exist when a Director, the Superintendent or an employee has direct or indirect financial interest, or receives any compensation or other benefits from any individual or business firm:

- A. From which the District purchases supplies, materials or property;
- B. Which renders any service to the District;
- C. Which enters into leases or assignments to or from the District;
- D. To which the District sells or leases any of its materials, services, facilities or properties; or
- E. Which has any other contractual relations, arrangements, or business dealings with the District.

Ownership of a financial interest in a corporation or business is permissible so long as the financial interest is less than one percent of the outstanding shares.

Transactions Which Constitute Prohibited Conflicts of Interest

Directors, the Superintendent and employees shall not engage in activities or transactions, which constitute a conflict of interest. Conflicts of interests include, but are not limited to:

- A. Borrowing from individuals or firms with which the District does business, except banks, insurance companies and other recognized lending institutions, unless the transaction is otherwise prohibited in this regulation.
- B. Soliciting or personally accepting gratuities, favors, free services or anything of monetary value from contractors or vendors, potential contractors or vendors, or parties to subagreements. Any premiums received from purchase commitments become the property of the district. Certain business courtesies, such as receipt of a modest lunch in

connection with a business meeting of a nominal value, promotional novelty item widely distributed, of a nominal value, or honorariums of tangible personal property of a nominal value may be accepted. The employee shall immediately disclose the acceptance of such items to his/her immediate supervisor.

- C. Receiving economic benefit by requiring or pressuring students, staff, or parents to purchase equipment, supplies, or services from the director, employee or his or her spouse or dependent, or the business of any such person.
- D. Using or providing to others names and home addresses obtained from school records, including student or staff directories, for purposes of identifying potential client or customer contacts.
- E. Participating in any way in the selection process for, or acquisition of (including processing for payment), services, materials, licenses, books, equipment, personal or real property when a director, employee or director's or employee's spouse and/or dependent may financially benefit from the transaction or if an employee, director, or director's or employee's spouse and/or dependent is a nonsalaried officer of a nonprofit corporation.
- F. Using intradistrict mail, including electronic mail, to promote sales of a product in which a staff member has a financial interest, except advertisements published in the Staff Bulletin.
- G. Purchasing and otherwise acquiring surplus District property, where the staff member was involved in or had influence in the process of declaring the item(s) surplus, unless authorized by the superintendent or designee.

Transactions with a Vendor/Contractor

The following provision shall be included in all contracts entered into by the District, with the exception of employment contracts:

Conflict of Interest: No director, employee or agent of the Vendor/Contractor shall give or receive any commission, fee, rebate, gift, or entertainment in excess of \$25 value in connection with the work, or enter into any non-consumer business arrangement with any director, employee or agent of Tacoma School District No. 10, other than as a representative of the District, without prior written notification thereof to the District. Any representative(s) authorized by the District's Superintendent may audit all records of the Vendor/Contractor that pertain to the Tacoma School District, for the sole purpose of determining whether there has been compliance with this paragraph. Information obtained through this process shall be administered confidentially.

Elected/Appointed Officials

No municipal officer shall be beneficially interested, directly or indirectly, in any contract which may be made by, through, or under the supervision of such official, in whole or in part, or which may be made for the benefit of his or her offices, or accept, directly or indirectly, any compensation, gratuity, or reward in connection with such contract from any other person beneficially interested in the contract, except as permitted in Chapter 42.23 RCW.

A municipal officer or officers includes all elected and appointed officers of the school district, all deputies and assistants of such an officer, and all persons exercising or undertaking to exercise any powers or functions of a municipal officer.

Pursuant to RCW 42.23.030, the above restrictions do not apply to:

- A. The designation of public depositories for municipal funds;
- B. The publication of legal notices required by law to be published, upon competitive bidding or at rates not higher than prescribed by law for members of the general public;
- C. The designation of a director as clerk or as both clerk and purchasing agent of the District;
- D. The letting of any employment contract to the spouse of an officer of the District if the spouse was under contract as a certificated or classified employee with the District before the date on which the officer assumes office. The terms of such contract, however, shall be commensurate with the pay plan or collective bargaining agreement operating in the District.
- E. The letting of any other contract in which the total amount received under the contract or contracts by the municipal officer or the municipal officer's business does not exceed one thousand five hundred dollars in any calendar month.
 - 1. The District shall have a list of such contracts;
 - 2. The list must be made available for public inspection and copying.
- F. The letting of any employment contract to the spouse of an officer of a school district, when such contract is solely for employment as a substitute teacher for the school district. This exception applies only if the terms of the contract are commensurate with the pay plan or collective bargaining agreement applicable to all District employees and the board of directors has found, consistent with the written policy under RCW 28A.330.240, that there is a shortage of substitute teachers in the school district.

If the supplier or contractor is a municipal officer of the District, he or she shall not vote on the

authorization of the contract.

Notice of the proposed contract shall be published in one or more newspapers of general circulation within the District.

Remote Interest

A municipal officer shall not be deemed to be interested in a contract if he or she has only a remote interest in the contract and if the fact and extent of such interest is disclosed to the Board of Directors and noted in the official minutes of the board prior to the formation of the contract, and thereafter the board authorizes, approves, or ratifies the contract in good faith by a vote of its membership sufficient for the purpose without counting the vote of the director having the remote interest. As used in this section “remote interest” means:

- A. That of nonsalaried officer of a nonprofit corporation;
- B. That of an employee or agent of a contracting party where the compensation of such employee or agent consists entirely of fixed wages or salary;
- C. That of a landlord or tenant of a contracting party;
- D. That of a holder of less than one percent of the shares of a corporation or cooperative which is a contracting party.

Any municipal officer interested in a contract, though his or her interest only remote, may not influence or attempt to influence any director or employee to enter into the contract.

Employees

If an employee or the employee’s spouse or dependent has an interest or other outside relationship which might result in a conflict of interest, it is the employee’s responsibility to give all the pertinent information about the potential conflict to his/her supervisor. The supervisor must notify the superintendent or designee of the potential conflict. The superintendent or designee shall determine whether a conflict exists and the course of action to be taken in addressing the issue.

Violation of Policy 1610 or this regulation shall be grounds for disciplinary action, which may include dismissal.

Approved 12/12/01
Revised: 3/8/12

TACOMA PUBLIC SCHOOLS HEAD START

Conflict of Interest— Staff Participation in Political Activities

POLICY:

The Tacoma Head Start staff will follow the Tacoma Public Schools (TPS) policy numbers 5253 and 5253R as it relates to staff participation in political activities. The applicable TPS policies are attached.

Head Start staff needs to establish a role of advocacy and education and to act as spokespersons for families. Advocacy is an active process that involves working toward change and having a vision of what could be different.

According to Performance Standards, it is the staff's responsibility to "establish a role of advocacy and spokesperson for Head Start families... and educate and call attention to the inadequacies of existing community services, or the need for additional services, and assist in improving the available services, or bring in new services."

Staff has three roles in advocacy:

1. advocating for individual families
2. encouraging families to advocate for themselves
3. training families to advocate for the Head Start population and community as a whole.

PROCEDURE:

- Head Start agencies are prohibited from participating in any political campaign for or against any candidate. All activities must be non-partisan and must be done without the use of federal funds.
- Voter education activities conducted in a non-partisan manner are permissible. Staff may therefore provide voter registration forms for information purposes and assist families in completing them at their request and as long as there is no coercion and the effort is non-partisan. Staff is prohibited from providing transportation to and from the polls.
- Head Start staff may invite non-partisan organizations such as the League for Women Voters to conduct voter registration in public areas of the agency.
- Reporting on the voting records of legislators is permissible as long as the information is published in the same manner during the election campaign as at other times.
- Voter guides that set forth the positions of candidates on a wide variety of issues without any indication of preference are acceptable. In this same spirit of public information and community service Head Start staff can invite candidates for public office to attend a meeting, sponsor a public forum or otherwise state their views on matters of interest to the families. The agency should be sure to invite all candidates for any particular office and allow them to participate on equal terms.
- All State or local employees are free to engage in political activity to the widest extent consistent with the restrictions imposed by law and regulations (CFR Part 151). A State or local officer or employee may participate in all political activity not specifically restricted, including candidacy for office in a non-partisan election and candidacy for political party office.
- Policy Council may schedule advocacy and legislative events for the education of parents on issues and candidates.
- Policy Council may take positions on issues affecting Head Start families and carry our advocacy efforts in the name of the Policy Council.
- Policy Council may not support individual candidates only issues.

- Policy Council members will only publicly present the approved Policy Council position. No individual can present his/her individual views in the name of the Policy Council.
- Classroom Parent Center Committees may also schedule advocacy events that relate to their community and Head Start families.
- Classroom Parent Center Committees may take positions on issues, not candidates, and advocate, representing the Parent Center Committees' positions.

Staff Participation in Political Activities

Guidelines for staff participation in political activities are as follows:

- A. Any employee who intends to campaign for an elective political office is encouraged to submit a statement of intent to the superintendent at least two weeks prior to the filing date. The letter of intent to file for political office shall include a statement which outlines:
 - 1. The degree to which the employee might request leave to campaign or carry out the duties of the elective office during work hours;
 - 2. The anticipated release time to conduct the duties associated with the elective office.
- B. The employee who intends to campaign for an elective office shall not:
 - 1. Engage in political activities during the working hours of the employee unless the employee is taking appropriate leave approved in advance by his/her supervisor. This shall not preclude the employee from renting space in district facilities if such space is available on a rental basis for candidates who are not associated with the school district;
 - 2. Distribute political circulars, petitions or endorsements on district property;
 - 3. Collect campaign funds and/or solicit campaign workers on district property;
 - 4. Use students for writing or addressing political materials, or distribution of such materials to or by students.
- C. An employee may not campaign for a political candidate or for a political issue during work hours on district property.
- D. Staff members who hold elective office are not entitled to release time from their work duties for reasons incidental to such office except as such time may qualify under the leave policies of the board or a provision of a negotiated labor agreement.
- E. Violation of any of the stated rules may constitute sufficient cause for discipline or dismissal.