



St. John the Baptist Parish School Board

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Patrick H. Sanders
Board President

Cory Butler
Interim Superintendent

Sherry DeFrancesch
Board Vice-President

REVISED
03-09-2020

March 6, 2020

HONORABLE MEMBERS OF THE SCHOOL BOARD
Parish of St. John the Baptist

Dear Board Member:

Upon call of the President, the St. John the Baptist Parish School Board will meet in regular session at Godchaux Grammar Cafeteria, 1600 Highway 44, Reserve, Louisiana, on Thursday, March 12, 2020 at 6:00 p.m.

An agenda is attached for the meeting.

Sincerely,

Patrick H. Sanders
Board President

PHS:sww

xc: News Media
Legal Counsel
SJAE
Agenda Participants

MEMBERS OF THE ST. JOHN THE BAPTIST PARISH SCHOOL BOARD

Charo Holden, District 1	Gerald J. Keller, Ph.D., District 3	Sherry DeFrancesch, District 5	Phillip Johnson, District 7	Shawn Wallace, District 9	Clarence Triche, District 11
Albert Burl, District 2	Patrick H. Sanders, District 4	Keith Jones, District 6	Debbie Schum, District 8	Nia Mitchell, District 10	

AGENDA - REVISED
ST. JOHN PARISH SCHOOL BOARD MEETING
March 12, 2020 – 6:00 p.m.
Godchaux Grammar Cafeteria - Reserve, Louisiana

1. CALL TO ORDER, INVOCATION, PLEDGE OF ALLEGIANCE
2. ROLL CALL OF MEMBERS
3. APPROVAL OF MINUTES
 - a. Public Comment. Meeting of February 13, 2020 (Requires action)
4. SUPERINTENDENT'S REPORT – Mr. Cory Butler
5. EDUCATIONAL PRESENTATIONS AND RECOGNITIONS BY THE BOARD OR STAFF
 - a. Public Comment. Mr. Andre' Brock (LSU Ag Center) – Introduction of St. John the Baptist Parish 4-H Agent and update on 4-H in St. John Parish
 - b. Public Comment. Mrs. Serina Duke – Recognition of Support Employees
6. PERSONNEL MATTERS
 - a. Public Comment. Mrs. Serina Duke – Introduction of Revised Policy: GBBA – Qualifications and Duties
7. BUSINESS AND FINANCE
 - a. Public Comment. Mrs. Patricia Triche – Request Board approval for Head Start Grant Application and Budget for the 2020-2021 School Year (Requires action)
 - b. Public Comment. Mrs. Patricia Triche – Review of Head Start Training and Technical Assistance Plan
 - c. Public Comment. Mrs. Patricia Triche – Review of Head Start Self-Assessment 2019-2020
 - d. Public Comment. Mrs. Patricia Triche – Review of Head Start 5 Year Long Range Goals and Short-Term Objectives
 - e. Public Comment. Ms. Terry Charles – Request board approval to advertise for bids for the SY 2020-2021 for Bread, Milk, Processed Foods, Frozen Foods, Meat/Meat Products, Cleaning Supplies, Paper Supplies, Large and Small Equipment for cafeterias. (Requires action)
8. OLD BUSINESS
9. NEW BUSINESS
 - a. Public Comment. Ms. Michelle Seymour – Introduction of 2020-2021 School Year Calendar
 - b. Public Comment. Ms. Iman Montgomery – Selection of Search Firm for Superintendent's Search (Requires action)
 - c. Public Comment. Mr. Patrick Sanders – Announce members of the Salary Study Committee
 - d. Public Comment. Mrs. Debra Schum – Request Board approval to direct administration to present all Administrative Contracts to the Board for approval (Requires action)
 - e. Public Comment. Mrs. Debra Schum – Implement a hiring freeze on employment, excluding school-based personnel, effective immediately (Requires action)
 - f. Public Comment. Mr. Nathan Stein (Assured Compliance, Inc.) – Executive Session: Update on Audit Collections (Requires action)
 - g. Public Comment. Mr. Albert Burl, III - Salary Adjustment, equivalent to the 2019 educational raise by the State of Louisiana, to be provided effective July 1, 2020 (Requires action)
10. ADMINISTRATIVE MATTERS
11. BOARD ITEMS OF INTEREST
12. ADJOURNMENT

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 56

DATE: 03-12-2020

TOPIC: Recognition of Support Employees

BACKGROUND:

School	Support Employee
ECW	Monet Johnson, Para
ESJH	Tedrick Henry, Para
ESJP	Lacie Louque, Clerk
FW	Evette Anderson, Para
GMMS	Lynelle Nelson, Para
JLO	Niakita Washington, Para
LES	Ashley Harrilal, Para
LPE	Latoya Julien, Para
SJA	Traban Cockerham, Para
STEM	Joetta Matt, Lunch Manager
WSJE	Diane Robertson, Para
WSJH	Trina Smith, Para
Central Office	Dawn Brown, Clerk
Food Service	Michelle Guidry, Lunch Field Manager
Transportation	Gilbert Lewis, Bus Driver
Maintenance	Travis Cook, General Maintenance Worker

ALTERNATIVES:

SUPERINTENDENT'S RECOMMENDATION:

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 6a

DATE: 03/12/2020

TOPIC: Introduction of Revised Policy

BACKGROUND: Policy GBBA was originally passed last summer. It was revisited to clarify the expectation for Head Start teachers.

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

**INFORMATION
SOURCES:**

Serina Duke,
Human Resources Director

QUALIFICATIONS AND DUTIES

TEACHERS

The St. John the Baptist Parish School Board shall require that each **teacher** or **substitute teacher** hold not less than a bachelor's degree from a regionally accredited college or university to be eligible for employment, whenever possible. Each teacher, including administrative personnel, shall be required to hold a current and valid teacher's certificate issued by the Louisiana Board of Elementary and Secondary Education (BESE) or demonstrate proficiency in meeting all requirements necessary to obtain such a certificate.

Certification in Progress

In the absence of an available, certified teacher, principals may recommend an applicant who is actively making progress toward earning permanent teacher licensure. The applicant shall be eligible for employment a maximum of three (3) years while working towards certification.

To be eligible for initial hire, the applicant must meet the requirements and obtain/maintain an initial *Louisiana Temporary Authority to Teach* (TAT), as set forth in Bulletin 746, *Louisiana Standards for State Certification of School Personnel*, §323. TATs are valid for one (1) year initially and may be renewed twice thereafter provided the applicant has met the specified requirements. The applicant shall be considered a temporary employee and shall follow the same classification as late-hire employees with employment ending within seven (7) days upon the employment of a certified teacher or the final day of the school year. Uncertified employees shall not be guaranteed teaching positions until earning permanent licensure. **Teachers assigned to Head Start must meet program requirements; effectively perform requirements of their job description; follow all applicable policies/procedures; and complete assessments required for permanent state certification twice annually (once per semester). Scores must be received and available by April 30th of each year to continue employment.** Personnel who do not meet these requirements may be employed as temporary teachers and shall not be entitled to employee benefits.

If the principal determines that the **applicant teacher** has met the standards of effectiveness, adhered to the corresponding job description, and evaluations and documentation supports satisfactory performance, the teacher may be recommended for a second (2nd) year of employment, but must meet the specified requirements and renew/maintain a TAT or a Practitioner License. By the end of year two, the **applicant teacher** must be enrolled in an alternative certification program to continue employment, with proper documentation being submitted for verification.

If the principal determines that the **applicant teacher** has demonstrated satisfactory performance of duties, adhering to the corresponding job description, and evaluations and documentation supports such determination, the teacher may be recommended for a third (3rd) and final year of employment as a teacher. The teacher must be enrolled in an alternative certification program, eligible for TAT3, and earn the practitioner license by St. John the Baptist Parish School Board

Revised Policy

FILE: GBBA
Cf: GBB, GBC
Cf: GBD, GBRA

the end of the first semester of the third (3rd) year of employment. The teacher shall only be eligible for continued employment if they have met the specified requirements and earned permanent licensure.

JOB DESCRIPTION/DUTIES

A written job description shall exist for every employment position with the St. John the Baptist Parish School Board, depicting the minimum qualifications and the responsibilities necessary for the position.

As part of their work assignment, teachers, as well as other employees, shall perform duties as necessary to reasonably maintain the safety and welfare of students. They shall at all times perform these duties in a reasonably prudent manner. There shall be intensive supervision of all students in areas of high risk, such as indoor or outdoor physical education classes, weight rooms, locker/dressing rooms, chemistry and biology labs, home economics classes, as well as other high risk technical education classes, and extracurricular activities including such things as practices, tutoring, try-outs, field trips, and athletic events.

Teachers may also be required to attend or conduct such other functions or activities of their respective school as deemed appropriate by the principal within the guidelines of their job description and their job responsibilities.

OTHER PERSONNEL

The Superintendent shall ensure that other school employees, both current and prospective, have proper certification, as applicable, and are qualified for the position to which employed.

New policy: June 2019
Revised February 2020

Ref: La. Rev. Stat. Ann. §§17:81, 17:413, 17:414, 17:441, 17:3884, 17:3904; Harrah Independent School District v. Martin, 99 S. Ct. 1062 (1979); Louisiana Standards for State Certification of School Personnel, Bulletin 746, Louisiana Department of Education.

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 7a

DATE: 03/12/2020

TOPIC: Request Board approval for Head Start Grant Application and Budget for the 2020-2021 School Year

BACKGROUND:

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

**INFORMATION
SOURCES:**

Mrs. Patricia Triche

Saint John the Baptist Parish School Board

Continuation Grant Application

2020 – 2021 Program Narrative

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Section I.

Sub-Section A: Goals

Saint John the Baptist Parish

Head Start

2018 – 2019 Program Goals Review

Program Goals	Measurable Objectives	Progress Outcomes	Challenges
Goal 1: The program will strengthen CLASS interactions in the classroom to increase student achievement and foster school readiness skills.	1.The program will increase CLASS scores in the Instructional Support Domain to foster school readiness skills in children. Yr. 1: 2018-2019 CLASS scores in the Instructional Support Domain will increase by 2%.	Increased Significantly. Numbers Coming after all Observations.	New Teachers.
	2.The program will increase CLASS scores in the Classroom Organization Domain to foster school readiness skills in children. Yr. 1: 2018-2019 CLASS scores in the Classroom Organization Domain will increase by 2%.	Increased Significantly. Numbers Coming after all Observations.	New Teachers
	3.The program will increase CLASS scores in the Emotional Support Support Domain to foster school readiness skills in children. Yr. 1: 2018-2019 CLASS scores in the Emotional Support Domain will increase by 2%.	Increased Significantly. Numbers Coming after all Observations.	New Teachers

<p>Program Goal #2: Families will be provided the necessary comprehensive health services and supports to maximize the well-being of each family member according to the Head Start Performance Standards.</p>	<p>Objective: 1.The program will increase the number of parents competing physicals by September 23rd by 2%. Yr. 1: 2018-2019 the number of parents competing physicals by September 23rd baseline will be calculated.</p>	<p>109 out of 170 physicals were completed by September 23rd.</p>	<p>The challenge is getting parents to complete all physicals in a timely manner. Those who are consistently non-compliant were even given the opportunity to have a ride to a doctor's office or Teche Action, and still were resistant. These were challenges, but the program did have compliance by the 90 days.</p>
	<p>2. The program will increase the number of parents completing dentals by September 23rd by 2%. Yr. 1: 2018-2019 the number of parents competing physicals by September 23rd baseline will be calculated.</p>	<p>93 dentals were completed by September 23rd.</p>	<p>The challenge is getting parents to complete all dentals in a timely manner. Those who are consistently non-compliant were even given the opportunity to have a ride to a doctor's office or Teche Action, and still were resistant. These were challenges, but the program did have compliance by the 90 days.</p>
	<p>3. The program will ensure that all families have dental and medical homes as well as up to date immunizations. Yr. 1: 2018-2019 100% of families will have medical and dental homes as well as up to date immunizations.</p>	<p>100% Compliance</p>	<p>100% Compliance within 30 days.</p>

<p><u>Program Goal #3:</u> Saint John the Baptist Parish Head Start program will provide staff members and families with support to function in their roles as members of a well-integrated, diverse and mutually supportive team by supporting attendance awareness, job supports, and a positive program environment.</p>	<p>1.The overall attendance of faculty and staff will improve.</p> <p>Yr. 1: 2018-2019 Attendance of faculty and staff will improve by 2% over 2017-2018 school year.</p>	<p>TBD</p>	
	<p>2. The overall attendance of students will improve each year by 2%.</p> <p>Yr. 1: 2018-2019 Student attendance will improve by 2% over 2017-2018 school year.</p>	<p>For the 2017 – 2018 school year attendance at each site was as follows:</p> <p>WSJE – 93% SJCDC – 87% LPE – 86%</p> <p>As of February 2019 school year attendance at each site was as follows:</p> <p>WSJE -</p>	
<p><u>Program Goal #4:</u> Saint John the Baptist Parish Head Start Program will strengthen transitions for children and families entering Head Start and out of Head Start so</p>	<p>1.The program will</p> <p>Yr. 1: 2018-2019 Home visits and transition services will be evaluated through home surveys to determine a baseline of satisfaction.</p>	<p>TBD</p>	

that children succeed in kindergarten and beyond.			
	<p>1.The program will</p> <p>Yr. 1: 2018-2019 compile a baseline of parents completing KN transfer forms and participating in the KN Big Visit.</p>	TBD	
<p><u>Program Goal #5:</u> Saint John the Baptist Parish Head Start Program will focus on the use of data and monitoring to enhance safety and track program performance.</p>	<p>1.The program will utilize data to track safety incidences on campus.</p> <p>Yr. 1: 2018-2019 The program will decrease the amount of safety incidences by 2%.</p>	TBD	
	<p>2. The program will increase the amount of family engagement with “I Care”, and “On Track to Kindergarten”.</p> <p>Yr. 1: 2018-2019 The program will increase the parental participation in “I Care”, and “On Track to Kindergarten”, by 2%.</p>	TBD	

Sub – Section B: Service Delivery

1. Service and Recruitment Area

- a. Identify the service and recruitment area.

b. Provide evidence to demonstrate that the proposed area is the area of greatest need.

There are no proposed changes in the program. The service and recruitment area selected for the Saint John the Baptist Parish Head Start Program was based on the 2018-2019 Community Assessment data and includes the entire parish. The Saint John the Baptist Parish Head Start Program will once again service the entire area. All schools in Saint John the Baptist Parish are eligible for Free and Reduced Lunch. Because the parish is widespread and rural, this model best meets the needs of eligible children and families. During the 2019-20 school year, Head Start classes will be located at schools located on each East and Western end of our parish as well as the West Bank. The Saint John the Baptist Parish Head Start program primarily services four-year olds with one three-year-old class on the West Bank. By establishing a Head Start classes at Lake Pontchartrain Elementary, Garyville Mt. Airey Math and Science Magnet School (GMMS), and West Saint John Elementary, which are schools operated by the school district the Saint John the Baptist Parish School Board has assured that eligible children will be served throughout the targeted recruitment area. Each classroom size will not exceed 17 students in the three-year- old classroom, and 20 in the four-year-old classrooms.

The hours of operation have been selected based on availability of bus transportation and are similar to school hours. All of the Head Start classrooms will follow the Saint John the Baptist Parish School Calendar. West Saint John Elementary houses one 3-year-old classroom. Lake Pontchartrain Elementary houses 4 4-year-old classrooms, and GMMS houses 5 4-year-old classrooms. During the 2018-2019 school year there was not a waiting list for 4-year-old applications which shows that the demand for services in this age group is being maintained.

2. Needs of Children and Families (see 1302.11(b))

According to the U. S. Census American Community Survey for 2016, St. John the Baptist Parish has 28,685 residents who are 25 and older, and of those, 1,622 or 5.7% had less than a 9th grade education. There were 3,263 or 11.4% of those 25 years and over residing in the parish with a 9th-12th grade education and no diploma. There were 10,460 residents with a high school diploma or equivalent GED which represented 36.5%. There were 6,778 residents or 23.6% with some college; 1,720 or 6.0% with an associate's degree; 3,488 or 12.2% with a bachelor's degree; and 1,354 or 4.7% with a graduate or professional degree. The estimated number of eligible children under five years of age in Saint John the Baptist Parish is about 170 three-year olds and about 170 four-year olds. The U.S. Census Bureau American Community 2016 Survey estimates 2,886 children under the age of 5 living in St. John the Baptist Parish. Statistical extrapolation from the survey would indicate that there are approximately 1,154 children between the ages of 3 and 5 living in the parish who would be eligible for Head Start based on economic circumstances. St. John the Baptist Parish School Board reported a total enrollment of 5,817 to the Louisiana Department of Education in February, 2018. These total included children enrolled in all of the public-school district's classrooms, grades Pre-K through 12. The total reported in the district's Pre-K programs was 163, in addition to the 193 preschool children served in the Head Start program in the 2017-18 school year. The same report to the State Department of Education indicated that 84.01% of all enrolled students in the school district were considered "Economically Disadvantaged" as established by state standards.

Geographic Location of Eligible Children and Families

As indicated in the population data above, there are preschool age children below the poverty line living in all communities within the parish. Since there are children throughout the parish that are eligible for Head Start, the school district identifies the student populations with the most eligible children in its determination for the placement of Head Start children. State preschool funding is blended with Head Start funds to assure that every four-year-old child living in the parish receives a preschool education. Head Start funds are also used to serve as many eligible three-year-old children as resources allow after all four-year-old children are enrolled.

Racial and Ethnic Composition

The racial and ethnic composition of persons living in St. John the Baptist Parish from the Census Bureau American Community Survey of population estimates for 2016 are as follows:

Race	Total Number	% of Population
White	18,026	41.1%
Black/African American	24,192	55.1%
American Indian/Alaska Native	27	0.1%
Asian	343	0.8%
Native Hawaiian/Pacific Islander	58	0.1%
Other Race	467	1.1%
Bi-Racial	775	1.8%

The Census data showed that 2,415 persons or 5.5% of the population living in St. John the Baptist Parish were of Hispanic or Latino origin.

Primary Languages Spoken by Families

According to the 2016 American Community Survey, 93.8% of people in St. John the Baptist Parish spoke English in the home, 4.3% spoke Spanish, 1.7% spoke another Indo-European language, and 0.2% spoke an Asian language in the home. The 2018 Head Start Program Information Report (PIR) indicated that of the 209 total children enrolled, 17 came from homes where the primary language spoken was Spanish, and 192 spoke English in the home.

The health needs and challenges for children and families in St. John the Baptist Parish mirror those of the rest of the state of Louisiana. Health concerns in both the state and parish are numbers and children and families without access to health care based on lack of health insurance, increase in rates of cancer, increase in rates of heart attacks, increase in rates of diabetes, and the ever-growing problem of obesity based on eating habits and lifestyles. According to the U. S. Census American Community Survey for 2016, a total of 5,590 persons under the age of 65 in St. John the Baptist Parish had no health insurance. In a 2016 factsheet from the National Initiative for Children's Healthcare Quality compares healthy lifestyle indicators in St. John the Baptist to those of other parishes and the entire state of Louisiana. The report states, *"Health is influenced by both individual health behavior and the systems which produce the environments and choices available to us. This is especially true for children. Overall population health may be indicative of the ability of children to live healthy lifestyles, while socioeconomic factors determine the resources available for health."* This report indicates that 35% of adults in St. John the Baptist Parish are obese. The adult obesity rank in the state is 64th

highest out of 64 parishes. The percentage of low-income preschoolers who were reported as obese was 15.1%. The rate of diabetes in adults was reported at 11.1% of adults living in the parish. The physical environment ranking for the parish was 44th out of 64 parishes. This ranking was based on available healthy food, liquor store densities, unhealthy air quality days, pollution, and availability of recreation and fitness facilities. According to the U. S. Census American Community Survey for 2016 in selected Economic Characteristics for St. John the Baptist Parish, 2,299 children (less than 18 years of age) lived in single parent homes headed by a female and 918 children (less than 18) lived in single parent homes headed by a male. In the 2016 Census Survey, family incomes were reported as follows:

Family Incomes	# of Families	% of Families
Less than \$5,000 a year	414	3.40%
\$5,000-\$9,999 a year	500	4.10%
\$10,000-\$14,999 a year	719	5.90%
\$15,000-\$19,999 a year	646	5.30%
\$20,000-\$24,999 a year	829	6.80%
\$25,000-\$34,999 a year	1097	9.00%
\$35,000-\$49,999 a year	1670	13.70%
\$50,000-\$74,999 a year	2584	21.20%
\$75,000-\$99,999 a year	1377	11.30%
\$100,000-\$149,999 a year	1548	12.70%

\$150,000 or more a year	804	6.60%
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The census data indicated that 4,205 families or 34.5% of all families living in the parish earned less than \$35,000 per year. According to the Louisiana Workforce Commission report for October 2018, the unemployment rate statewide for Louisiana was 4.7% and the rate for St. John the Baptist Parish was reported at 5.3%. The Louisiana Department of Child and Family Services reported in July 2018 that there were 37 cases of families in St. John the Baptist Parish receiving Family Independence Temporary Assistance Program-FITAP (formerly known as welfare) benefits. The total monthly payments for these six families was \$6,503 covering 52 children and 14 adults in the 37 families. The August 2018 Program Information Report (PIR) for the St. John the Baptist Head Start program reported 44 children enrolled in the Head Start program had an Individualized Education Program (IEP) indicating they had been determined eligible by the LEA to receive special education and related services. This represented 23% of the funded enrollment for Head Start. The following chart shows the total numbers of children with disabilities by type.

Type of Disability	Identified with IEP's	Receiving Services
Speech or Language Impairments	28	28
Non-Categorical Developmental Delays	14	14
Autism	1	1
Multiple Disabilities	1	1
TOTAL	44	44

According to the U. S. Census American Community Survey for 2016, St. John the Baptist Parish has 28,685 residents who are 25 and older, and of those, 1,622 or 5.7% had less than a 9th grade

education. There were 3,263 or 11.4% of those 25 years and over residing in the parish with a 9th-12th grade education and no diploma. There were 10,460 residents with a high school diploma or equivalent GED which represented 36.5%. There were 6,778 residents or 23.6% with some college; 1,720 or 6.0% with an associate's degree; 3,488 or 12.2% with a bachelor's degree; and 1,354 or 4.7% with a graduate or professional degree. The high school graduation rate for the 2016-17 school year in the St. John the Baptist School district, according to the Louisiana Department of Education School Performance Scores was 80.7%. This rate was based on the Louisiana Cohort Graduation Rate defined by students entering ninth grade who graduated from high school in four years.

There are five public elementary schools that serve preschool students in St. John the Baptist Parish – Emily C. Watkins, Fifth Ward Elementary, Lake Pontchartrain Elementary, Garyville/ Mt. Airy Magnet School, and West Saint John Elementary. St. John the Baptist Parish School Board blends funds from all available resources. By combining all available federal, state, and local funds, the district is able to provide “universal preschool” to all four-year-old children living in the parish. However, there are no other publicly funded preschool programs for three-year-old children in the parish, other than Head Start. In its report to the Louisiana State Department of Education for February 2018, St. John the Baptist Parish School Board reported serving 163 children in its state funded Pre-K program. Head Start funds were utilized to provide pre-kindergarten services to 170 children. There is one private school in the parish. St. Peter Catholic School has a preschool program and currently serves children in Pre-K through 7th grade with 28 Pre-K students currently enrolled.

Other licensed child care providers in the parish include:

- Children of God
- Divine Hands
- Garden of Eden
- Kids of Distinction
- Little Leaders Learning Academy
- Terence Daycare
- Wells Wallace Learning Academy

All of these privately or church-run centers charge for services. The state offers parents Child Care Assistance Program funding if the family qualifies by income and is eligible. An assessment of the pre-kindergarten programs available in St. John the Baptist Parish shows that they meet the needs of the parents of four-year-old children served, and the programs are offered for a full school day. Every effort is made by the St. John the Baptist Parish School Board to provide preschool education opportunities to as many three and four-year-old children living in the parish as resources and eligibility requirements.

3. Proposed Program Options.

There are currently no changes in plans to provide services to Head Start eligible children and families. The service area will continue to be all of St. John the Baptist Parish using the Center Based Option. Louisiana which is the area served by the school district. Funded enrollment levels will continue at 170 eligible children between the ages of three and five. The proposed program option will continue to be Center-Based, Part-Day services for a total of 162 days. The program will continue to serve children at the West St John Elementary School in Edgard, LA, children at Lake Pontchartrain Elementary School, and at Garyville Mt. Airy Math and Science Magnet School

in Garyville. The program was compliant with funded enrollment for the 2018 – 2019 school year. Saint John the Baptist Parish Head Start will continue to operate under Saint John the Baptist Parish School Board.

4. Centers and Facilities

There are no proposed changes in the program. The program will continue to serve children at the West St John Elementary School in Edgard, LA, children at Lake Pontchartrain Elementary School, and at Garyville Mt. Airy Math and Science Magnet School in Garyville. The program was compliant with funded enrollment for the 2018 – 2019 school year. Saint John the Baptist Parish Head Start will continue to operate under Saint John the Baptist Parish School Board. The Saint John the Baptist Parish Head Start program primarily services four-year olds with one three-year-old class on the West Bank. By establishing a Head Start classes at Lake Pontchartrain Elementary, Garyville Mt. Airey Math and Science Magnet School (GMMS), and West Saint John Elementary, which are schools operated by the school district the Saint John the Baptist Parish School Board has assured that eligible children will be served throughout the targeted recruitment area. Each classroom size will not exceed 17 students in the three-year- old classroom, and 20 in the four-year-old classrooms. Currently licensed facilities and classrooms are owned by St. John the Baptist Parish School Board. The facilities are safely equipped and maintained, and as a result, there will be no need for funds for construction, renovation, or adaptation of space to meet requirements. The proposed Center-Based Option and services to children and families can be implemented immediately upon approval of this application.

5. Eligibility, Recruitment, Selection, Enrollment, and Attendance

There are no proposed changes in the program. Recruitment is an ongoing process. In order to reach the children who are most needy of services, recruitment information will be distributed throughout the community. This will be done through newspaper advertisements, flyers, social media, and encouraging parents to inform their families and friends about the program. The Local Education Agency (LEA) will help by allowing flyers to be posted in the office of every school and sending home flyers with primary school students. Policy Council members will be asked to help with public awareness. The selection criteria are comprised of: age, income/other categories (SSI, TANF, Homeless, and Foster Care), parental status, disability, and family dynamics. Questions that reflect the selection criteria will be answered during the application process. Applications will be processed and a point system will be used in conjunction with the selection criteria to determine eligibility and to place the child on the prioritized waiting list if needed. Saint John the Baptist Parish Head Start will base any necessary changes to the selection criteria on data collected through the Community Assessment, Program Information Report (PIR), and Self-Assessment. If any modifications are deemed necessary, those changes are presented to the Policy Council annually for input and approval.

6. Education and Child Development

SJBP Head Start will continue to implement the Frog Street Curriculum. This curriculum will be used to provide guidance for all areas of child development, and it will achieve early learning outcomes and promote school readiness for enrolled Head Start students. The Frog Street Curriculum is based on scientific research and is developmentally, linguistically, and age appropriate. It provides for secure foundations for learning, promotes the healthy development and foundations of school readiness in all required domains, and is aligned with Louisiana state

learning guidelines and the Head Start Child Development and Early Learning Framework for preschool children.

Teachers' observations and recordings of each child's special interests and developmental progress will play an important role in curriculum development and transitioning to the next educational setting. The approach used by this program will prepare the educational environment for young children to learn through active exploration and interaction with adults, other children, and materials. The curriculum will incorporate a wide range of developmental interests and abilities for children in the program, using a variety of activities and materials. The chosen curriculum will offer daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner. It will address all the important areas of learning, including social-emotional skills, math, technology, and the arts, and it will incorporate them throughout every part of every day. The Frog Street Curriculum will offer Head Start children daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment. It also will offer complete support for working with English- and dual-language learners, including detailed guidance that will help build teachers' knowledge about best practices. The chosen curriculum will contain guidance for staff in working with all learners, including advanced learners and children with disabilities.

The Frog Street curriculum provides teachers with guidance about the specific knowledge children should learn at each stage of development. The curriculum assists teachers by providing developmentally appropriate units which teach children match concepts in the context of classroom play such as the following: learning to identify, describe, sort, compare, and create

two-dimensional and three-dimensional shapes and objects; developing vocabulary to describe the relative position of objects such as top, bottom, up, down, in front of, behind, over, under, and next to; building foundational spatial reasoning abilities; developing an understanding of numbers; practicing counting skills in the context of geometry such as counting sides, corners, a group of triangles, etc.

In addition to implementing quality, nationally recognized Tier One curricula, the school district will employ a number of other practices to ensure a high-quality program outlined as follows:

- o Promoting the physical, social, emotional, and cognitive development of preschool children while responding to the needs of their parents and families;
 - o Maintaining low staff to child ratios, assuring no more than seventeen children in one classroom setting in order to facilitate strong staff-child relationships;
 - o Providing safe, clean, healthy environments with well-planned and designed classroom and outdoor learning and playing space, as well as a sufficient number of well trained, caring staff members who respond to the needs of each child;
 - o Designing a program that meets the individual needs of every child and having program staff assigned to families who are familiar with their culture, able to speak their language, and understanding of their specific family needs; Monitoring and assistance by the Education Coordinator who sends out weekly Instructional Focus guidance to all preschool teachers which provides classroom management tips, reminders and assistance in weekly curriculum planning and implementation, and guidance for meeting Teaching Strategies Gold assessment timelines.
- The overall goal and expectation of the implementation of the selected curricula is that the Head

Start program will facilitate strong staff-child relationships that support the development of all preschool children enrolled in the program. The applicant has developed a plan and process for establishing school readiness goals which reflect the ages of the children be served from ages 3 to 5. Goals are established in the domains established by the Office of Head Start from the Head Start Child Development and Early Learning Framework including:

- 1) Language and Literacy Development,
- 2) Cognition and General Knowledge,
- 3) Approaches Toward Learning,
- 4) Physical Well-Being and Motor Development, and
- 5) Social and Emotional Development.

Utilizing the Frog Street Curriculum specifically designed for preschool ages and the assessment tool known as Teaching Strategies Gold Objectives for Development and Learning: Assessment System, the program has established clear school readiness goals, across all of the listed domains. The plan and implementation ensure the goals and objectives for children are developmentally, culturally, and linguistically appropriate and aligned with all of the following: The Office of Head Start Child Development and Early Learning Framework for preschool children; Program Performance Measures for Head Start Programs serving Pre-Kindergarten children; Louisiana's Early Learning Guidelines; Louisiana's School Readiness Definition; and Louisiana's Kindergarten Readiness Definition. School readiness goals established in consultation with parents of children in the program. Parents are integrally involved in developing and implementing goals for establishing school readiness across all of the five domains. Teachers are able to document children's progress in meeting the established goals using the Teaching

Strategies Gold assessment web-based database. Education staff will partner with families through Teacher Home Visits and Parent-Teacher Conferences at least twice a year wherein child's progress will be shared. By establishing partnering relationships, parents will learn to support their children's development.

7. Health

SJBP Head Start will work closely with parents to assure that all children have a primary care doctor or clinic and a dentist to provide accessible, ongoing health care services. Parents will be encouraged to enroll with a Coordinated Care Network and to select from the referral lists of physicians, dentists or clinics for each child's source of continuous, ongoing health care. For children who are uninsured, the program will assist parents in securing coverage under LACHIP (Louisiana Child Health Insurance Program) and assist parents in making appointments, finding transportation, and securing payment when needed for the services provided. Parents will be encouraged and empowered to obtain EPSDT physical exams, dental exams, and current immunizations for their children. Health services will be coordinated by a school nurse employed by the applicant who is a registered nurse. Family Services Staff will remind parents when additional health procedures are needed to assure that all children stay up-to-date on needed wellness checks. Staff will utilize the MyHeadStart database to input and track all health services for children and print reports for management and parents showing services received and those that are missing. Staff will work closely with parents to schedule appointments for further testing and treatment for any observed, known, or suspected health problems.

Mental health services will be coordinated by a contracted, licensed mental health professional consultant who will conduct mental health observations of children in the classroom

setting and provide follow-up mental health recommendations as needed for teachers and parents. Teaching staff will be trained to build rapport with parents during enrollment, home visits, and parent/teacher conferences, and other formal and informal opportunities for the purpose of soliciting information from parents regarding their concerns about children's behaviors, fears, separation anxieties, or other mental health issues which may need to be addressed. Staff will also share classroom notes and observations with parents during parent/teacher conferences, including both children's strengths and areas of concern regarding behavior and development. The exchange of information between the teaching staff, parents, and the mental health professional will ensure that evaluation, referrals, and treatment will be obtained when necessary. Mental health training provided to families will include information for parents about appropriate child development and growth. Group parent training sessions and individual sessions with the mental health professional will also address children's mental health needs and the possible need for specific behavior plans to be implemented both in Head Start and at home.

Nutritional services for children will include complete nutrition screening of children which will entail periodic measurements of heights and weights done by staff to determine BMI percentiles which might indicate onset of obesity; blood counts for possible anemia; information screens from parents to obtain family eating patterns, including cultural preferences, special dietary requirements for children with nutrition problems, and the feeding requirements of children with disabilities. All enrolled children will receive breakfast, lunch, and an afternoon supplement which will meet at least 2/3 of their daily nutritional needs as outlined in USDA guidelines. The St. John the Baptist Parish School Board Nutrition Coordinator, who is a

Registered Dietician, will review and assist in preparation of all menus to ensure that the quantities and kinds of food served conform to USDA meal pattern recommendations and that meals and snacks provided are high in nutrients and low in fat, sugar, and salt. She will also ensure that medically based diets or other dietary requirements are accommodated based on written orders from medical providers. Nutrition Consultants from the Louisiana State University Agricultural Center (LSU Ag Center) will also provide training for parents in group settings, providing nutrition education in healthy food selection and preparation and dealing with health issues related to diet such as obesity, anemia, and diabetes.

Oral health needs of children will be met as staff will obtain a current dental exam record from parents or the child's dental provider. For those children who do not have a dental provider or cannot access dental services due to transportation issues, Family Services Staff will assist parents in securing a dentist and transportation to services. Children will receive fluoride supplements, topical fluoride treatments, and other preventive measures and dental treatments as recommended by dental professionals. Teachers will implement daily tooth-brushing with fluoride toothpaste in every classroom as part of the daily schedule and health curriculum. Parents will be informed and involved in the effort to meet the dental needs of all children.

8. Family and Community Engagement

SJBP Head Start is committed to involving the community in meeting its stated goals for children and families served by the Head Start program. Community service providers will be involved at all levels of the program. Individual community groups will assist in the Head Start effort in a variety of ways. In order to avoid duplication of services, the applicant plans to work collaboratively with all other early childhood programs within the parish, including the state

funded Pre-Kindergarten programs operated by the St. John the Baptist Parish School System as well as local child care centers within the parish. SJB Head Start will also work with the State Department of Education whose goals are to look at ways to revamp the early child care system, to improve early child development, and to keep parents in the workforce instead of dropping out and becoming dependents of state assistance programs due to the expense of childcare services. The Louisiana State Department of Education has developed a program inviting school districts, child care providers, Head Start programs, and other stakeholders within the community to work together to provide all children quality and equitable early childhood services, allowing policymakers to learn from their efforts. St. John the Baptist Parish School Board is assisting the state effort to implement new common birth-to-five standards and assessments to ensure all programs provide high quality instruction and support all children to achieve kindergarten readiness. These common standards and assessments provide the foundation for the new Quality Rating System and enable communities to better coordinate training, professional development and family engagement. Communities are encouraged to innovate, and the state seeks to reduce barriers and red tape. Most importantly, as communities determine the best strategies for strengthening programs, they will seek to increase the number of children served by better coordinating funding, providing families with information about program quality, and developing a unified application process. The ultimate goal of this collaboration is to strive to serve more birth-to-age-five children, eliminate duplication of services, and to ensure that every at-risk preschool child has access to high quality Pre-Kindergarten services. The applicant is integrally involved in this effort. The St. John the Baptist Parish School System is ready and able to implement comprehensive academic, social, mental and physical health services to children and

families. They already have systems in place that can provide the enriched environment that promotes the development of young children ages 3 to 5, especially the most vulnerable children. SJB Head Start will plan and implement numerous opportunities for family participation in the Head Start program for the purpose of enabling them to become full partners in the education of their young children. This will include mothers, fathers, grandparents, foster parents, and other persons who are considered involved family members in the child's life. The program will provide leadership opportunities for parents to participate in the program. Parents will be actively encouraged to participate in Parent Committees at each of their centers and in the Policy Council whose role it will be to provide input into program planning and decision making for the entire Head Start program. The Policy Council will be made up of at least 51% of parents of currently enrolled children, and they will be trained to assume their role as shared decision makers with the governing body (St. John the Baptist Parish School Board). In order to enhance children's learning opportunities, the program will include involving parents in the early education of their children, emphasizing to them that they are their children's first and most effective teachers at these early stages. The goal will be to show parents what a difference their involvement can make throughout their children's school experience and how their child's success will improve if parents stay involved. Special activities will be planned to attract and involve fathers or father figures in the program. Training will be presented which emphasizes the difference that fathers or father figures make in the lives of children. Special training opportunities will be provided for grandparents who are assuming parenting roles of their grandchildren. This training will address the special stressors and problems facing grandparents who have been thrust into this role. Teachers will implement The FrogStreet Curriculum in

collaboration with parents in order to assure the curriculum supports each child's individual pattern of development and learning. Teachers will demonstrate to parents how curricula provide for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem-solving and decision-making skills which form a foundation for school readiness and later school success. It is the intent of the applicant to involve parents in all aspects of the program as outlined in the Head Start Program Performance Standards in Subpart E - Family and Community Engagement Program Services, the program will offer parents opportunities and support for growth so that they can identify their own strengths, needs, and interests, and the program will assist and encourage them to find their own solutions. The program will be responsive to the needs of the many different types of families that currently exist in the communities of St. John the Baptist Parish. Parent involvement opportunities will be designed to meet the needs of two parent families as well as those headed by single parent females, single parent males, grandparents and other relatives serving as parents, legal guardians, and foster families. It is understood that each of these family types has different needs and challenges. Trainings, workshops, and conferences will be planned and designed to meet the combined and individual needs of the various groups. The Head Start staff will use their collaboration with local providers to provide parent education services to all parents. Teachers will make home visits twice a year and hold at least two parent-teacher conferences to get input into curriculum and lesson planning from the parent perspective. Teachers will constantly communicate with parents and caregivers to assure that they become full partners in the education of their children and to support the parent-child relationship. Program staff will plan

and implement opportunities for continuing education and employment training for parents and other employment services through formal and informal networks in the community such as the applicant's current partnership with the Louisiana Assistance Employment Program (LEAP) and with the Adult Education program provided by the St. John the Baptist Parish School System. Family Partnership Agreements will establish specific goals with parents to address improved financial well-being through obtaining additional education and skills. Every effort will be made by program staff to eliminate transportation and child care barriers which might deter parents from being involved in the program activities or services. Management staff will ensure that adequate Parent Activity funds are budgeted in the annual Head Start budget to provide reasonable costs and reimbursements for Policy Council and Parent Committee participation in the program, including reimbursement of travel costs for personally owned vehicles, providing food for meal-time meetings, and babysitting stipends for child care when needed.

9. Services for Children with Disabilities

St. John the Baptist Parish School Board, serves as the Local Education Agency (LEA) for the parish. The school district has developed a detailed plan and process for meeting needs of Head Start children with disabilities. The memorandum of understanding (MOU) between the school district Special Education Department and the Head Start program outlines procedures for referrals and evaluations of the enrollees in Head Start who are suspected of having disabilities based on developmental screenings conducted by Head start staff. The trained and qualified Special Education staff members participates in the development of Individual Education Plans (IEP's) with parents and teachers for children identified with disabilities. The agreement also requires the applicant's Special Education Department to provide trained

personnel and plans to provide services to assist children in making meaningful progress in attaining age-appropriate knowledge, skills, abilities, and development. Services provided by qualified school district professionals will include speech therapy, physical therapy, occupational therapy, adaptive physical education, and the services of itinerant, on-site special educators to assist Head start teachers in how to assure that these children are meeting the goals outlined in the IEP's.

A statement that the program serves children with disabilities is included in all recruitment advertising, fliers, and news releases. At least 10% of enrollment slots will be made available to children with disabilities. All Head Start staff will be trained in strategies for meeting the special needs of children with disabilities as well as the needs of their parents. All staff engaged in recruitment and enrollment will be trained in the provisions of 45 CFR Part 84: Nondiscrimination on the Basis of Handicap in Programs and Activities Receiving or Benefiting from Federal Financial Assistance and with the provisions of the Americans with Disabilities Act of 1990. Head Start staff will also be trained in the following: procedures for timely screening of children; procedures for making referrals to the LEA for evaluation to determine whether there is a need for special education and related services; how to participate in an IEP meeting; how to work cooperatively with the disability service providers from the LEA who are working with the children; and how to implement goals and objectives identified in the IEP's in the classroom setting. Management staff will be trained in how to assure accessibility of all facilities both indoor and outdoor learning areas and how to plan and provide appropriate special furniture, equipment, and materials if needed.

10. Transition

All Head Start students are automatically rolled over to their neighborhood schools from the Pre-K level. Pertinent information such as SS Cards, Birth Certificates, Testing information, are all forwarded. Parents are given information about the transition to Kindergarten at the parent meeting in April, and a KN teacher gives parents realistic expectations about entering Kindergarten. A big school visit is coordinated so that students and parents can visit their neighborhood school.

11. Service to Enrolled Pregnant Women.

Saint John the Baptist Parish currently does not have Early Head Start.

12. Transportation

Saint John the Baptist Parish currently provides transportation for all Head Start students across the parish. There are currently seven busses manned by 9 Part Time Bus Monitors/Center Assistant and 7 bus drivers. The cost for transportation is paid with General Funds.

Sub-Section C: Governance, Organizational, and Management Structures

Subsection C: Governance, Organization, and Management

1. Governance

- The capacity of the senior executive managers and governing board. The Head Start Director, Patricia Triche, will have the day-to-day oversight for the program, and she will be supervised by the Superintendent (Executive Director), Kevin George. The Head Start Director will provide monthly reports to the St. John the Baptist Parish School Board who will act as the governing body for the Head Start program. The publicly elected school board will continue to function as the governing body of the Head Start program. Acting as the governing body, they will assume

full oversight for the Head Start program, including legal and fiscal responsibilities and accounting for the federal funds provided. SJBP currently has an active and well-trained Policy Council which meets monthly. The Policy Council will continue to be involved in the planning and decision-making process for the Head Start program. Policy Council by-laws which outline procedures for how members of the Policy Council are selected have been developed and approved by both the Policy Council and Board to include at least 51% parent representation of children currently enrolled in the program. The Head Start Director will ensure that members of the Policy Council receive effective and ongoing training and technical assistance to ensure that they understand the information they receive and can provide effective oversight, make appropriate decisions, and fully participate in the Head Start program as decision makers. School board members are elected by the public voters in St. John the Baptist Parish, and they represent the diverse communities served by the applicant. The school board, acting as the governing body, will set and monitor overall agency priorities and operational systems for the Head Start program. A thorough community assessment will be conducted every five years and updated annually. Results will be shared with the Board in order to assist them in strategic planning and goal setting. Board and Policy Council members will be involved in the annual Self-Assessments which will be used to determine compliance with federal regulations, the needs for improvement in providing quality services to children and families, and developing strategic plans including short term goals and long-range objectives for the Head Start program. The Board will monitor the accomplishments of goals and objectives and operational systems of the program through monthly reports provided by the Head Start Director. The governing body will be provided periodic results of Teaching Strategies Gold assessments and outcome-based CLASS assessments

by management staff. The Board will be involved with staff in evaluating outcomes of all monitoring and assessments in order to develop strategic plans for the program and professional development of teaching staff.

- Governing body in compliance with Head Start regulations

The applicant's governing body currently meets all applicable program governance requirements established in Section 642(c) of the Head Start Act as Revised in 2007. In accordance with the Act, the Board members will:

- exercise effective oversight of program operations and accountability for federal funds;
- be free from any conflicts of interest with the Head Start program;
- fully participate in the development, planning, and evaluation of the program;
- include the Policy Council in the planning and decision-making process;
- assure representation of the diverse communities served;
- assume responsibility for ensuring compliance with all applicable Federal, State, and local laws and regulations;
- establish procedures and guidelines for receiving accurate and regular information for use by the Board about program planning, policies, accomplishments, and fiscal operations;
- approve all requests for funds and the annual operating budget;
- review and approve the annual audit which will include the Head Start funds;
- address corrective action needed for any audit findings;
- assure the conduct of community assessments, annual self-assessments, ongoing monitoring, and receive reports on the results of all of these functions;
- set and monitor overall agency priorities and operational systems;

- receive results of all federal monitoring reviews of the program and address and findings or deficiencies from the review with a corrective action plan; and
- ensure representation on the board of the diverse communities served.

The Head Start Act provides that “exceptions shall be made to the requirements of clauses (i) through (iv) of Section 642(c) of the Head Start Act for members of a governing body when those members oversee a public entity and are selected to their positions with the public entity by public election or political appointment”. The St. John the Baptist Parish School Board is such a public body, and members are elected to their positions by the public. The board does have access to a licensed attorney who advises the members on legal matters, and they have access to persons with accounting and early childhood education expertise on their staff to advise them in these matters. The current governance structure will not have to change to meet the Head Start Program Performance Standards or the Head Start Act.

2. Human Resources Management

The applicant proposes a management team that has professional experience and the ability to meet the required qualifications to administer a Head Start program including the complex social service program and early education services required in Head Start. St. John the Baptist Parish School Board plans to continue the employment of the current Head Start Director, Patricia Triche to administer the Head Start program along with well qualified key staff to fulfill management functions. Ms. Triche Master’s Degree in Educational Leadership and a Master’s Degree in Business Administration. She is in her fourth year as Director of Early Childhood Programs, including the Head Start program. She previously served the St. John the Baptist Parish School Board as a certified Special Education Teacher and Principal of elementary schools and

the high school for the school district. She keeps abreast of all new Head Start regulations and mandates, ensures that staff members are aware of these mandates, and ensures that the regulations and mandates are carried out as required. St. John the Baptist School Board currently has content area experts with education credentials and experience in their respective fields as well as experience with Head Start. Education and child development services are managed by Mrs. Pamela McKnight-Smith who holds a Master's Degree in Educational Administration from the University of New Orleans. She has 21 years of experience in educational settings including seven years of experience as an Early Childhood Teacher. Mrs. McKnight-Smith has training and experience in areas that include theories and principles of child growth and development, early childhood education, and family support. She is CLASS Reliable, very knowledgeable of the Frog Street Curriculum, and competent in the Teaching Strategies Gold Assessment System. She also meets the qualifications for classroom teachers, as specified in section 648A of the Head Start Act. The applicant plans to continue the employment of Mrs. McKnight-Smith in this role. Health services are coordinated by Ashanti Carter Johnson who is a Registered Nurse with twenty years of experience in nursing, including the past two years as full time School Nurse and Health Coordinator for the Head Start program. Mrs. Johnson has an R.N. from Excelsior College of New York. She is full-time and will spend 100% of her time supporting health services for children and families. She has training and experience in nursing and health education and is aware that health procedures must be performed only by a licensed/certified health professional. Nutrition services are supported by the Child Nutrition Director for St. John the Baptist Parish School Board, Terry Charles, who is a Registered Dietitian as well as a Licensed Dietician Nutritionist. She has 30 years of food service experience, and with her credentials, she is positioned to continue providing

quality nutrition services to Head Start children. In her role as coordinator of nutrition services for Head Start, she plans and implements menus which meet the nutritional needs and feeding requirements of each Head Start child. She assures that meals and snacks are served which meet 2/3 of the children's daily nutritional needs through providing breakfast, lunch, and an afternoon supplement to all Head Start children. Ms. Charles' menu planning will ensure that the quantities and kinds of food served conform to the recommended serving sizes and minimum standards for meal patterns recommended in the USDA meal pattern menu planning requirements. She will also continue to design and implement a nutrition program to meet the nutritional needs and feeding requirements of each child. These include children with special dietary needs and children with identified disabilities which require special nutrition considerations. Ms. Charles will provide nutrition information and training to parents of children in Head Start with identified nutrition related health issues such as obesity, anemia, and diabetes. The applicant plans to continue the employment of Terry Charles in the role of Nutrition Coordinator for the Head Start program. Mental Health services are supported through a contract with a licensed Mental Health Professional, Albert Steib. Mr. Steib holds a Master's Degree in Social Work from Louisiana State University, and he is licensed by the Louisiana State Board of Social Work Examiners. He is employed by St. John the Baptist School Board as a Mental Health Consultant, currently providing individual and family counseling, referral, and advocacy for children and staff in the Head Start program. Parent, Family and Community Engagement services are managed by two Head Start Parent, Family, and Community Engagement Coordinators. Darolyn Lumar has a Bachelor's Degree in Education and has worked for St. John the Baptist Parish School Board since 1988. She has 28 years of experience working with Head Start children and families. Shelia Baloney also

serves as the second Parent, Family, and Community Engagement (PFCE) Coordinator. She has Bachelor of Science Degree in Social Work from Southern University, and 30 years of experience in social work. The two PFCE Coordinators are supported by two Family Service Workers. All four of the Family Services Staff are assigned to families in the three Head Start centers. All Family Services Staff have training and experience in fields related to social, human, or family services, and all have training, experience, and skills in assisting the parents of young Head Start children in advocating and decision-making for their families. Disabilities services are supported by Dr. Stacey Spies, an employee of the St. John the Baptist Parish Public School System who serves as the Director of Special Education. She holds a Ph. D. and a Master's Degree plus 30 hours in Special Education with State certification as a Supervisor of Special Education. She not only has the training, but she also has 19 years of experience in securing and individualizing needed services for children with disabilities. Her Head Start responsibilities include overseeing the evaluation process for children referred with suspected disabilities; ensuring Individual Education Plans (IEP's) are developed for children identified with disabilities; providing additional staff such as speech, physical, or occupational therapists and/or equipment as needed for students identified with a disability; routinely visiting Head Start sites to monitor services of children with disabilities; attending managers and child staffing meetings; collaborating with the nutrition, mental health, and health coordinators as needed regarding individual needs of students with disabilities. Dr. Spies will continue to serve in this role upon funding of this application. Career development opportunities for professional, paraprofessional, and other staff Professional development plans are currently implemented with all Head Start staff. The most important components of the professional development plans are the assessment of skills, staff self-

evaluation, training outcomes, and the application of new knowledge. All staff are provided training opportunities and funding to do the following: • Attain additional coursework and/or educational credentials; • Increase skills in the performance of their current job; • Improve professional competencies; • Increase opportunities for advancement and promotion within the program. Head Start Training and Technical Assistance (T&TA) funds will be utilized to the fullest extent possible to assist in career development. The primary purpose of staff training and career development, as currently planned, is to provide training opportunities and credentials to assist in implementing high quality services for children and families. • Plan to evaluate job applicants, including existing grantee staff SJB Head Start has a plan in place to evaluate existing grantee staff at a minimum once each year. Professional development plans are developed with staff and the Head Start Director to improve services provided in the currently operated Head Start program. It is the realistic belief of the applicant that the trained, existing staff are most capable of implementing a high-quality, comprehensive Head Start program. All Human Resource functions with the Head Start Program are handled according to the Board Policy of Saint John the Baptist Parish School system coordinated by the Human Resources Director and are in accordance with the Head Start Performance Standards.

3. Program Management and Quality Improvement

The applicant has a management system for program planning which includes development of a strategic plan each year that addresses both short-term goals and long-range objectives. These plans are based on the results of Self-Assessment recommendations, changes indicated in the service area from Community Assessment data, and any other recommendations from staff and parents that are relevant to planning. The program conducts a Self-Assessment

annually with input from staff, Policy Council, Board members, and representatives from the community. The summary of the Self-Assessment is reviewed by both Board and Policy Council and submitted with the refunding application to the Office of Head Start. With regard to ongoing monitoring, recordkeeping, and reporting, the applicant uses the MyHeadStart database to monitor services to children and families. Systems are also in place to monitor compliance with Louisiana State Class A daycare regulations. Periodic center visits by the Head Start Director, elementary school principals, and content area managers offer the opportunity for ongoing monitoring and observations of classroom functions. Center staffing are held monthly to discuss specific child or family needs, to offer staff support, and to monitor program activities. Quarterly reviews are held for formal review of program implementation and systems monitoring. Monthly reports are collected from staff at all levels to monitor program activities. Internal and external communication is provided through the use of emails, texts, memos, and the school district website. Internal communication involves information shared with managers and “need to know staff” for immediate monitoring of services. External communication is continuous between staff, parents, and community providers, and it involves telephone calls, texts, and emails to assure that parents and community providers are aware of needs, services, and opportunities provided by the program. A record of all services provided to children and families is maintained in the MyHeadStart database. Family Services Staff maintain copies of all child records in locked files, known as children’s master files. Information in both the computer database and the locked files can only be accessed by individuals with secured passwords in MyHeadStart, and keys to locked files. All staff members are trained in confidentiality at the beginning of each school year. The Annual Report to the Public is generated by the Head Start Director each year after, and the

Program Information Report (PIR) is transmitted to the Office of Head Start. The Head Start Director provides monthly reports to the Board and Policy Council addressing all items required by the Head Start Act, including: monthly financial statements, including credit card expenditures; monthly program information summaries; program enrollment reports, including attendance reports for children; monthly reports of meals and snacks provided through programs of the USDA/Child Care Assistance Program; the results of the annual financial audit; a summary of the annual self-assessment, including any findings related to such assessment; the communitywide needs assessment and strategic planning of the agency, including any applicable updates; communication and guidance from the Secretary of Health and Human Services, including any OHS Correspondence; and the annual program information report (PIR), upon completion.

Section II. Budget and Budget Justification Narrative

1. Budget Narrative

The following budget spreadsheet outlines the budget as summarized by Object Class Category identified within the SF-424A.

BUDGET OBJECT CLASS CATEGORY							
6.a. Head Start Personnel:							
Position Title	# Staff	# Months	% Time to Head Start	Annual Salaries	HS Federal Share	Non-Fed. Share	TOTAL BUDGET
Head Start Director	1	12	50%	\$85,088	\$42,544		\$42,544
Head Start Clerk	1	12	30%	\$36,392	\$10,918		\$10,918
Education Coordinator	1	10	60%	\$69,250	\$41,550		\$41,550

Health Coordinator	1	10	100%	\$54,395	\$54,395		\$54,395
PFCE Coordinators	2	10	100%	\$123,418	\$123,418		\$123,418
Family Service Workers	2	9	100%	\$43,692	\$0	\$43,690	\$43,690
Teachers	10	9	100%	\$461,452	\$461,452		\$461,452
Teacher Assistants	10	9	100%	\$227,398	\$227,398		\$227,398
Bus Monitors	9	9	100%	\$49,527	\$49,527		\$49,527
Bus Drivers	7	9	100%	\$119,182	\$0	\$115,000	\$115,000
Center Assistant	1	9	90%	\$18,068	\$18,068		\$18,068
6A. PERSONNEL TOTAL					\$1,029,270	\$158,690	\$1,187,960
6.b. Fringe Benefits:							
Medicare – 1.45%					\$16,020		\$16,020
Health/ Dental/ Life Insurance					\$72,785	\$44,225	\$117,010
Retirement					\$86,410	\$116,241	\$202,651
Other Fringe –FICA – 6.2%					\$3,071		\$3,071
6.B. FRINGE TOTAL					\$178,286	\$160,466	\$338,752

BUDGET OBJECT CLASS CATEGORY			
	HS Federal Share	Non-Fed. Share	TOTAL BUDGET
6.c. Travel Out of Town:			
Staff to Out of State Conferences Budgeted in T&TA	\$0		\$0
6.C. TRAVEL - TOTAL	\$0		\$0
6.d. Equipment:			
No Equipment With Unit Cost > \$5,000 Budgeted	\$0		\$0
6.D. EQUIPMENT TOTAL	\$0		\$0
6.e. Supplies:			
Office Supplies, Postage	\$800		\$800

Child/ Family Services Supplies	\$17,000		\$17,000
6. E. SUPPLIES TOTAL	\$17,800		\$17,800
6.f. Contractual:			
No Contractual Costs Budgeted	\$0		\$0
6. F. CONTRACTUAL TOTAL	\$0		\$0
6.g. Construction:			
No Facilities/Construction Costs Budgeted	\$0		\$0
6. G. CONSTRUCTION TOTAL	\$0		\$0
6. h. Other Costs:			
Local Travel – Staff	\$5,000		\$5,000
Parent Services/Activities	\$5,000		\$5,000
Accounting Services - Audit	\$800		\$800
Field Trips	\$7,500		\$7,500
State Child Care Licensing Fees	\$300		\$300
Meals for Classroom Staff	\$4,000		\$4,000
Online Software Subscription Fees	\$3,000		\$3,000
Staff Development–Training & Technical Assistance	\$25,666		\$25,666
6. H. OTHER COSTS TOTAL	\$51,266		\$51,266
TOTAL ANNUAL OPERATIONAL BUDGET	\$1,276,622	\$319,156	\$1,595,778

Personnel

The total projected personnel budget charged to federal funds is \$1,029,270. An additional \$158,690 will be paid as non-federal share using school board general funds. The highest paid employee charged, in part, to the Head Start grant is the Head Start Director, Patricia Triche. Her current total annual salary of \$85,088 does not exceed the Executive Level II salary of the Federal Executive pay scale, and therefore, does not violate Section 653 of the Head Start Act.

The time and salary of the Head Start Director and Clerk will be allocated at an estimated 30% of time spent on Head Start. The Education Coordinator will be allocated at an

estimated 60% of time and effort spent on Head Start. The remaining percentages of time and effort commitment will be budgeted to school district general funds for time spent on other preschool programs.

The time and salary of the Center Assistant will be allocated at an estimated 90% of time spent on Head Start. The remaining 10% of time and effort will benefit state and locally funded preschool programs and be funded by the school board's general fund.

All other positions charged to the Head Start budget will commit 100% of their time and effort to the Head Start program. Salaries for Family Service Workers and Bus Drivers will be paid as non federal share.

The Head Start Fiscal Manager's full salary and benefits will now be covered by the school district's general fund.

Fringe Benefits

Fringe benefits are estimated at \$338,752. (Medicare - \$16,020, Health/Dental/ Life Insurance - \$117,010, Retirement - \$202,651, and FICA - \$3,071) \$178,286 of the fringe will be charged to the federal Head Start funds, while \$160,466 will be paid as non federal share from the school board's general fund.

Travel Out of Town

All out of town travel by staff is projected to be for the purpose of attending conferences or training. Therefore, all such travel will be budgeted and charged to Training and Staff Development funds listed in the Other Cost section, and outlined in the T&TA budget justification.

Equipment

There are no proposed costs for equipment in the budget as there are no anticipated costs which met the \$5,000 unit cost definition for equipment.

Supplies

The proposed budget for Child and Family Services Supplies is \$17,000. These amounts are estimated based on providing service to 170 children. The estimated cost of office supplies is \$800. The total supply budget is \$17,800.

Contractual

No contractual costs are budgeted to the Head Start grant.

Facilities/ Construction

No facility/ construction costs are budgeted as all current facilities are owned by the school district.

Other Costs

The federal annual operating budget for other costs is estimated at \$51,266, which includes \$21,166 for designated Training and Technical Assistance.

Local staff travel is estimated reimbursement for staff use of personally owned vehicles, including education and family services staff for home visits, and other program related travel.

Parent Engagement Activities and Services include expenses for parent involved activities, including reimbursements for parents to attend training opportunities. This includes the cost of travel, meals, and incentives for parent participation.

Accounting services include an allocated share of the applicant's annual, independent Single Audit, which includes Head Start grant funds.

Meals for classroom staff include the cost of meals for adults eating with children, as specified in the Head Start Performance Standards. The cost of adult meals is not reimbursed by the USDA/ Child Care Food Program, and therefore, must be included in the Head Start budget.

The Field Trip budget includes the cost of pupil transportation, and admission costs for field trip events.

State Day Care Licensing fee cost is \$300.

Subscription fees for online use of the PROMIS database is estimated at \$3,000 per year.

Training, Technical Assistance, and Staff Development

Training and technical assistance (T/TA) funding of \$21,166, plus an additional \$4,500 from operational funds will be used for the purposes of staff development at all levels, improving program quality, and helping prepare children to succeed in school as described in Section 648 and Section 645 A(g) of the Head Start Act. The T&TA Plan and associated costs are outline in the following chart.

Training Event/Activity	Operational Funds	T&TA Funds
Mental Health/Behavior Management Training – Consultant Fees	\$4,000	
Child Development Associate- CDA Renewals– Teachers and Aides		\$600
CPR/First Aid Training for All Staff		\$650
Transportation Safety Training – Bus Drivers and Monitors		\$650
Health & Safety Training for Licensing Regulations – All Staff		\$600
Head Start related conference registration fees.		\$3,750
Louisiana State Head Start Conference – 30 Participants:		
Travel via charter bus		\$3,000
Hotel Costs – 3 nights X 15 rooms @ \$150 per night		\$6,750
Per Diem for Meals –30 Staff X 4 days @ \$52 per day		\$4,200
Region VI Head Start Training in Dallas – 4 Participants:		

Airfare Travel to Dallas, TX – 2 Staff @ \$261		\$522
Hotel Costs – 2 nights X 2 rooms estimated @ \$125 per night	\$500	
Per Diem for Meals – 2 Staff X 3 days @ \$74 per day		\$444
Total	\$4,500	\$21,166

Indirect Charges

There will be no indirect costs, as all costs will be charged directly to the grant.

Administrative Costs

The total projected administrative costs represent 7.98% of the total costs, which is below the administrative cap of 15%.

Program Income

St. John the Baptist Parish Schools does not expect to generate any income from the Head Start program. In compliance with the Head Start Program Performance Standards, no fees will be charged to children or families for services rendered from the program.

Necessity and Reasonableness of Costs

All costs outlined in this request, including Federal and Non-Federal share, are deemed to be necessary, allowable, and reasonable for the operation of a Head Start program as defined in *2 CFR Part 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and *45 CFR Part 75 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Implementing Health and Human Services Awards*.

2. Delegate Agency Agreements, Partnership Contracts

There are no delegate agency agreements, partnership contracts, or single items costing more than \$150,000 in the Contractual and Other budget categories.

3. Financial and Property Management Systems

St. John the Baptist Parish School Board uses the Munis accounting system to track its expenditures. The Head Start program has been assigned a unique project code to capture all Head Start related expenses and to separate Head Start funds from the district's other funding sources.

A requisition system, requiring various approvals in order to strengthen internal controls, is used to request purchases. Expenditures are regularly reviewed for allowability and reasonableness before being charged to the Head Start grant for reimbursement.

4. Non-Federal Share

St. John the Baptist Parish School Board plans to contribute the required Non Federal share of \$319,156. All amounts claimed will directly benefit the Head Start program, and will be contributed by the school district's general fund. The claimed Non Federal share will be

reasonable and necessary for the operation of the Head Start program and will be used specifically to achieve program objectives, thus benefitting the program. The Non Federal share estimates are based on historical data for matching support. Non Federal share will be contributed in the following areas: Health/ Dental/ Life Insurance - \$44,225, Retirement - \$116,241, Family Service Worker Salaries - \$43,690, and Transportation Personnel salaries - \$115,000.

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 7b

DATE: 03/12/2020

TOPIC: Review of Head Start Training and Technical Assistance Plan

BACKGROUND:

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

INFORMATION

SOURCES: Mrs. Patricia Triche

HEAD START TRAINING AND TECHNICAL ASSISTANCE PLAN
July 1, 2020 through June 30, 2021

GRANTEE: St. John the Baptist Parish School Board Head Start Grant #: 06CH010677

T/TA Specialist: Amber Rosean

Region: VI – Dallas, TX

T/TA BUDGET: \$25,666

DATE: April 1, 2020

GENERAL INFORMATION

Mailing Address: P. O. Drawer AL

Reserve, LA 70084

Office Phone #: (985) 535-3917

Fax #: (985) 535-6406

Main Contact: Patricia Triche

Title: Head Start Director

Email: ptrice@stjohn.k12.la.us

PURPOSES AND GOAL OF THE HEAD START TRAINING AND TECHNICAL ASSISTANCE PLAN

The purposes of this Head Start Training and Technical Assistance Plan are:

1. to develop a comprehensive, strategic Training and Technical Assistance Plan for the Head Start program;
2. to document the training process;
3. to manage the training and technical assistance budget;
4. to ensure that training is implemented as planned.

The overall goal of the Training and Technical Assistance Plan is to provide quality, comprehensive Head Start services to eligible children and families throughout the St. John the Baptist Parish target area. Training will be related to the Head Start Program Performance Standards, the Head Start Act of 2007, Louisiana Child Day Care Standards, and other relevant Federal, State, and local regulations, standards, and guidelines for high quality preschool programs. The Head Start program objectives and organizational needs of the St. John the Baptist Parish School Board will be given consideration in the planning and implementation of all training.

This Head Start Training and Technical Assistance Plan is designed to provide an overall framework for:

1. assessing the Head Start program and staff needs,
2. planning training and technical assistance budget requests, and
3. ensuring that resources are used to their maximum advantage in meeting program needs.

TRAINING AND TECHNICAL ASSISTANCE PLAN NARRATIVE

Process for Developing Training and Technical Assistance Plan

The Training and Technical Assistance Plan for St. John the Baptist Parish Head Start is based on several factors:

- meeting the objectives as outlined in the Head Start Program Performance Standards,
- assuring that the members of the governing body, the St. John the Baptist Parish School Board, understand their legal and fiscal responsibilities for the program,
- helping build relationships among staff and assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities
- informing parents of their role in the program, including the role of Parent Committees and the Policy Council,
- equipping volunteers to contribute to the program in a meaningful, productive manner,
- providing for staff growth and development opportunities to ensure that all staff have appropriate credentials and the latest information and technical skills relevant to their positions.

The process used to develop the Training and Technical Assistance Plan included a review by management staff members of the training needed for Board, staff, and parents to fulfill the Performance Standards, a review of staff members' credentials and experience related to their job duties and responsibilities, and surveys of staff members and parents to determine areas of interest and needs for specific training opportunities. Additional training needs will be developed and prioritized on an ongoing basis through monitoring and evaluation of the program and staff.

Training Needs and Objectives

Training needs outlined in this plan include:

1. Training for the governing body, the St. John the Baptist Parish School Board to include:
 - a. Board role and responsibilities as outlined in the Head Start Program Performance Standards and the Head Start Act of 2007
 - b. Legal and fiscal responsibilities as related to approving budgets, financial reporting, protecting the assets of the program, and following Federal, state, and local laws, regulations, and guidelines for operating the program to enable them to carry out their program governance responsibilities effectively
2. Training for staff employed by the program to include:
 - a. Performance Standard training for all staff
 - b. Administrative training for the Head Start Director
 - c. Content area training for management staff (content area experts)
 - d. Orientation for all new staff that includes goals and underlying philosophy of Head Start and the ways in which they are implemented by the program
 - e. Methods for identifying and reporting child abuse and neglect that comply with applicable State laws
 - f. Joint transition-related training for Head Start staff and other school staff involved in the pre-k and kindergarten settings to discuss methods for planning for successful child and family transitions to and from the Head Start program
 - g. Training for staff in identifying and meeting the needs of children with disabilities
 - h. Training necessary to meet the Head Start Act of 2007 as related to credentials for classroom staff including teachers and teacher assistants (paraprofessionals)

- i. Training in use of the MyHeadStart database for tracking child enrollment and services
 - j. Training for fiscal staff in Head Start financial reporting
3. Training for parents to include:
- a. Education and training to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting
 - b. Opportunities to learn about developmentally appropriate child development and early childhood education
 - c. Opportunities to learn health principles of:
 - i. preventive medical and dental health, emergency first-aid, occupational and environmental hazards, and safety practices for use in the home
 - ii. information specific to the health needs of individual children with health problems
 - iii. information on mental health issues affecting children and families
 - d. Opportunities to learn about needs and services for children with identified disabilities and special needs
 - e. Opportunities for participation in the program as:
 - i. participants in Parent Committees
 - ii. participants on the Policy Council
 - iii. volunteers in program activities
 - f. Training for elected Policy Council members as to their role and responsibilities in the program

In meeting the training needs of the program, this Training and Technical Assistance Plan strives to ensure that everyone involved in the substantive issues of the St. John the Baptist Parish Head Start program will understand Head Start and have the skills necessary to successfully perform their roles in implementing the program effectively in the communities served. Training needs will be continually identified and prioritized based on significance to the program and resources available to meet the needs.

The Head Start Director will be responsible for ensuring that the Training and Technical Assistance Plan is implemented, including assuring that:

- o it is a balanced plan
- o it considers the needs of the full program
- o it is reasonable and based upon an assessment of total staff needs
- o the objectives are attainable within the proposed timeframes
- o the plan considers the developmental training level of the participants and their learning styles
- o the plan supports Head Start program goals for staff development

This Training and Technical Assistance Plan will utilize all available resources including existing training programs of the St. John the Baptist Parish School System and any other available resources in the Greater St. John the Baptist Parish community. At the end of each program/school year, the Training and Technical Assistance Plan will be re-evaluated and revised as needed to assure an up to date and effective method for training all who are involved in the Head Start program.

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 7c

DATE: 03/12/2020

TOPIC: Review of Head Start Self-Assessment 2019-2020

BACKGROUND:

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

INFORMATION

SOURCES: Mrs. Patricia Triche

Self-Assessment Report

I. Introduction
<p>a. Briefly describe your program (745 characters)</p> <p>The Saint John the Baptist Parish School Board Program serves 170 preschool three and four year old children using Frog Street Curriculum. The current research based parenting curriculum is "I Care", and Frog Street, along with using the "On Track to Kindergarten" program. Head Start children are prepared with school readiness skills which equip them to transition into Kindergarten. Teaching Strategies Gold is the ongoing assessment used for the program. The program coordinates comprehensive services, training, curriculum assessment, and transition activities to ensure that children are ready to advance.</p>
<p>b. Provide a context for your Self-Assessment process (870 characters)</p> <p>The Self Assessment Process began in January with a compilation of program data from all concentration areas. Participants included Head Start staff, parents, and community representatives. The Self-Assessment Team members completed a data review on all areas to determine program strengths and weaknesses. A Health and Safety review was completed as well as a Governance Screening. The Self Assessment Summary was compiled by the management staff after getting input from members of the team. Upon completion, the information was shared with Policy Council, Governing Board, and staff. The results were used to drive goals for the 2020-2021 school year.</p>
II. Methodology
<p>a. Describe the design of your Self-Assessment and identify the members (1,500 characters)</p> <p>The Self Assessment began with the designation of members that would serve on the Self-Assessment Team. The team was comprised of members of the management team, support services, a parent, and a community member, and a Governing Body member. The members included Bambi Smith (community member), Kizzy Major (parent), Nia Mitchell (Governing Body Member), Yvette Robinson (teacher), Norma Foster (para), Claire Fernandez (teacher), Ann Duhone (para), Felecia Smith (Family Services Worker), Patricia Triche, Darolyn Lumar, Shelia Baloney, Dominique Miller, Ashanti Johnson, and Pamelyn Smith (Management Team Members). The process was discussed in detail during an orientation session, and then data was reviewed to determine if there were any system issues that could be improved with our program. Data was reviewed at Policy Council Meetings, and with the Governing Body dealing with academic as well as programmatic outcomes. After reviewing data through several methods, there were several areas that were determined as strengths and as weaknesses. This is an ongoing process.</p>
<p>b. Provide the Self-Assessment time frame (1,465 characters)</p> <p>The Self Assessment is truly an annual tool used in order to track the performance of the program with respect to data collected on a systematic basis throughout the school year. The 2019 - 2020 Self-Assessment process was conducted over a period of months. The information gathered during the Self-Assessment is crucial to improve and strengthen the program and these important conversations which were grounded in data started as a formal process in January. Determinations were made and consensus formed so that the plan could be approved through the Policy Council and Governing Body. The Self-Assessment process had to be completed by March 14, 2020. It was approved at the Policy Council Meeting on March 10th. The entire grant application went for approval before our board on March 12, 2020. The Head Start Grant Application will be uploaded into HSES by April 1st. The entire Self-Assessment will then be reviewed by staff. This Self-Assessment Improvement Plan will be reviewed every quarter to ensure adequate progress is being made towards completion of activities to attain necessary goals for the program. The annual Self-Assessment must constantly be re-visited.</p>

<p>c. List the data collection tools used (730 characters)</p>
<p>There are many tools used in the Self-Assessment Process. The Community Assessment was reviewed along with facility reviews, attendance, parental participation, health screenings, fiscal monitoring, disability and mental health screenings, meals served, School Readiness Data, Brigance checkpoints, TSG Data, student learning target data, maintenance requests, bus logs, teacher attendance, CLASS Scores, Child Development Center Performance Profile, parent complaints, compliance checklists, surveys, MyHeadStart data, PFCE Outcomes, program checklists, and teacher interviews.</p>
<p>d. List any additional information used during Self-Assessment (965 characters)</p>
<p>There are opportunities for parental involvement at the program so it is important to be inclusive of their input in order to better the program. Additional qualitative communications received from community, parents, staff, and children on a daily basis during the regular operations of the facility is important. Another data source used on a regular basis for self assessment is licensing reviews. These reviews provide insight with respect to a program's overall compliance with the safety of the facility as well as the program in general. Systematic monitoring of student transitions throughout the school day is also of critical importance as the safety of our students is a top priority for Head Start families and employees. I Care and On Track to Kindergarten participation is also tracked on a monthly basis.</p>
<p>III. Key Insights</p>
<p>a. Describe the strengths of the program (965 characters)</p>
<p>The following were determined as strengths in the program. The overwhelming top strength was the job embedded professional development offered to the staff. The Para Professionals and Teachers in the classroom are awesome teaching teams which is why the second strength was getting our students KN ready. The third strength was the support staff and leadership team who provides the support needed for the teachers, students, and family that our staff gives to the parents and the community. The fourth strength was that our program provides transportation to our students throughout the community. The fifth strength was all of the Family Involvement Activities. Parents get weekly communication from the program through newsletters, JCALLS, monthly parent meetings, Policy Council, and much more.</p>
<p>b. Describe systemic issues (1,085 characters)</p>
<p>There were five areas of systematic issues determined through this ongoing Self Assessment. The first area of weakness was transportation and not enough bus monitors. If buses don't run, it is a hardship on our families. The second area of weakness was the assessment calendar was very busy. Testing of students occurs on a regular basis and is consistent with state and Head Start guidelines. The third area of weakness was the amount of money available for cooking experiences. The fourth area of weakness is the computer labs at the school sites. The computer labs were noted as not being available, or having faulty equipment. Utilizing technology improves the learning for students. The fifth area of weakness was the lack of parent participation at parent meetings. Many of our parents work during the day and can't attend meetings. The parents vote on date and time of meetings.</p>
<p>c. Discuss the progress of the program in meeting its goals and objectives (1,085 characters)</p>
<p>The program has shown steady growth in the CLASS observation scores according to Goal #1. The program has kept up with the dentals, physical, and dental and medical homes and immunizations. A baseline this year will be determined to show growth according to Goal #2. Staff attendance has been regular and has not posed a problem with reference to Goal #3. The program does have two staff members that have been on leave, but their positions have been covered. Home visits have been surveyed, and the results will serve as a baseline this year to determine satisfaction for the upcoming year along with KN transition according to Goal #4. Goal #5 is dealing with the use of programmatic data to determine effectiveness of the program with respect to safety incidences and the home usage of "I Care and "On Track to Kindergarten". At the Health Advisory Meeting safety incidences were in line.</p>

IV. Recommendations
a. Recommend areas for program improvement (735 characters)
The program can continue to provide needed professional development to staff members as it relates to CLASS and the Frog Street curriculum. The Leadership team which consists of Coordinators, Family Service Workers, and the Master Teacher will continue to receive the necessary trainings to keep abreast with Head Start regulations and to provide a safe and productive program. The PreK Master teacher is an asset to the program and consistently provides supports to the entire staff.

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 7d

DATE: 03/12/2020

TOPIC: Review of Head Start 5 Year Long Range Goals and Short-Term Objectives

BACKGROUND:

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

**INFORMATION
SOURCES:**

Mrs. Patricia Triche

Saint John the Baptist Parish Head Start Program Five Year Long Range Goals and Short-Term Objectives



Year 3 – 2020-2021



Program Goal #1:

The program will strengthen CLASS interactions in the classroom to increase student achievement and foster school readiness skills.

Objective:

1. The program will increase CLASS scores in the Instructional Support Domain to foster school readiness skills in children.

Yr. 1: 2018-2019 CLASS scores in the Instructional Support Domain will increase by 2%.

Yr. 2: 2019-2020 CLASS scores in the Instructional Support Domain will increase by 2%.

Yr. 3: 2020-2021 CLASS scores in the Instructional Support Domain will increase by 2%.

Yr. 4: 2021-2022 CLASS scores in the Instructional Support Domain will increase by 2%.

Yr. 5: 2022-2023 CLASS scores in the Instructional Support Domain will increase by 2%.

2. The program will increase CLASS scores in the Classroom Organization Domain to foster school readiness skills in children.

Yr. 1: 2018-2019 CLASS scores in the Classroom Organization Domain will increase by 2%.

Yr. 2: 2019-2020 CLASS scores in the Classroom Organization Domain will increase by 2%.

Yr. 3: 2020-2021 CLASS scores in the Classroom Organization Domain will increase by 2%.

Yr. 4: 2021-2022 CLASS scores in the Classroom Organization Domain will increase by 2%.

Yr. 5: 2022-2023 CLASS scores in the Classroom Organization Domain will increase by 2%.

3. The program will increase CLASS scores in the Emotional Support Domain to foster school readiness skills in children.

Yr. 1: 2018-2019 CLASS scores in the Emotional Support Domain will increase by 2%.

Yr. 2: 2019-2020 CLASS scores in the Emotional Support Domain will increase by 2%.

Yr. 3: 2020-2021 CLASS scores in the Emotional Support Domain will increase by 2%.

Yr. 4: 2021-2022 CLASS scores in the Emotional Support Domain will increase by 2%.

Yr. 5: 2022-2023 CLASS scores in the Emotional Support Domain will increase by 2%.

School Readiness Goal: The program will improve the Instructional Support Domain based on CLASS scores.

Expected Outcome:

The school community will have a greater understanding of the CLASS tool and its relationship between teaching and learning which will result in higher student achievement levels in the classroom.

Expected Challenges: Coordinating coaching for maximum support of teachers is need while supporting measured growth in the Instructional Support Domain.

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
Education/Disabilities				
1. Developmental Screenings. 2. Professional Development Teaching Strategies Gold/Frog Street for teachers/paraprofessionals.	1. Teachers 2. Education Coordinator/Master Teacher/ Head Start Director	1. Within 45 days of enrollment 2. Late Report Days/ Professional Development Days : 3. Ongoing	1. HS Budget 2. H.S. Budget/Curriculum Allotment/Prek Expansion Funding	1. Brigrance. 2. Sign in sheets.
3. Ongoing Performance Based Coaching.	3. Education Coordinator/Prek Master Teacher	4. Weekly during planning periods	3. N/A	3. CLASS Scores/Coaching Reports.
4. Data Teams Meetings.	4. Education Coordinator/ Prek Master Teacher	5. Weekly	4.N/A	4. Sign in sheets/Logs
5. Instructional Focus.	5. Education Coordinator	6. Ongoing	5. N/A	5. Copies of each "Instructional Focus" – on file.
6. Individualized instructional supports through IEPs for all identified students.	6. Education Coordinator/SPED Teacher/Head Start Teacher/Paraprofessional	7. Ongoing	6. N/A	6. IEP's
7. Informal CLASS Domain Walkthroughs.	7. Education Coordinator/ Prek Master Teacher		7. N/A	7. Walk -Through Data.

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress.
PFCE				
<p>1. Weekly Head Start Newsletters/ Curriculum Focus.</p> <p>2. Monthly Parent meetings with focus on Literacy and Numeracy. (Make and Take)</p>	<p>1. Head Start Director/Education Coordinator</p> <p>2. Prek Master Teacher</p>	<p>1. Bi – weekly</p> <p>2. Monthly</p>	<p>1. HS Budget</p> <p>2. HS Budget</p>	<p>1. Copies of newsletters.</p> <p>2. Agendas and Sign in sheets.</p>
<p>3. “On Track to Kindergarten” – Take home education packets.</p>	<p>3. Family and Community Engagement Coordinator – Parental Involvement/ Family Case Workers/Family and Community Engagement Coordinator – ERSEA</p>	<p>3. Weekly</p>	<p>3. HS Budget</p>	<p>3. Data reports on Family Completion/ Copies of monthly selections.</p>
<p>4. Family Engagement – “I Care” Parenting Curriculum.</p>	<p>4. Family and Community Engagement Coordinator – Parental Involvement/ Family Case Workers/Family and Community Engagement Coordinator – ERSEA</p>	<p>4. Monthly</p>	<p>4. HS Budget</p>	<p>4. Data reports on Family Completion/ Copies of monthly selections.</p>
<p>5. Data regarding family goals will be collected related to education.</p>	<p>5. Family and Community Engagement Coordinator – Parental Involvement/ Family Case/Teacher</p>	<p>5. Quarterly</p>	<p>5. HS Budget</p>	<p>5. PROMIS Data.</p>

<p>Program activities that support BOTH goals and objectives.</p>	<p>Workers/Family and Community Engagement Coordinator – ERSEA Who</p>	<p>By when</p>	<p>Financial Supports</p>	<p>Data tools or methods for tracking progress</p>
<p>Health/Mental Health Services</p>	<p>1. Teachers/Parents/ Mental Health Consultant/Health and Safety</p>	<p>1. Ongoing</p>	<p>1. HS Budget</p>	<p>1. PROMIS/Student Documentation.</p>
<p>1. Consultations, observations and parent education for families of children with behavioral challenges. 2. Annual hearing and vision screenings.</p>	<p>2. Coordinator/Education Disabilities Coordinators Health and Safety Coordinator</p>	<p>2. Within 45 days - ongoing</p>	<p>2. HS Budget</p>	<p>2. PROMIS.</p>
<p>Program Management</p> <p>1. New teachers and Paraprofessionals will be trained with the MMCI (Making the Most of CLASS Interactions). 2. Review of scores/Professional Development Plans/Student Learning Targets.</p>	<p>1. Head Start Director</p>	<p>1. September 2018 – April 2019. 2. Ongoing</p>	<p>1. Community Network Funding/Prek Expansion Funding 2. N/A</p>	<p>1. Sign in sheets. 2. Talent Ed.</p>

Program Goal #2:

Families will be provided the necessary comprehensive health services and supports to maximize the well-being of each family member according to the Head Start Performance Standards.

Objective:

1. The program will increase the number of parents competing physicals by September 23rd by 2%.

Yr. 1: 2018-2019 the number of parents competing physicals by September 23rd baseline will be calculated.

Yr. 2: 2019-2020 the number of parents competing physicals by September 23rd by 2%.

Yr. 3: 2020-2021 the number of parents competing physicals by September 23rd by 2%.

Yr. 4: 2021-2022 the number of parents competing physicals by September 23rd by 2%.

Yr. 5: 2022-2023 the number of parents competing physicals by September 23rd by 2%.

2. The program will increase the number of parents completing dentals by September 23rd by 2%.

Yr. 1: 2018-2019 the number of parents competing physicals by September 23rd baseline will be calculated.

Yr. 2: 2019-2020 the number of parents competing physicals by September 23rd by 2%.

Yr. 3: 2020-2021 the number of parents competing physicals by September 23rd by 2%.

Yr. 4: 2021-2022 the number of parents competing physicals by September 23rd by 2%.

Yr. 5: 2022-2023 the number of parents competing physicals by September 23rd by 2%.

3. The program will ensure that all families have dental and medical homes as well as up to date immunizations.

Yr. 1: 2018-2019 100% of families will have medical and dental homes as well as up to date immunizations.

Yr. 2: 2019-2020 100% of families will have medical and dental homes as well as up to date immunizations.

Yr. 3: 2020-2021 100% of families will have medical and dental homes as well as up to date immunizations.

Yr. 4: 2021-2022 100% of families will have medical and dental homes as well as up to date immunizations.

Yr. 5: 2022-2023 100% of families will have medical and dental homes as well as up to date immunizations.

School Readiness Goal: Children will be healthy, physically active, and ready to learn.

Expected Outcome:

The overall health and well-being of students will be optimized by the collective efforts of all to ensure comprehensive health services are delivered in a timely manner to increase student achievement.

Expected Challenges: A major challenge is supporting all of the families in a time sensitive manner to get health checkups done early.

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
<p>Education/Disabilities</p> <ol style="list-style-type: none"> 1. Teachers will brush teeth with children daily. 2. Staff will review records to ensure parents are in compliance with physicals and dental exams. 	<ol style="list-style-type: none"> 1. Teachers/Para professionals 2. Family and Community Engagement Coordinator – Parental Involvement/Family Case Workers/Family and Community Engagement Coordinator – ERSEA 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 	<ol style="list-style-type: none"> 1. HS Budget 2. HS Budget 	<ol style="list-style-type: none"> 1. Bi – weekly compliance checklists. 2. Teacher Checklists.

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
<p style="text-align: center;">PFCE</p> <p>1. Family members will continue to receive emotional support and will be linked to appropriate referral sources to ensure their well-being and productive daily living.</p> <p>2. Families will be interviewed, and needs assessed to determine family health concerns.</p>	<p>1. Family and Community Engagement Coordinator – Parental Involvement/ Family Case Workers/Family and Community Engagement Coordinator – ERSEA</p> <p>2. Family and Community Engagement Coordinator – Parental Involvement/ Family Case Workers/Family and Community Engagement Coordinator – ERSEA</p>	<p>1. Ongoing</p> <p>2. Ongoing</p>	<p>1. N/A</p> <p>1. N/A</p>	<p>1. PROMIS.</p> <p>2. PROMIS.</p>

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
Health/Mental Health Services				
1. Medicals, Physicals, Immunizations, Dental – Medical Homes, will be collected and analyzed.	1. Head Start Health and Safety Coordinator	1. Ongoing	1. N/A	1. PROMIS.
Program Management				
1. Newsletters/Letters Home/J Calls will be made to support parents in meeting the Health needs of students. 2. Director will monitor progress of health needs of children at weekly leadership meetings.	1. Head Start Director/Clerk/Family Case Workers. 2. Leadership Team	1. Ongoing 2. Ongoing	1. HS Budget 2. HS Budget	1. PROMIS. 2. Leadership Team Meeting Agendas/Sign in sheets.

Program Goal #3:
Saint John the Baptist Parish Head Start program will provide staff members and families with support to function in their roles as members of a well-integrated, diverse and mutually supportive team by supporting attendance awareness, job supports, and a positive program environment.

Objective:

1. The overall attendance of faculty and staff will improve.

- Yr. 1: 2018-2019 Attendance of faculty and staff will improve by 2% over 2017-2018 school year.
- Yr. 2: 2019-2020 Attendance of faculty and staff will improve by 2% over 2018-2019 school year.
- Yr. 3: 2020-2021 Attendance of faculty and staff will improve by 2% over 2019-2020 school year.
- Yr. 4: 2021-2022 Attendance of faculty and staff will improve by 2% over 2020-2021 school year.
- Yr. 5: 2022-2023 Attendance of faculty and staff will improve by 2% over 2021-2022 school year.

2. The overall attendance of students will improve each year by 2%.

- Yr. 1: 2018-2019 Student attendance will improve by 2% over 2017-2018 school year.
- Yr. 2: 2019-2020 Student attendance will improve by 2% over 2018-2019 school year.
- Yr. 3: 2020-2021 Student attendance will improve by 2% over 2019-2020 school year.
- Yr. 4: 2021-2022 Student attendance will improve by 2% over 2020-2021 school year.
- Yr. 5: 2022-2023 Student attendance will improve by 2% over 2021-2022 school year.

School Readiness Goal: The program will provide the education staff needed training and support in the areas of mathematics, language, and literacy. By providing training and support, the accomplishments of children will increase and staff's efforts to analyze and use data for continuous improvement will advance.

Expected Outcome:

The Saint John the Baptist Parish Head Start Program through the constant support of families and staff would foster higher rates of employees coming to work and increased attendance by students which would result in greater student achievement.

Expected Challenges: A challenge is meeting all the needs of families and staff.

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
Education/Disabilities				
<ol style="list-style-type: none"> Quarterly recognitions of Excellence for TSG Data Entry of completed Objectives. 	<ol style="list-style-type: none"> Education Coordinator/Master Teacher 	<ol style="list-style-type: none"> September 2020 – Ongoing. 	<ol style="list-style-type: none"> HS Budget 	<ol style="list-style-type: none"> TSG Data Reports
<ol style="list-style-type: none"> Staff Professional Development on increasing awareness of students with disabilities. 	<ol style="list-style-type: none"> Education Coordinator/Master Teacher 	<ol style="list-style-type: none"> November 2020 	<ol style="list-style-type: none"> N/A 	<ol style="list-style-type: none"> Sign in Sheets
<ol style="list-style-type: none"> Staff Professional Development on Teaching Strategies Gold. 	<ol style="list-style-type: none"> Teach/Education Coordinator/Master Teacher 	<ol style="list-style-type: none"> Fall 2020 	<ol style="list-style-type: none"> HS Budget 	<ol style="list-style-type: none"> Sign in Sheets

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
PFCE				
<p>1. Monthly recognition of parents completing “I Care”, and “On Track to Kindergarten”.</p> <p>2. Monthly tracking of student attendance to recognize excellence Distribute community resource material to families that align with any school – home activities.</p>	<p>1. Family and Community Engagement Coordinator – Parental Involvement/ Family Case Workers/Family and Community Engagement Coordinator – ERSEA</p> <p>2. Family and Community Engagement Coordinator – Parental Involvement/ Family Case Workers/Family and Community Engagement Coordinator – ERSEA</p>	<p>1. September 2020 – ongoing.</p> <p>2. September 2020 ongoing.</p>	<p>1. HS Budget</p> <p>2. HS Budget</p>	<p>1. Data on completion rates.</p> <p>2. My Head Start</p>

<p>Program activities that support BOTH goals and objectives.</p>	<p>Who</p>	<p>By when</p>	<p>Financial Supports</p>	<p>Data tools or methods for tracking progress</p>
<p>Health/Mental Health Services</p>	<p>1. Health and Safety Coordinator.</p>	<p>1. October 2020 – quarterly.</p>	<p>1. HS Budget</p>	<p>1. Sign in Sheets.</p>
<p>1. Semi - Annual Health Advisory Committee Meetings.</p>	<p>1. Head Start Director</p>	<p>1. Monthly</p>	<p>1. Head Start Budget</p>	<p>1. Agendas/Sign/In Sheets</p>
<p>Program Management</p>	<p>1. Monthly Head Start Staff Meetings.</p>	<p>2. Summer 2020</p>	<p>2. Head Start Budget</p>	<p>2. Session Attendance Certificates</p>
<p>2. Head Start Training Convention, Alexandria, LA</p>	<p>2. Head Start Staff</p>	<p>2. Summer 2020</p>	<p>2. Head Start Budget</p>	<p>2. Session Attendance Certificates</p>

<p>Program Goal #4: Saint John the Baptist Parish Head Start Program will strengthen transitions for children and families entering Head Start and out of Head Start so that children succeed in kindergarten and beyond.</p>
<p>Objective:</p> <p>1. The program will</p> <p>Yr. 1: 2018-2019 Home visits and transition services will be evaluated through home surveys to determine a baseline of satisfaction. Yr. 2: 2019-2020 Through data collected at the end of the school year parent satisfaction will have grown 2% from previous year. Yr. 3: 2020-2021 Through data collected at the end of the school year parent satisfaction will have grown 2% from previous year. Yr. 4: 2021-2022 Through data collected at the end of the school year parent satisfaction will have grown 2% from previous year. Yr. 5: 2022-2023 Through data collected at the end of the school year parent satisfaction will have grown 2% from previous year.</p> <p>2. The program will</p> <p>Yr. 1: 2018-2019 compile a baseline of parents completing KN transfer forms and participating in the KN Big Visit. Yr. 2: 2019-2020 The program will increase parents completing transition paperwork and participating in the KN Big Visit by 2%. Yr. 3: 2020-2021 The program will increase parents completing transition paperwork and participating in the KN Big Visit by 2%. Yr. 4: 2021-2022 The program will increase parents completing transition paperwork and participating in the KN Big Visit by 2%. Yr. 5: 2022-2023 The program will increase parents completing transition paperwork and participating in the KN Big Visit by 2%.</p>
<p>School Readiness Goal: To increase data sources to review transition activities and to better understand opportunities and challenges.</p>
<p>Expected Outcome: Children will exhibit fewer adjustment issues when they transition into Head Start and Kindergarten. An increased number of families will express satisfaction with transitions.</p>
<p>Expected Challenges: A challenge would be getting KN information sheets back from families in a timely manner and getting participation from all families in the "KN Big Visit".</p>

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
Education/Disabilities				
<ol style="list-style-type: none"> Staff Professional Development on Transitions to Kindergarten. Partner with umbrella schools to get "Reading Buddies", for Head Start Students. Facilitate Parents to fill out "KN Entry Forms. "KN Big Visit" Facilitation, SJBP Public Schools. 	<ol style="list-style-type: none"> Education Coordinator Master Teacher/Family Case Workers Teachers/Parent Engagement Coordinators/Family Case Workers Teachers/Paras/HS Team 	<ol style="list-style-type: none"> May 2020 September – May 2020 February 2020 By May 2020 	<ol style="list-style-type: none"> N/A N/A N/A HS Budget 	<ol style="list-style-type: none"> Staff Sign in Sheets. "Reading Buddy Log. Actual forms turned in. Field Trip Forms.

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
PFCE				

<ol style="list-style-type: none"> 1. Coordinate the "KN Big Visit". 2. Weekly "Lending Library". 3. On Track to Kindergarten. 	<ol style="list-style-type: none"> 1. Parent Engagement Coordinators/Family Case Workers/ HS Team 2. Parent Engagement Coordinators/Family Case Workers/ HS Team 3. Parent Engagement Coordinators/Family Case Workers/ HS Team 4. 	<ol style="list-style-type: none"> 1. May 2020 2. September 2020 – Ongoing 3. September 2020 – ongoing 4. 	<ol style="list-style-type: none"> 1. HS Budget 2. HS Budget 3. HS Budget 4. N/A 	<ol style="list-style-type: none"> 1. Field Trip Forms 2. Lending Library Log 3. Completion Rate by Teacher 4.
<p>Program activities that support BOTH goals and objectives.</p>	<p>Who</p>	<p>By when</p>	<p>Financial Supports</p>	<p>Data tools or methods for tracking progress</p>
<p>Health/Mental Health Services</p>				
<ol style="list-style-type: none"> 1. Provide child health information to receiving nurses on fragile children. 2. Family meetings with medically fragile students to devise plan for upcoming year. 	<ol style="list-style-type: none"> 1. Health and Safety Coordinator 2. Health and Safety Coordinator 	<ol style="list-style-type: none"> 1. May 2020 2. Health and Safety Coordinator 	<ol style="list-style-type: none"> 1. N/A 2. N/A 	<ol style="list-style-type: none"> 1. Meeting sign in Sheets 2. Meeting Sign in Sheets
<p>Program Management</p>				
<ol style="list-style-type: none"> 1. KN Site determinations by 	<ol style="list-style-type: none"> 1. HS Director/Clerk/Transportation Department 	<ol style="list-style-type: none"> 1. March 2020 	<ol style="list-style-type: none"> 1. N/A 	<ol style="list-style-type: none"> 1. Actual spreadsheets by Head Start

<p>students for KN school placement. 2. Bi – weekly Newsletters/Parent Reminders/ JCalls.</p>	<p>2. HS Director/Clerk</p>	<p>2. September 2020 - ongoing</p>	<p>2. HS Budget</p>	<p>student school assignments. 2. Actual Correspondence</p>
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Program Goal #5:
Saint John the Baptist Parish Head Start Program will focus on the use of data and monitoring to enhance safety and track program performance.

Objective:

3. The program will utilize data to track safety incidences on campus.

- Yr. 1: 2018-2019 The program will decrease the amount of safety incidences by 2%.
- Yr. 2: 2019-2020 The program will decrease the amount of safety incidences by 2%.
- Yr. 3: 2020-2021 The program will decrease the amount of safety incidences by 2%.
- Yr. 4: 2021-2022 The program will decrease the amount of safety incidences by 2%.
- Yr. 5: 2022-2023 The program will decrease the amount of safety incidences by 2%.

4. The program will increase the amount of family engagement with “1 Care”, and “On Track to Kindergarten”.

- Yr. 1: 2018-2019 The program will increase the parental participation in “1 Care”, and “On Track to Kindergarten”, by 2%.
- Yr. 2: 2019-2020 The program will increase the parental participation in “1 Care”, and “On Track to Kindergarten”, by 2%.
- Yr. 3: 2020-2021 The program will increase the parental participation in “1 Care”, and “On Track to Kindergarten”, by 2%.
- Yr. 4: 2021-2022 The program will increase the parental participation in “1 Care”, and “On Track to Kindergarten”, by 2%.
- Yr. 5: 2022-2023 The program will increase the parental participation in “1 Care”, and “On Track to Kindergarten”, by 2%.

School Readiness Goal:

Providing a safe, appropriate learning environment in preschool will increase children’s accomplishments and school readiness.

Expected Outcome: By tracking data and strengthening monitoring the program can keep a pulse on the effectiveness of the program.

Expected Challenges: A challenge would be collecting the right data and collecting it consistently for review for maximum program impacts.

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
Education/Disabilities				
<ol style="list-style-type: none"> 1. Data input on developmental screenings and Individual Education Plans 2. CLASS Data will be input into the Early Childhood Portal. 3. Monthly Head Start Staff Meetings. 4. Teaching Strategies Gold Data will be checked weekly and monitored for three annual checkpoint completions. 5. Lesson Plans will be checked for weekly completion on Oncourse. 	<ol style="list-style-type: none"> 1. SPED Teachers 2. Education Coordinator/HS Director/ Master Teacher 3. HS Leadership Team/Family Case Workers 4. Education Coordinator/Master Teacher 5. Education Coordinator/Master Teacher 	<ol style="list-style-type: none"> 1. Ongoing 2. September 2020 – May 2021 3. September 2020 – May 2021 4. August 2020 – May 2021 5. August 2020 – May 2021 	<ol style="list-style-type: none"> 1. N/A 2. N/A 3. HS Budget 4. N/A 5. N/A 	<ol style="list-style-type: none"> 1. Actual IEP's 2. Reports/Performance Profiles 3. Sign in Sheets 4. Checkpoint Data 5. Oncourse reports

Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
PFCE				
Program activities that support BOTH goals and objectives.	Who	By when	Financial Supports	Data tools or methods for tracking progress
Health/Mental Health Services				
1. Track and Monitor persistent and chronic absenteeism due to illness.	1. Health and Safety Coordinator	1. August 2020 – May 2021	1. N/A	1. Attendance Data

Program Management				
<ol style="list-style-type: none"> 1. Data shared with Policy Council and Governing Board per Performance Standards. 2. Run monthly budget reports. 3. Create a longitudinal data report for public review of all program facets. 	<ol style="list-style-type: none"> 1. HS Director/Leadership Team 2. Head Start Fiscal Manager 3. HS Director 	<ol style="list-style-type: none"> 1. August 2020–May 2021. 2. Ongoing Yearly 3. September 2020–Ongoing 	<ol style="list-style-type: none"> 1. HS Budget 2. N/A 3. N/A 	<ol style="list-style-type: none"> 1. Agenda and Sign in Sheets. 2. Monthly Reports. 3. Ongoing Power Point Presentation.

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**ST. JOHN THE BAPTIST PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 7e

DATE: 03/12/2020

TOPIC:

Request board approval to advertise for bids for the SY 2020-2021 for Bread, Milk, Processed Foods, Frozen Foods, Meat/Meat Products, Cleaning Supplies, Paper Supplies, Large and Small Equipment for cafeterias.

BACKGROUND:

Annual Bids

ALTERNATIVES:

Accept recommendation

Do not accept

SUPERINTENDENT'S RECOMMENDATION:

Recommends Approval

COST:

Purchases in these areas exceed \$15,000 per year.

RATIONALE:

Comply with bid laws and policies

INFORMATION SOURCES:

Procurement Guidance-LA Department of Education

Ms. Terry Charles, Child Nutrition Supervisor

**ST. JOHN PARISH SCHOOL BOARD
SCHOOL BOARD MEETING
AGENDA ITEM**

ITEM #: 9a

DATE: 03/12/2020

TOPIC: Introduction of 2020-2021 School Calendar

BACKGROUND:

ALTERNATIVES:

**SUPERINTENDENT'S
RECOMMENDATION:**

COST:

**INFORMATION
SOURCES:**

Ms. Michelle Seymour
Calendar Committee



St. John the Baptist Parish Public Schools
School Calendar 2020 – 2021 **Adopted by Board – Date: _____**

August

- 3-4 Professional Development Days
- 5 Teacher Classroom Work Day
- 6 First Day of School for Students
- 13 First Day for Kindergarten / Universal PreK / LA4 / Model Early Students
- 20 First Day for Head Start Students

September

- 7 Labor Day Holiday
- 30 Early Release

October

- 7 End of First Nine Weeks
- 8 Begin Second Nine Weeks
- 12–13 Fall Break Holiday
- 28 Early Release

November

- 2 Professional Development Day – No School for Students
- 3 Election Day Holiday (Primary/Congressional)
- 23 – 27 Thanksgiving Holidays
- 30 Students Return

December

- 18 ½ Day for Students / End of Second Nine Weeks
- 21 - 31 Christmas Holidays

January

- 1 New Year’s Holiday
- 4 Professional Development Day – No School for Students
- 5 Students Return- Begin Third Nine Weeks
- 18 Martin Luther King Holiday
- 19 Students Return
- 22 100th Day of School
- 27 Early Release

February

- 15-19 Mardi Gras Holidays
- 22 Students Return
- 24 Early Release

March

- 15 End of Third Nine Weeks
- 16 Begin Fourth Nine Weeks

April

- 2 - 9 Easter Holiday
- 12 Students Return

May

- 14 Last Day for Seniors (ESJH/WSJH)
- 25 Last Day for Students / ½ Day for Students/ End of Fourth Nine Weeks
- 26 Records’ Day

2020-2021 LDOE ACT/EOC/LEAP 2025 Assessment Schedule (Calendar is subject to change if any of the testing dates below change):

ACT Statewide Testing (Initial/Make-Up) March 9/ April 10	LEAP 2025 Paper-Based Testing (3 rd - 4 th grades) April 21- April 27
LEAP 2025 Computer-Based Window (5 th – 8 th grades) March 29- April 30	WorkKeys Testing Window October 1- April 10
EOC / LEAP 2025 Fall Testing Window December 1-18	AP Testing Window Complete by May 14
EOC / LEAP 2025 Spring Testing Window April 15- May 14	CLEP Testing Window Open Window/ Complete by May 14