

TRI-COUNTY COMMUNITY COUNCIL, INC.  
302 North Oklahoma Street; P.O. Box 1210  
Bonifay, FL 32425

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## MEETING NOTICE

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Tri-County Community Council, Inc., Board of Directors will be held  
Thursday – May 14, 2026 at 5:00 p.m. at the  
Head Start Conference Room, 2499 Cypress Street, Westville, FL 32464.  
The hybrid meeting will allow for in person or virtual attendance.

### JOIN THE BOARD MEETING

Google Meet [meet.google.com/ytw-xaps-ghz](https://meet.google.com/ytw-xaps-ghz)

OR

Call 1-774-333-2135

When prompted, enter PIN: 362 546 107 followed by the # sign

**PLEASE CALL IN ABOUT 5 MINUTES PRIOR TO THE START OF MEETING**

Finance & Head Start Committee Meetings at 4:15 p.m.  
You will receive a separate invite for joining Committee Meeting

(Please let us know how you will be attending or if you are not able to attend)



**MISSION: Our Mission is to identify and provide needed services to the citizens in our community.**

**VISION: Tri-County Community Council, Inc. is a nonprofit organization with a vision to unite both the public and private sectors for the purpose of improving the quality of life for individuals, families, and communities by enhancing and seeking new opportunities for success with the goal of eliminating poverty.**

**TRI-COUNTY COMMUNITY COUNCIL, INC.**  
**BOARD OF DIRECTORS**  
**MAY 14, 2026**  
**AGENDA**

- I. Call to Order
- II. Invocation & Pledge to the Flag
- III. 2026 Roll Call – **APPROVE**
- IV. Board Minutes for March – **APPROVE** – [Enclosure \(1\) Pink](#)
- V. Board Committee Reports –
  - a. Board Development – Ashley Thompson, Chair – **APPROVE** - [Enclosure \(2\) Yellow](#)
  - b. Finance Committee – Lesley Hatfield, Chair - **APPROVE**
    - i. Financial Status Reports through April [Enclosure \(3\) Multi on White](#)
    - ii. Balance Sheet – [Enclosure \(4\) White](#)
    - iii. Credit Card Purchases – [Enclosure \(5\) Green](#)
    - iv. Form 5500 Retirement - [Enclosure \(6\) Blue](#)
    - v. First Quarter – Form 941 – [Enclosure \(7\) Lilac](#)
    - vi. Items over \$10,000 – Walton County EHS Artificial Turf \$47,357.74
    - vii. TD Non-Sponsored Cash Match Report 10%
- VI. Other Reports
  - a. Head Start Reports – **APPROVE** – [Separate Enclosure](#)
    - i. Head Start Director’s Report – Kim Gillis, Head Start Director
    - ii. Policy Council Report – Janice Flowers, Liaison
  - b. Program Reports – **Info Only** – [Enclosure \(8\) Green](#)
  - c. Customer Satisfaction Reports – **Info Only** – [Enclosure \(9\) Yellow](#)
  - d. Executive Director’s Report – Joel Paul, Jr.
  - e. Chair – Tara Finch - (Item to Ratify) - **APPROVE**
    - i. Increase on Agency Portion of Health Insurance
- VII. New Business – **APPROVE**
  - a. Head Start CLASS Review [Enclosure \(10\) Blue](#)
  - b. Head Start (FA2) Focus Area 2: Comprehensive Services Review [Enclosure \(11\) Pink](#)
- VIII. Old Business – None
- IX. Public Comments
- X. Adjournment

**TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. BOX 1210; 302 NORTH OKLAHOMA STREET  
BONIFAY, FL 32425**

**MINUTES  
BOARD OF DIRECTOR'S MEETING  
MARCH 12, 2026**

Tri-County Community Council, Inc., Board of Directors met on March 12, 2026 via hybrid format.

The meeting was called to order by Danny Glidewell, Vice-Chair. Invocation was given and the Pledge of Allegiance was recited.

The 2026 roll was called. A quorum was declared with ten members present.

<u>PRESENT</u>	<u>SECTOR</u>	<u>PRESENT</u>	<u>ABSENT</u>	<u>STAFF</u>
Pat Carter	Low-Income Elected	[X]	[ ]	Joel Paul
Edward Crutchfield	Low-Income Elected	[X]	[ ]	Sharon Kent
Tara Finch	Low-Income Elected	[ ]	[X]	Hope Sharpe
Janice Flowers	Low-Income Elected	[ ]	[X]	Kim Gillis
Danny Glidewell	Public	[X]	[ ]	Angie Moore
Lesley Hatfield	Private	[ ]	[X]	Shylah Ritter
Russ Henderson	Private	[ ]	[X]	
John Hofstad	Public	[X]	[ ]	
Patricia Latson	Low-Income Elected	[ ]	[X]	
Ashlynn Marquez	Public	[X]	[ ]	
Chris Moore	Public	[X]	[ ]	
Tabitha Morris	Private	[X]	[ ]	
Willie Spires	Public	[ ]	[X]	
Wilmer Stafford	Public	[X]	[ ]	
Ashley Thompson	Low-Income Elected	[X]	[ ]	
Shawn Ward	Public	[X]	[ ]	
Vacant	Low-Income Elected	[ ]	[ ]	
Vacant	Private	[ ]	[ ]	
Vacant	Private	[ ]	[ ]	

**ATTORNEY**

Jeff Carter	[ ]	[X]
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Edward Crutchfield made motion to approve the roll call and Tabitha Morris seconded. Motion carried.

**BOARD MINUTES** - the January 2026 minutes were reviewed.

Edward Crutchfield made motion to approve and Ashley Thompson seconded. Motion carried.

**BOARD OF DIRECTOR'S MEETING**  
**MARCH 12, 2026**  
**PAGE TWO**

**BOARD DEVELOPMENT COMMITTEE REPORT** – Ashley Thompson, Committee Chair stated that the committee met prior to the meeting and discussed the following:

New Appointments:

- Randy Smith - appointed as the Private Sector Representative for Jackson County.
- Donna Chapman - elected March 2, 2026 as the Walton County Low-Income Representative.

Recommend Removal Due to Lack of Participation:

- Patricia Latson – Low Income Representative for Holmes County

There are currently two board vacancies that need to be filled as soon as possible. Members are encouraged to submit recommendations.

Edward Crutchfield made a motion to approve the report. Ashlynn Marquez seconded. Motion carried.

**FINANCE COMMITTEE REPORT** – presented by Heather Craft, Chief Finance Officer who combined it with the Annual Finance Training. She gave a brief overview of each of the reports.

Financial Status Reports – the committee reviewed the financial status reports through February 2026 and found them to be in order. The Finance Committee receives a detailed report each month for review, while a condensed version is included in the board packet for all board members. She reviewed each column and its contents.

Balance Sheet - this report reflects the financial position of the agency, outlining its assets and liabilities. The committee reviewed this report and found it to be in order.

Credit Card Purchases - the report reflects purchases for December and January. Heather reviewed the types of purchases by program, as well as their categories and usage. The Finance Committee receives a copy of the credit card statement each month, and a summary of purchases is included in the board packet for all members to review.

FORM 941 – this report reflects taxes and wages paid for the fourth quarter 2025. Taxes are paid bi-weekly after payroll is processed and posted. At the end of December, the agency had 103 employees and \$213,927.89 in taxes.

Annual Head Start 425 Report – this annual Head Start report outlines all revenue and expenses for the year. For the period of December 1, 2024, through November 30, 2025, total expenses were \$2,715,009.62, and \$165,525.78 was recorded as in-kind contributions. Heather noted that the required Head Start match is 20% and she explained what qualifies as eligible in-kind donations.

**BOARD OF DIRECTOR'S MEETING  
MARCH 12, 2026  
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Annual Form 429 Head Start Report – this is an additional Head Start report submitted to the Regional Office of Head Start that reflects the status of real property in which has Federal Interest.

Head Start SF 428 Tangible Property Report - this report provides a detail inventory of tangible property on hand at the end of the five-year project period. It was filed early in order to facilitate the disposal of an obsolete bus that has no value and has been replaced.

Banking Update - the investment with First Federal matured on February 26, 2026 and was reinvested with the same institution for a one-year term at an interest rate of 3.60%.

TD Non-Sponsored Grant Cash Match (10%) - the match has not been met but we anticipate it will be by the end of the grant period in June.

Form 990 – an annual report filed with the IRS that provides information on the agency's mission, programs and finances, including its financial strengths and weaknesses. The agency is in a strong financial position. This report is available on GuideStar.org.

Edward Crutchfield made a motion to approve and Randy Smith seconded. Motion carried.

**HEAD START DIRECTOR'S REPORT** - Kim Gillis, Program Director gave the following report:

Since the January board meeting, two Policy Council meetings have been held. A quorum was not established in February, so an email / phone poll was conducted, and all items were approved. In March, a quorum was established, and all items were approved.

Board Training Topic: Finance/Budget Development.

February Policy Council Meeting:

Presented the following for discussion:

- ...Policy Council Monthly Training Topic – Shared Governance
- ...Under-enrollment Completed – fully enrolled
- ...CLASS & Focus Two Monitoring
- ...Teacher Waiver Request Update
- ...Transfers within Program
- ...SWOT Analysis
- ...Annual Self-Assessment

March Policy Council Meeting:

Presented the following for discussion:

- ...Policy Council Monthly Training Topic – Finance/Budget Development

**BOARD OF DIRECTOR'S MEETING  
MARCH 12, 2026  
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...Focus Two Monitoring  
...Annual Self-Assessment  
...Impasse / Internal Dispute Resolution Procedures  
...Waiver for additional staff

**HEAD START POLICY COUNCIL REPORT** – Kim Gillis presented this report in place of Janice Flowers, Committee Chair, who was unable to attend.

February Approvals (All items mailed)

...January minutes  
...Director Report  
...Chipley parent committee request \$125 for Spring Festival  
...Hires

- Nancian Meek – Westville Teacher
- David Byrd – Westville Cook
- Crystal Lassiter – Westville Teacher Assistant

March Approvals (All items mailed)

...February minutes  
...Director Report  
...Center Request – Chipley parent committee requested \$125 for Graduation in May  
...Policies

- Waiting List
- Attendance, Tracking, and Addressing Chronic Absenteeism & Tardiness
- Eligibility
- Eligibility Training
- Enrollment
- Recruitment
- Selection
- Choking Prevention
- Head Start / Early Head Start Meals
- Heights and Weights
- Vision / Hearing Screening
- Center-Based Option
- Impasse / Internal Dispute Resolution Procedures

...Hires

- Samantha Rodriguez – Westville Early Head Start Teacher

Kim asked if there were any questions.

Edward Crutchfield made motion to approve Head Start reports. Randy Smith seconded. Motion carried.

**BOARD OF DIRECTOR'S MEETING**  
**MARCH 12, 2026**  
**PAGE FIVE**

**CSBG ANNUAL REPORT** - presented for information.

**PROGRAM REPORTS** - presented for information.

**CUSTOMER SATISFACTION REPORTS** - presented for information.

**EXECUTIVE DIRECTOR REPORT** - Joel Paul reported the following:

...the Agency had a great audit, which was presented at the January 2026 board meeting.

...Monitoring of the agency is ongoing. For example, a report in your packet details a recent review Thomas Howell & Ferguson for the Department of Commerce. Additionally, Head Start is on site this week, keeping staff actively engaged.

...Transportation recently had a successful review conducted by the Emerald Coast Regional Planning Council, which was reported at the Local Coordinating Board meeting. The review included a "Ride Along" and a formal report. Rider surveys are being collected by the Planning Council through Friday. Although ridership is down, efforts are underway to address this issue.

**CHAIR REPORT** – the board needs to ratify the following item previously approved by the Executive Committee on January 21, 2026.

- Head Start Carryover Request (without non-federal share amount)

Edward Crutchfield made motion to approve. Tabitha Morris seconded. Motion carried.

**ROMA TRAINING** – Presented by Angie Moore, Certified ROMA Trainer, who explained that ROMA stands for Results Oriented Management and Accountability. She discussed the history of ROMA and noted that, as of October 1, 2001, all Community Action Agencies are required to use it for performance reporting. Angie referred to the handouts and highlighted the five main components of the ROMA Cycle. She explained that ROMA is a continuous process of assessing needs, planning and implementing services, measuring results, and evaluating outcomes, with the flexibility to revisit steps as needed. The ROMA cycles allows agencies to reassess or adjust services when needs change or are not fully met, such as after disasters or shifts in the community. While it is not the only tool used, it is a key framework for ensuring services effectively address community needs.

Angie asked if there were any questions and invited all attendees to participate in a full two-day training in the future.

**BOARD OF DIRECTOR'S MEETING  
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**NEW BUSINESS**

The Community Action Plan Update was presented. This plan outlines the agency's goals, strategies, and specific actions to address local issues and support residents in the service area. This plan is updated annually.

The Florida Commerce 2023-24 Financial Monitoring Report is included the board packet. The CAP Plan has been accepted by the Department of Commerce, and staff are working to ensure ongoing compliance.

Edward Crutchfield made a motion to approve both items. Randy Smith seconded. Motion carried.

**OLD BUSINESS - None.**

**PUBLIC COMMENTS - None**

The meeting adjourned at 5:33 p.m.

\_\_\_\_\_  
CHAIR

\_\_\_\_\_  
DATE

\_\_\_\_\_  
SECRETARY

\_\_\_\_\_  
DATE

As recorded by Sharon Kent, Board Liaison – 3/12/2026

## ENCLOSURE 2

### BOARD DEVELOPMENT

- Barbara Lawniczak – appointed to serve as the Private Sector Representative for Walton County for 2026-27.
- Cyndi Jackson – elected on April 29, 2026 to serve as the 2026-27 Holmes County Low-Income Representative.
- With these appointments, the board has no vacancies.

Fund Description	CURRENT FISCAL YEAR INFORMATION				GRANT YEAR INFORMATION				
	Period Mar. 1- Apr. 30, 2026		Fiscal Year to Date Oct. 1, 2025- Sept. 30, 2026		Revenue vs. Expense Grant Period		BUDGET vs EXPENSE		
	Revenue	Expense	Revenue	Expense	Revenue	Expense	GRANT BUDGET	VARIANCE	
1 Operating Fund	\$ 2,019.66	\$ (136,659.18)	\$ 11,581.23	\$ (739,662.94)	\$ 751,244.17	\$ 751,244.17	\$ 350.00	\$ 740,012.94	
16 TRANS: DEV SERVICE10/25-9/26	\$ 20,835.52	\$ 17,013.76	\$ 62,689.24	\$ 64,315.26	\$ (1,626.02)	\$ (1,626.02)	\$ 132,000.00	\$ 67,684.74	
17 FDOT 5311	\$ 205,964.86	\$ 193,271.56	\$ 208,360.17	\$ 377,797.38	\$ (169,437.21)	\$ (169,437.21)	\$ 1,185,000.00	\$ 807,202.62	
19 TRANS: AGENCY FEES(10/25-9/26)	\$ 7,179.64	\$ 1,678.50	\$ 26,331.61	\$ 8,798.88	\$ 17,532.73	\$ 17,532.73	\$ 11,250.00	\$ 2,451.12	
40 PAYROLL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200.00	\$ 200.00	
43 HS 12/25-11/26	\$ 305,199.81	\$ 271,359.88	\$ 631,435.41	\$ 634,562.33	\$ (3,126.92)	\$ (3,126.92)	\$ 1,704,443.00	\$ 1,069,880.67	
44 HEADSTART USDA 10/25-9/26	\$ 41,043.73	\$ 50,365.70	\$ 118,893.68	\$ 182,343.29	\$ (63,449.61)	\$ (63,449.61)	\$ 207,091.00	\$ 24,747.71	
46 EHS 12/25-11/26	\$ 160,249.11	\$ 149,417.21	\$ 310,461.00	\$ 311,560.52	\$ (1,099.52)	\$ (1,099.52)	\$ 1,101,424.00	\$ 789,863.48	
47 HEAD START IK (12/25-11/26)	\$ 36,244.79	\$ 36,244.79	\$ 48,703.79	\$ 48,703.79	\$ -	\$ -	\$ 426,111.00	\$ 377,407.21	
49 EHS IK (12/25-11/26)	\$ 15,811.77	\$ 15,811.77	\$ 26,730.62	\$ 26,730.62	\$ -	\$ -	\$ 275,356.00	\$ 248,625.38	
50 AGENCY	\$ -	\$ (171.75)	\$ -	\$ 352.18	\$ (352.18)	\$ (352.18)	\$ 300.00	\$ (52.18)	
53 Liheap	\$ 106,343.16	\$ 79,592.08	\$ 207,823.54	\$ 248,117.54	\$ (40,294.00)	\$ (40,294.00)	\$ 653,102.37	\$ 393,007.89	
72 TRANS: NON SPONSOR 7/25-6/26	\$ 347,961.87	\$ 109,783.79	\$ 386,752.56	\$ 413,726.95	\$ (26,974.39)	\$ (26,974.39)	\$ 1,648,275.00	\$ 854,171.98	
90 CSBG ADMIN	\$ 18,198.71	\$ 17,894.82	\$ 36,053.38	\$ 53,948.20	\$ (17,894.82)	\$ (17,894.82)	\$ 124,649.00	\$ 70,700.80	
91 CSBG PROGRAM	\$ 64,644.05	\$ 63,216.18	\$ 92,127.41	\$ 152,343.59	\$ (60,216.18)	\$ (60,216.18)	\$ 515,134.00	\$ 362,790.41	
D2 DEPRECIATION	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000.00	\$ 1,000.00	
D6 CANNING CENTER	\$ -	\$ -	\$ -	\$ 381.39	\$ (381.39)	\$ (381.39)	\$ 100.00	\$ (281.39)	
H3 FUNDRAISING	\$ 5,648.73	\$ 1,491.64	\$ 10,962.37	\$ 24,800.29	\$ (13,837.92)	\$ (13,837.92)	\$ 15,450.00	\$ (9,350.29)	
H5 PROJECT SHARE	\$ -	\$ 300.00	\$ -	\$ 450.00	\$ (450.00)	\$ (450.00)	\$ -	\$ (450.00)	
H7 WALTON BOCC	\$ 2,600.00	\$ -	\$ 6,000.00	\$ 6,000.00	\$ -	\$ -	\$ 16,000.00	\$ 10,000.00	
H8 WASH/HLMS/JAX/BAY BOCC	\$ 3,750.00	\$ 5,750.00	\$ 13,250.00	\$ 9,250.00	\$ 4,000.00	\$ 4,000.00	\$ 17,000.00	\$ 7,750.00	
K1 EXT. DAY	\$ 350.00	\$ 51.62	\$ 350.00	\$ 21,696.33	\$ (21,346.33)	\$ (21,346.33)	\$ -	\$ (21,696.33)	
<b>FUNDS THAT HAVE ENDED</b>									
14 FDOT 5311	\$ -	\$ -	\$ 253,214.70	\$ 253,214.70	\$ -	\$ -	\$ 1,231,868.28	\$ (12,868.28)	
22 CSBG ADMIN	\$ -	\$ -	\$ 7,989.23	\$ 7,989.23	\$ -	\$ -	\$ 17,914.81	\$ -	
23 CSBG PROGRAM	\$ -	\$ -	\$ 147,856.59	\$ 147,856.59	\$ -	\$ -	\$ 206,896.13	\$ -	
31 DOT 5339	\$ 135,686.66	\$ 135,686.66	\$ 407,059.98	\$ 407,059.98	\$ -	\$ -	\$ 634,346.00	\$ 10,369.02	
32 FDOT 5339	\$ -	\$ -	\$ 190,458.96	\$ 190,458.96	\$ -	\$ -	\$ 190,459.00	\$ 0.04	
38 DOT 5339	\$ -	\$ -	\$ 95,229.48	\$ 95,229.48	\$ -	\$ -	\$ 190,459.00	\$ 0.04	
45 EHS 12/24-11/25	\$ -	\$ -	\$ 240,805.17	\$ 240,805.17	\$ -	\$ -	\$ 1,055,724.00	\$ 45,157.38	
48 EHS IK (12/24-11/25)	\$ -	\$ -	\$ 21,617.67	\$ 21,617.67	\$ -	\$ -	\$ 65,983.00	\$ 9,935.23	
57 HEAD START IK (12/24-11/25)	\$ -	\$ -	\$ 31,091.01	\$ 31,091.01	\$ -	\$ -	\$ 106,528.00	\$ (2,950.01)	
58 HS 12/24-11/25	\$ -	\$ -	\$ 254,691.33	\$ 254,691.33	\$ -	\$ -	\$ 1,704,443.00	\$ -	
<b>AGENCY GRAND TOTAL</b>	\$ 1,479,732.07	\$ 1,012,099.03	\$ 3,848,520.13	\$ 3,496,229.72	\$ 352,290.41	\$ 118,796.15	\$ 13,425,988.31	\$ 5,845,310.18	

# Tri-County Community Council, Inc. (TRIFND)

## Detailed Balance Sheet

As of: 4/30/2026

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All Funds

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### Assets

01-1002-000	FIRST FEDERAL ACCT# 8397	(253,961.57)
14-1002-000	FIRST FEDERAL ACCT# 8397	5.00
16-1002-000	FIRST FEDERAL ACCT# 8397	(232,628.40)
17-1002-000	FIRST FEDERAL ACCT# 8397	(88,790.79)
19-1002-000	FIRST FEDERAL ACCT# 8397	2,305,776.01
40-1002-000	FIRST FEDERAL ACCT# 8397	(222,579.98)
43-1002-000	FIRST FEDERAL ACCT# 8397	102,717.91
44-1002-000	FIRST FEDERAL ACCT# 8397	(51,550.92)
45-1002-000	FIRST FEDERAL ACCT# 8397	(22,850.00)
46-1002-000	FIRST FEDERAL ACCT# 8397	73,521.06
50-1002-000	FIRST FEDERAL ACCT# 8397	307,260.11
53-1002-000	FIRST FEDERAL ACCT# 8397	(12,376.02)
61-1002-000	FIRST FEDERAL ACCT# 8397	(227,987.39)
72-1002-000	FIRST FEDERAL ACCT# 8397	(581,304.04)
90-1002-000	FIRST FEDERAL ACCT# 8397	(11,506.39)
91-1002-000	FIRST FEDERAL ACCT# 8397	(45,944.18)
D2-1002-000	FIRST FEDERAL ACCT# 8397	217,670.76
D6-1002-000	FIRST FEDERAL ACCT# 8397	3,248.78
H3-1002-000	FIRST FEDERAL ACCT# 8397	117,412.66
H5-1002-000	FIRST FEDERAL ACCT# 8397	15,163.48
H8-1002-000	FIRST FEDERAL ACCT# 8397	250.00
K1-1002-000	FIRST FEDERAL ACCT# 8397	52,527.86
19-1004-000	PEOPLES SOUTH 0326	307,670.09
43-1009-000	PETTY CASH -	227.50
46-1009-000	PETTY CASH	32.50
90-1009-000	PETTY CASH	30.00
01-1015-000	HUD	0.41
19-1018-000	TRANS - CDARS INVESTMENT	542,529.18
01-1024-000	FIRST FEDERAL ACCT# 8400	259,308.52
16-1024-000	FIRST FEDERAL ACCT# 8400	(2,482.37)
17-1024-000	FIRST FEDERAL ACCT# 8400	(78,853.89)
19-1024-000	FIRST FEDERAL ACCT# 8400	(448.10)
40-1024-000	FIRST FEDERAL ACCT# 8400	505,876.30
43-1024-000	FIRST FEDERAL ACCT# 8400	(103,050.90)
44-1024-000	FIRST FEDERAL ACCT# 8400	(11,630.72)
46-1024-000	FIRST FEDERAL ACCT# 8400	(50,632.01)
53-1024-000	FIRST FEDERAL ACCT# 8400	(31,300.28)
72-1024-000	FIRST FEDERAL ACCT# 8400	(19,399.34)
79-1024-000	FIRST FEDERAL ACCT# 8400	(544.60)
90-1024-000	FIRST FEDERAL ACCT# 8400	(6,416.70)
91-1024-000	FIRST FEDERAL ACCT# 8400	(11,655.91)
19-1040-000	CETERA INVESTMENT	267,746.89
19-1080-000	5 YR ANNUITY CONTRACT	(0.17)
19-1085-000	3 YR ANNUITY CONTRACT	(0.04)
16-1191-000	DUE TO/DUE FROM ACCOUNT	(7.00)
19-1191-000	DUE TO/DUE FROM ACCOUNT	823.02
43-1191-000	DUE TO/DUE FROM ACCOUNT	(744.09)
45-1191-000	DUE TO/DUE FROM	22,850.00
46-1191-000	DUE TO/DUE FROM	(22,860.12)
50-1191-000	DUE TO/DUE FROM ACCOUNTS	342.97
53-1191-000	DUE TO/DUE FROM ACCT	44.24
72-1191-000	DUE TO/DUE FROM ACCOUNT	1,984.39
90-1191-000	DUE TO/DUE FROM ACCOUNT	(73.88)
91-1191-000	DUE TO/DUE FROM ACCOUNT	(2,359.53)
14-1196-000	GRANTS RECEIVABLE	(5.00)
01-1301-000	LAND	203,736.13

# Tri-County Community Council, Inc. (TRIFND)

## Detailed Balance Sheet

As of: 4/30/2026

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All Funds

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01-1302-000	BUILDINGS	2,680,746.48
01-1303-000	EQUIPMENT	661,769.04
01-1304-000	VEHICLES	3,281,862.70
01-1349-000	ACCUMULATED DEPRECIATION	(4,494,457.23)

**Total Assets**

**\$5,344,732.43**

**Liabilities**

16-1502-000	ACCOUNTS PAYABLE	18.73
72-1502-000	ACCOUNTS PAYABLE	(18.73)
16-1509-000	STATE U/E TAX	0.25
17-1509-000	STATE U/E TAX	16.52
40-1509-000	STATE U/E TAX	357.03
43-1509-000	STATE U/E TAX	19.26
44-1509-000	STATE U/E TAX	4.91
46-1509-000	STATE U/E TAX	6.14
53-1509-000	STATE U/E TAX	0.86
72-1509-000	STATE U/E TAX	4.37
90-1509-000	STATE U/E TAX	0.92
91-1509-000	STATE U/E TAX	0.04
40-1520-000	AFLAC	30.09
40-1521-000	AMERICAN GENERAL LIFE INS.	(88.60)
40-1522-000	VISION ASSURANT	966.43
40-1524-000	COLONIAL INS.	9,412.17
40-1526-000	HEALTH INSURANCE	12,070.56
40-1528-000	CINCINNATI LIFE INS.	(13.52)
16-1532-000	WORKERS COMPENSATION	54.80
17-1532-000	WORKERS COMPENSATION	1,733.13
19-1532-000	WORKERS COMPENSATION	10.80
40-1532-000	W/C CLERICAL (WO1)	62,188.84
43-1532-000	WORK COMP	2,229.58
44-1532-000	WORKERS COMPENSATION	262.36
46-1532-000	W/COMP	1,132.45
53-1532-000	W/C CLERICAL (WO1)	699.09
72-1532-000	WORKERS COMPENSATION	458.19
79-1532-000	W/C CLERICAL (WO1)	13.04
90-1532-000	WORKERS COMPENSATION	144.03
91-1532-000	WORKERS COMPENSATION	248.39
40-1534-000	DENTAL INS - HEALTH PLAN SVS	2,105.44
16-1535-000	DENTAL INS FEE	0.53
17-1535-000	DENTAL INS FEE	11.24
19-1535-000	DENTAL INS. FEE	0.03
40-1535-000	DENTAL INS FEE	1,962.25
43-1535-000	DENTAL INS FEE	11.27
44-1535-000	DENTAL INS FEE	0.70
46-1535-000	DENTAL INS FEE	8.59
53-1535-000	DENTAL INS FEE	4.37
72-1535-000	DENTAL INS FEE	2.80
79-1535-000	DENTAL INS FEE	0.05
90-1535-000	DENTAL INS. FEE	0.79
91-1535-000	DENTAL INS FEE	2.13
16-1536-000	GARNISHMENT FEE	0.07
17-1536-000	GARNISHMENT FEE	4.72
40-1536-000	GARNISHMENT FEE	13,642.40
43-1536-000	GARNISHMENT FEE	7.04
46-1536-000	GARNISHMENT FEE	8.96

# Tri-County Community Council, Inc. (TRIFND)

## Detailed Balance Sheet

As of: 4/30/2026

4/30/2026 12:22:24 PM

All Funds

Page 3

53-1536-000	GARNISHMENT FEE	14.00
72-1536-000	GARNISHMENT FEE	1.21
91-1536-000	GARNISHMENT FEE	6.00
17-1539-000	TCCC CONTRIBUTION	26.92
40-1539-000	CONTRIBUTIONS TO TCCC	184.62
43-1539-000	TCCC CONTRIBUTION	10.19
46-1539-000	TCCC CONTRIBUTION	4.81
53-1539-000	TCCC CONTRIBUTION	3.46
79-1539-000	TCCC CONTRIBUTION	3.46
90-1539-000	TCCC CONTRIBUTION	12.70
01-1612-000	ACCRUED LEAVE LIABILITY	69,048.31

**Total Liabilities**

**\$179,051.19**

**Net Assets**

01-1850-000	BEGINNING NET ASSETS (U)	784,386.58
16-1850-000	BEGINNING NET ASSETS (U)	(233,566.13)
19-1850-000	BEGINNING NET ASSETS (U)	3,359,532.20
40-1850-000	BEGINNING FUND BALANCES	26,441.90
50-1850-000	BEGINNING FUND BALANCES	279,656.39
53-1850-000	BEGINNING NET ASSETS	(4,059.84)
61-1850-000	BEGINNING NET ASSETS (U)	(227,987.39)
72-1850-000	BEGINNING NET ASSETS (U)	(572,192.44)
90-1850-000	BEGINNING NET ASSETS (U)	(230.59)
D2-1850-000	BEGINNING FUND BALANCES	217,670.76
D6-1850-000	BEGINNING FUND BALANCES	3,630.17
H3-1850-000	BEGINNING FUND BALANCES	4,514.14
H5-1850-000	BEGINNING NET ASSETS (U)	15,613.48
K1-1850-000	BEGINNING FUND BALANCES	73,874.19
01-1851-000	BEGINNING NET ASSETS (T)	734,325.42
19-1851-000	BEGINNING NET ASSETS (T)	47,021.12
40-1851-000	BEGINNING NET ASSETS	30,509.67
50-1851-000	PRIOR PERIOD ADJ	28,298.87
H3-1851-000	BEGINNING NET ASSETS	126,736.44
40-1852-000	PRIOR PERIOD ADJ	123,527.04
	Excess Revenues Over Expenses	347,979.26

**Total Net Assets**

**\$5,165,681.24**

**Total Liabilities and Net Worth**

**\$5,344,732.43**

=====

TCCC VISA REVIEW  
FEBRUARY 2026 ACTIVITY

ADMIN	TOTAL CHARGES	DESCRIPTION
CRAFT, HEATHER	\$ 488.94	HOTEL FOR TRAINING, UNIFORM GUIDANCE REFERENCE BOOK, AATRIX EFILE
KENT, SHARON	\$ 1,342.88	DL CHECK, BACKGROUND SCREENING, GOOGLE SUITE, HOSTGAOR WEBSITE, ADS FOR BOD MTG, DEPT OF AGRIC CHARITABLE CONTRIBUTION REPORT, HSMV CRASH REPORT, OFFICE SUPPLIES
PAUL, JR., JOEL	\$ 15.00	INSTRUCTOR REAUTHORIZATION
<b>CSBG</b>		
ANDERSON, JENNIFER	\$ 1,893.00	CLIENT EDUCATION/EMPLYMENT ASSIST, STAMPS
ARNOLD, ANITA	\$ 568.83	MOVING COMPANY (MOVED OFFICE)
HAYNES, HARTENSE	\$ 78.00	STAMPS
MATTHEWS, SHERRY	\$ -	
MCCREARY, LISA	\$ 208.13	HOTEL FOR TRAINING
MOORE, BETTY	\$ 257.94	FUEL, HOTEL FOR TRAINING
ROMERO, CANDICE		
SHIRAH, CHARLOTTE	\$ 80.09	FUEL
THOMPSON, VANESSA	\$ 59.93	OFFICE SUPPLIES
<b>HEAD START</b>		
	\$ -	
GILLIS, KIM	\$ 1,832.34	CENTER SUPPLIES, ADM SUPPLIES
KELLEY, RUTH	\$ 46.56	USDA
THOMAS, MANDI	\$ 2,057.47	USDA, POSTAL SVCS, VEHICLE MAINT, SUBSCRIPTION RENEWAL, CENTER SUPPLIES, SPEECH TESTING SCREENING KIT, OUTSIDE EQUIPMENT MAINT, POLICY COUNCIL/BOD TRAINING MEAL
<b>TRANSPORTATION</b>		
CASSIDAY, INEZ		
MORRIS, AUBREY	\$ -	
STATEN, VINCE	\$ 37.99	VEHICLE REPAIR
<b>AGENCY ACCT</b>		
	\$ -	
<b>TOTAL</b>	<b>\$ 8,967.10</b>	
PD 03/27/26 EFT		

TCCC VISA REVIEW  
MARCH 2026 ACTIVITY

ADMIN	TOTAL CHARGES	DESCRIPTION
CRAFT, HEATHER	\$ 131.07	AT&T
KENT, SHARON	\$ 1,453.68	DL CHECK, BACKGROUND SCREENINGS, OFFICE SUPPLIES, HOSTGATOR DOMAIN RENEWAL, FOOD FOR BOD MEETING, EMPLOYEE DRUG/ALCOHOL TESTING, GOOGLE SUITE,
PAUL, JR., JOEL	\$ -	

CSBG	TOTAL CHARGES	DESCRIPTION
ANDERSON, JENNIFER	\$ 247.62	STAMPS, OFFICE SUPPLIES
ARNOLD, ANITA	\$ 588.80	STAMPS, OFFICE SUPPLIES, AUTO REPAIR FOR CLIENT
HAYNES, HARTENSE	\$ 292.97	STAMPS, OFFICE SUPPLIES, CLIENT EDUCATION/EMPLOYMENT ASSIST
MATTHEWS, SHERRY	\$ 78.00	STAMPS
MCCREARY, LISA	\$ 284.00	HOTEL ROOM CHARGE FOR TRAINING
MOORE, BETTY	\$ 83.23	FUEL
ROMERO, CANDICE	\$ 75.32	FUEL
SHIRAH, CHARLOTTE	\$ 206.00	STAMPS, FUEL
THOMPSON, VANESSA	\$ 78.00	STAMPS

HEAD START	TOTAL CHARGES	DESCRIPTION
GILLIS, KIM	\$ 1,406.49	ADM SUPPLIES, CENTER SUPPLIES, CHILD ABUSE POSTERS
KELLEY, RUTH	\$ 377.19	USDA
THOMAS, MANDI	\$ 2,235.97	CENTER SUPPLIES, FOOD FOR CENTER SPRING FLING EVENT, EMPLOYEE TRAINING, VEHICLE MAINT, LICENSE FEE FOR ZOOM, MEAL

TRANSPORTATION	TOTAL CHARGES	DESCRIPTION
CASSIDAY, INEZ		
MORRIS, AUBREY	\$ 200.00	SUNPASS
STATEN, VINCE	\$ -	

**AGENCY ACCT**

TOTAL \$ 7,738.34  
PD 04/24/26 EFT

TCCC MONTHLY CREDIT CARD REVIEW  
FEBRUARY 2026 ACTIVITY

	TOTAL CHARGES	
<b>LOWE'S</b>		
	\$ -	NO PURCHASES
	<u>\$ -</u>	
<b>WALMART - CSBG</b>		
		NO PURCHASES
	<u>\$ -</u>	
<b>WALMART - HEADSTART / EHS</b>		
PD 03/17/26 EFT	\$ 1,160.19	USDA, CENTER SUPPLIES
PD 03/31/26 EFT	<u>\$ 679.33</u>	VEHICLE MAINT., USDA
	<b>\$ 1,839.52</b>	
<b>WRIGHTS EXPRESS</b>		
ADM, HS, SVCS, & TRANS	<u>\$ 14,172.36</u>	FUEL
PD 03/27/26 EFT	<b>\$ 14,172.36</b>	

TCCC MONTHLY CREDIT CARD REVIEW  
MARCH 2026 ACTIVITY

	TOTAL CHARGES	DESCRIPTION
<b>LOWE'S</b>		
EFT 04/06/26	\$ 218.49	VACUUM FOR HS ADM OFFICE
	<u>\$ 218.49</u>	
<b>WALMART - CSBG</b>		
	<u>\$ -</u>	NO PURCHASES
<b>WALMART - HEADSTART / EHS</b>		
EFT 04/15/26	\$ 974.63	USDA, CENTER SUPPLIES
EFT 04/28/26	\$ 1,057.68	EHS/FORMULA, CENTER SUPPLIES,POLICY COUNCIL MEAL
	<u>\$ 2,032.31</u>	
<b>WRIGHTS EXPRESS</b>		
ADM, HS, SVCS, & TRANS	\$ 21,791.88	FUEL
EFT 04/20/26	<u>\$ 21,791.88</u>	

**Form 5500-SF**

Department of the Treasury  
Internal Revenue Service

Department of Labor  
Employee Benefits Security Administration  
Pension Benefit Guaranty Corporation

**Short Form Annual Return/Report of Small Employee Benefit Plan**

This form is required to be filed under sections 104 and 4065 of the Employee Retirement Income Security Act of 1974 (ERISA), and sections 6057(b) and 6058(a) of the Internal Revenue Code (the Code).

OMB Nos. 1210-0110  
1210-0089

**2024**

**This Form is Open to Public Inspection**

▶ **Complete all entries in accordance with the instructions to the Form 5500-SF.**

**Part I Annual Report Identification Information**

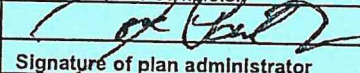
For calendar plan year 2024 or fiscal plan year beginning 10/01/2024 and ending 09/30/2025

- A** This return/report is for:  a single-employer plan  a multiple-employer plan (not multiemployer) (Pension Plan filers checking this box must attach Schedule MEP. Other plans must attach a list of participating employer information in accordance with the form instructions.)
- B** This return/report is  the first return/report  the final return/report  
 an amended return/report  a short plan year return/report (less than 12 months)
- C** Check box if filing under:  Form 5558  automatic extension  DFVC program  
 special extension (enter description)
- D** If the plan is a collectively-bargained plan, check here ..... ▶
- E** If this is a retroactively adopted plan permitted by SECURE Act section 201, check here ..... ▶

**Part II Basic Plan Information—enter all requested information**

<b>1a</b> Name of plan TRI-COUNTY COMMUNITY COUNCIL, INC 403(B) PLAN	<b>1b</b> Three-digit plan number (PN) ▶	001
	<b>1c</b> Effective date of plan	10/01/2000
<b>2a</b> Plan sponsor's name (employer, if for a single-employer plan) Mailing address (include room, apt., suite no. and street, or P.O. Box) City or town, state or province, country, and ZIP or foreign postal code (if foreign, see instructions) TRI-COUNTY COMMUNITY COUNCIL, INC.  302 N. OKLAHOMA STREET P.O. BOX 1210 BONIFAY, FL 32425	<b>2b</b> Employer Identification Number (EIN)	59-1099586
	<b>2c</b> Sponsor's telephone number	850-547-3689
	<b>2d</b> Business code (see instructions)	813000
	<b>3a</b> Plan administrator's name and address <input checked="" type="checkbox"/> Same as Plan Sponsor.	<b>3b</b> Administrator's EIN
	<b>3c</b> Administrator's telephone number	
<b>4</b> If the name and/or EIN of the plan sponsor or the plan name has changed since the last return/report filed for this plan, enter the plan sponsor's name, EIN, the plan name and the plan number from the last return/report. <b>a</b> Sponsor's name <b>c</b> Plan Name	<b>4b</b> EIN	
	<b>4d</b> PN	
<b>5a</b> Total number of participants at the beginning of the plan year .....	<b>5a</b>	151
<b>b</b> Total number of participants at the end of the plan year .....	<b>5b</b>	137
<b>c(1)</b> Number of participants with account balances as of the beginning of the plan year (only defined contribution plans complete this item) .....	<b>5c(1)</b>	100
<b>c(2)</b> Number of participants with account balances as of the end of the plan year (only defined contribution plans complete this item) .....	<b>5c(2)</b>	102
<b>d(1)</b> Total number of active participants at the beginning of the plan year .....	<b>5d(1)</b>	117
<b>d(2)</b> Total number of active participants at the end of the plan year .....	<b>5d(2)</b>	106
<b>e</b> Number of participants who terminated employment during the plan year with accrued benefits that were less than 100% vested .....	<b>5e</b>	0

**Caution: A penalty for the late or incomplete filing of this return/report will be assessed unless reasonable cause is established.**  
Under penalties of perjury and other penalties set forth in the instructions, I declare that I have examined this return/report, including, if applicable, a Schedule SB or Schedule MB completed and signed by an enrolled actuary, as well as the electronic version of this return/report, and to the best of my knowledge and belief, it is true, correct, and complete.

SIGN HERE		4/2/26	Joel Paul, Jr.
	Signature of plan administrator	Date	Enter name of individual signing as plan administrator
SIGN HERE			
	Signature of employer/plan sponsor	Date	Enter name of individual signing as employer or plan sponsor

- 6a Were all of the plan's assets during the plan year invested in eligible assets? (See instructions.) .....  Yes  No
- b Are you claiming a waiver of the annual examination and report of an independent qualified public accountant (IQPA) under 29 CFR 2520.104-46? (See instructions on waiver eligibility and conditions.) .....  Yes  No  
If you answered "No" to either line 6a or line 6b, the plan cannot use Form 5500-SF and must instead use Form 5500.
- c If the plan is a defined benefit plan, is it covered under the PBGC insurance program (see ERISA section 4021)? .....  Yes  No  Not determined  
If "Yes" is checked, enter the My PAA confirmation number from the PBGC premium filing for this plan year \_\_\_\_\_ . (See instructions.)

**Part III Financial Information**

7 Plan Assets and Liabilities		(a) Beginning of Year	(b) End of Year
a	Total plan assets .....	1,980,651	2,120,008
b	Total plan liabilities .....	0	0
c	Net plan assets (subtract line 7b from line 7a) .....	1,980,651	2,120,008
8 Income, Expenses, and Transfers for this Plan Year		(a) Amount	(b) Total
a	Contributions received or receivable from:		
	(1) Employers .....	104,462	
	(2) Participants.....	113,183	
	(3) Others (including rollovers).....		
b	Other income (loss).....	194,361	
c	Total income (add lines 8a(1), 8a(2), 8a(3), and 8b).....		412,006
d	Benefits paid (including direct rollovers and insurance premiums to provide benefits).....	240,663	
e	Certain deemed and/or corrective distributions (see instructions) .	0	
f	Administrative service providers (salaries, fees, commissions).....	31,986	
g	Other expenses .....		
h	Total expenses (add lines 8d, 8e, 8f, and 8g).....		272,649
i	Net income (loss) (subtract line 8h from line 8c).....		139,357
j	Transfers to (from) the plan (see instructions).....		

**Part IV Plan Characteristics**

- 9a If the plan provides pension benefits, enter the applicable pension feature codes from the List of Plan Characteristic Codes in the instructions:  
2M 3D 2G 2F 2T
- b If the plan provides welfare benefits, enter the applicable welfare feature codes from the List of Plan Characteristic Codes in the instructions:

**Part V Compliance Questions**

10 During the plan year:		Yes	No	Amount
a	Was there a failure to transmit to the plan any participant contributions within the time period described in 29 CFR 2510.3-102? Continue to answer "Yes" for any prior year failures until fully corrected. (See instructions and DOL's Voluntary Fiduciary Correction Program).....		X	
b	Were there any nonexempt transactions with any party-in-interest? (Do not include transactions reported on line 10a.).....		X	
c	Was the plan covered by a fidelity bond? .....	X		1,000,000
d	Did the plan have a loss, whether or not reimbursed by the plan's fidelity bond, that was caused by fraud or dishonesty? .....		X	
e	Were any fees or commissions paid to any brokers, agents, or other persons by an insurance carrier, insurance service, or other organization that provides some or all of the benefits under the plan? (See instructions.).....		X	
f	Has the plan failed to provide any benefit when due under the plan? .....		X	
g	Did the plan have any participant loans? (If "Yes," enter amount as of year-end.) .....	X		49,295
h	If this is an individual account plan, was there a blackout period? (See instructions and 29 CFR 2520.101-3.) .....		X	
i	If 10h was answered "Yes," check the box if you either provided the required notice or one of the exceptions to providing the notice applied under 29 CFR 2520.101-3 .....			

**Part VI Pension Funding Compliance**

**11** Is this a defined benefit plan subject to minimum funding requirements? (If "Yes," see instructions and complete Schedule SB (Form 5500) and lines 11a and b below.) If this is a defined contribution pension plan, leave line 11 blank and complete line 12 below.  Yes  No

**a** Enter the unpaid minimum required contributions for all years from Schedule SB (Form 5500) line 40 **11a**

**b** PBGC missed contribution reporting requirements. If the plan is covered by PBGC and the amount reported on line 11a is greater than \$0, has PBGC been notified as required by ERISA sections 4043(c)(5) and/or 303(k)(4)? Check the applicable box:

Yes.

No. Reporting was waived under 29 CFR 4043.25(c)(2) because contributions equal to or exceeding the unpaid minimum required contribution were made by the 30th day after the due date.

No. The 30-day period referenced in 29 CFR 4043.25(c)(2) has not yet ended, and the sponsor intends to make a contribution equal to or exceeding the unpaid minimum required contribution by the 30th day after the due date.

No. Other. Provide explanation \_\_\_\_\_

**12** Is this a defined contribution plan subject to the minimum funding requirements of section 412 of the Code or section 302 of ERISA? (If "Yes," complete line 12a or lines 12b, 12c, 12d, and 12e below, as applicable.) If this is a defined benefit pension plan, leave line 12 blank and complete line 11 above.  Yes  No

**a** If a waiver of the minimum funding standard for a prior year is being amortized in this plan year, see instructions, and enter the date of the letter ruling granting the waiver. Month Day Year

If you completed line 12a, complete lines 3, 9, and 10 of Schedule MB (Form 5500), and skip to line 13.

**b** Enter the minimum required contribution for this plan year **12b**

**c** Enter the amount contributed by the employer to the plan for this plan year **12c**

**d** Subtract the amount in line 12c from the amount in line 12b. Enter the result (enter a minus sign to the left of a negative amount) **12d**

**e** Will the minimum funding amount reported on line 12d be met by the funding deadline?  Yes  No  N/A

**Part VII Plan Terminations and Transfers of Assets**

**13a** Has a resolution to terminate the plan been adopted in any plan year?  Yes  No

**a** If "Yes," enter the amount of any plan assets that reverted to the employer this year. **13a**

**b** Were all the plan assets distributed to participants or beneficiaries, transferred to another plan, or brought under the control of the PBGC?  Yes  No

**c** If, during this plan year, any assets or liabilities were transferred from this plan to another plan(s), identify the plan(s) to which assets or liabilities were transferred. (See instructions.)

13c(1) Name of plan(s):	13c(2) EIN(s)	13c(3) PN(s)

**Part VIII IRS Compliance Questions**

**14a** Does the plan satisfy the coverage and nondiscrimination tests of Code sections 410(b) and 401(a)(4) by combining this plan with any other plans under the permissive aggregation rules?  Yes  No

**14b** If this is a Code section 401(k) plan, check all boxes that apply to indicate how the plan is intended to satisfy the nondiscrimination requirements for employee deferrals and employer matching contributions (as applicable) under Code sections 401(k)(3) and 401(m)(2).

Design-based safe harbor method

"Prior year" ADP test

"Current year" ADP test

N/A

**15** If the plan sponsor is an adopter of a pre-approved plan that received a favorable IRS Opinion Letter, enter the date of the Opinion Letter 01 / 01 / 2018 (MM/DD/YYYY) and the Opinion Letter serial number J500868a.

Form **941 for 2026: Employer's QUARTERLY Federal Tax Return**

(Rev. March 2026)

Department of the Treasury— Internal Revenue Service

950126

OMB No. 1545-0029

Employer Identification number (EIN) **59-1099586**

Name (not your trade name) **TRI-COUNTY COMMUNITY COUNCIL, INC**

Trade name (if any)

Address **P O BOX 1210, 302 N OKLAHOMA ST**  
Number Street Suite or room number

**BONIFAY** **FL** **32425**  
City State ZIP code

Foreign country name Foreign province/county Foreign postal code

**Report for this Quarter of 2026**  
(Check one.)

1: January, February, March

2: April, May, June

3: July, August, September

4: October, November, December

---

**Aggregate Return Filers Only**

Type of filer (check one):

Section 3504 Agent

Certified Professional Employer Organization (CPEO)

Other Third Party

Read the separate instructions before you complete Form 941. Type or print within the boxes.

**Part 1:** Answer these questions for this quarter. Employers in American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, the U.S. Virgin Islands, and Puerto Rico must skip lines 2 and 3, unless you have employees who are subject to U.S. income tax withholding.

1	Number of employees who received wages, tips, or other compensation for the pay period including: Mar. 12 (Quarter 1), June 12 (Quarter 2), Sept. 12 (Quarter 3), or Dec. 12 (Quarter 4)	1	<b>103</b>
2	Wages, tips, and other compensation	2	<b>740099.36</b>
3	Federal income tax withheld from wages, tips, and other compensation	3	<b>42541.93</b>
4	If no wages, tips, and other compensation are subject to social security or Medicare tax	<input type="checkbox"/> Check here and go to line 6.	

	Column 1		Column 2
5a	Taxable social security wages <b>766579.52</b>	x 0.124 =	<b>95055.86</b>
5b	Taxable social security tips <b>0.00</b>	x 0.124 =	<b>0.00</b>
5c	Taxable Medicare wages & tips <b>766579.52</b>	x 0.029 =	<b>22230.81</b>
5d	Taxable wages & tips subject to Additional Medicare Tax withholding <b>0.00</b>	x 0.009 =	<b>0.00</b>

5e	Total social security and Medicare taxes. Add Column 2 from lines 5a, 5b, 5c, and 5d	5e	<b>117286.67</b>
5f	Section 3121(q) Notice and Demand — Tax due on unreported tips (see instructions).	5f	<b>0.00</b>
6	Total taxes before adjustments. Add lines 3, 5e, and 5f	6	<b>159828.60</b>
7	Current quarter's adjustment for fractions of cents	7	<b>-0.05</b>
8	Current quarter's adjustment for sick pay	8	<b>0.00</b>
9	Current quarter's adjustments for tips and group-term life insurance	9	<b>0.00</b>
10	Total taxes after adjustments. Combine lines 6 through 9	10	<b>159828.55</b>
11	Qualified small business payroll tax credit for increasing research activities. Attach Form 8974	11	<b>.</b>
12	Total taxes after adjustments and nonrefundable credits. Subtract line 11 from line 10	12	<b>159828.55</b>
13	Total deposits for this quarter, including overpayment applied from a prior quarter and overpayments applied from Form 941-X, 941-X (PR), or 944-X filed in the current quarter	13	<b>159828.55</b>
14	Balance due. If line 12 is more than line 13, enter the difference and see instructions	14	<b>.</b>

15a Overpayment. If line 13 is more than line 12, enter the difference

15b Check one:  Apply to next return.  Send a refund.

15c Routing number  15d Type:  Checking  Savings

15e Account number

You MUST complete both pages of Form 941 and SIGN it.

Name (not your trade name) TRI-COUNTY COMMUNITY COUNCIL, INC. Employer identification number (EIN) 59-1099586

Part 2: Tell us about your deposit schedule and tax liability for this quarter.

If you're unsure about whether you're a monthly schedule depositor or a semiweekly schedule depositor, see section 11 of Pub. 15.

16 Check one: [ ] Line 12 on this return is less than \$2,500 or line 12 on the return for the prior quarter was less than \$2,500, and you didn't incur a \$100,000 next-day deposit obligation during the current quarter.

[ ] You were a monthly schedule depositor for the entire quarter. Enter your tax liability for each month and total liability for the quarter, then go to Part 3.

Tax liability: Month 1 [ ] Month 2 [ ] Month 3 [ ]

Total liability for quarter [ ] Total must equal line 12.

[X] You were a semiweekly schedule depositor for any part of this quarter. Complete Schedule B (Form 941), Report of Tax Liability for Semiweekly Schedule Depositors, and attach it to Form 941. Go to Part 3.

Part 3: Tell us about your business. If a question does NOT apply to your business, leave it blank.

17 If your business has closed or you stopped paying wages [ ] Check here and enter the final date you paid wages [ ] also attach a statement to your return. See instructions.

18 If you're a seasonal employer and you don't have to file a return for every quarter of the year [ ] Check here.

Part 4: May we speak with your third-party designee?

Do you want to allow an employee, a paid tax preparer, or another person to discuss this return with the IRS? See the instructions for details.

[X] Yes. Designee's name and phone number HOPE SHARPE 8505473689

Select a 5-digit personal identification number (PIN) to use when talking to the IRS. [1] [2] [3] [4] [5]

[ ] No.

Part 5: Sign here. You MUST complete both pages of Form 941 and SIGN it.

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign your name here [Signature]

Print your name here JOEL PAUL JR Print your title here EXECUTIVE DIRECTOR

Date 04/16/26

Best daytime phone 8505472444

Paid Preparer Use Only

Check if you're self-employed [ ]

Preparer's name [ ] Preparer's signature [ ] Firm's name (or yours if self-employed) [ ] Address [ ] City [ ] State [ ]

PTIN [ ] Date [ ] EIN [ ] Phone [ ] ZIP code [ ]

# Schedule B (Form 941):

960311

## Report of Tax Liability for Semiweekly Schedule Depositors

(Rev. March 2024)

Department of the Treasury - Internal Revenue Service

OMB No. 1545-0029

**Report for this Quarter ...**  
(Check one)

1: January, February, March

2: April, May, June

3: July, August, September

4: October, November, December

Employer Identification number (EIN) 5 9 - 1 0 9 9 5 8 6

Name (not your trade name) TRI-COUNTY COMMUNITY COUNCIL, INC

Calendar year 2 0 2 6 (Also check quarter)

Use this schedule to show your TAX LIABILITY for the quarter; don't use it to show your deposits. When you file this schedule with Form 941, don't change your tax liability by adjustments reported on any Forms 941-X or 944-X. You must fill out this schedule and attach it to Form 941 if you're a semiweekly schedule depositor or became one because your accumulated tax liability on any day was \$100,000 or more. Write your daily tax liability on the numbered space that corresponds to the date wages were paid. See Section 11 in Pub. 15 for details.

**Month 1**

1	.	9	21388.55	17	.	25	.
2	.	10	.	18	.	26	.
3	.	11	.	19	.	27	.
4	.	12	.	20	.	28	.
5	.	13	.	21	.	29	.
6	.	14	.	22	.	30	.
7	.	15	.	23	27121.49	31	.
8	.	16	.	24	.		

Tax liability for Month 1

48510.04

**Month 2**

1	.	9	.	17	.	25	.
2	.	10	.	18	.	26	.
3	.	11	.	19	.	27	.
4	.	12	.	20	28375.64	28	.
5	.	13	.	21	.	29	.
6	27392.92	14	.	22	.	30	.
7	.	15	.	23	.	31	.
8	.	16	.	24	.		

Tax liability for Month 2

55768.56

**Month 3**

1	.	9	.	17	.	25	.
2	.	10	.	18	.	26	.
3	.	11	.	19	.	27	.
4	.	12	.	20	27889.87	28	.
5	.	13	.	21	.	29	.
6	27660.08	14	.	22	.	30	.
7	.	15	.	23	.	31	.
8	.	16	.	24	.		

Tax liability for Month 3

55549.95

Fill in your total liability for the quarter (Month 1 + Month 2 + Month 3).  
Total must equal line 12 on Form 941.

Total liability for the quarter

159828.55

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM HS/EHS

FOR MONTH OF: February 2026

# FAMILIES SERVED \_\_\_\_\_

# PEOPLE SERVED 165

UNITS PROVIDED (if applicable) n/a

SIGNIFICANT ACCOMPLISHMENTS: We have been working to get everything ready for the Focus Two monitoring which is scheduled for March 10-13,2026. We have all positions filled at this time.

PROBLEM AREAS NOTED: We are struggling with our waiting list.

ACTION OR RESOLUTION: We will be planning recruitment activities. We also will be looking at trends to see if there are underlying reasons our waitlist is not growing at certain sites or is there a population we are not reaching.

ANY OTHER INFO: Congratulations to Kaitlyn Claycomb our Family Service Advocate at the Westville site just she received her Family Service Certification which is required within 18 months of hire.

REPORTED BY: Kim Gillis

DATE: 3/4/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM: CSBG

FOR MONTH OF: February 2026

TOTAL # FAMILIES SERVED: 44 TOTAL # PEOPLE SERVED: 58

# INDIVIDUALS SERVED BY COUNTY:

BAY	HOLMES	JACKSON	OKALOOSA	SANTA ROSA	WALTON	WASHINGTON
0	5	0	7	1	37	8

SIGNIFICANT ACCOMPLISHMENTS: Staff has faced challenges with two new systems but continue to work to ensure clients needs are met.

PROBLEM AREAS NOTED: \_\_\_\_\_

ACTION OR RESOLUTION: Working with staff to ensure data input in the new CMS is adequate and complete. This will ensure reports will be correct when the new system is fully operational.

ANY OTHER INFO: \_\_\_\_\_

REPORTED BY: Lisa McCreary DATE: 3/7/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM: LIHEAP

FOR MONTH OF: February 2026

TOTAL # FAMILIES SERVED: 418 TOTAL # PEOPLE SERVED: 1008

# INDIVIDUALS SERVED BY COUNTY:

BAY	HOLMES	JACKSON	OKALOOSA	SANTA ROSA	WALTON	WASHINGTON
N/A	110	N/A	338	318	105	137

SIGNIFICANT ACCOMPLISHMENTS: Staff continues to work with the new state mandated CMS system.

PROBLEM AREAS NOTED: Staff is required to contact Department of Commerce for some LIHEAP applications that have potential duplications. This could result in a delay in processing crisis applications. Not all applications require this, but there is no way to determine which which applications are affected prior to starting the process.

ACTION OR RESOLUTION: Staff are continuing to work to ensure client needs are met.

ANY OTHER INFO: \_\_\_\_\_

REPORTED BY: Lisa McCreary DATE: 2/23/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM: Food Pantry

FOR MONTH OF: February 2026

TOTAL # FAMILIES SERVED: 194 TOTAL # PEOPLE SERVED: 535

# INDIVIDUALS SERVED BY COUNTY:

BAY	HOLMES	JACKSON	OKALOOSA	SANTA ROSA	WALTON	WASHINGTON
N/A	N/A	N/A	N/A	N/A	158	377

SIGNIFICANT ACCOMPLISHMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PROBLEM AREAS NOTED: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACTION OR RESOLUTION: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ANY OTHER INFO: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

REPORTED BY: Lisa McCreary DATE: 2/09/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM: Transportation

FOR MONTH OF: February 2026

NUMBER SERVED:

COUNTY	INDIVIDUALS	MILES	TRIPS
HOLMES	60	10,499	398
SANTA ROSA	109	14,403	1,243
WALTON	169	18,152	2,138
WASHINGTON	55	8,361	637

SIGNIFICANT ACCOMPLISHMENTS: \_\_\_\_\_

\_\_\_\_\_

PROBLEM AREAS NOTED: \_\_\_\_\_

\_\_\_\_\_

ACTION OR RESOLUTION: \_\_\_\_\_

\_\_\_\_\_

ANY OTHER INFO: \_\_\_\_\_

\_\_\_\_\_

REPORTED BY: Aubrey Morris DATE: 4/14/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM HS/EHS

FOR MONTH OF: March 2026

# FAMILIES SERVED \_\_\_\_\_

# PEOPLE SERVED 165

UNITS PROVIDED (if applicable) n/a

SIGNIFICANT ACCOMPLISHMENTS: We completed our Focus Two monitoring. We did receive our results and I plan to share during our next meeting.

PROBLEM AREAS NOTED: Our waitlist is low almost depleted in a couple of our centers.

ACTION OR RESOLUTION: Recruitment. Looking into events that are going to be in our community and plan to participate in the ones that will be geared toward our families.

ANY OTHER INFO: We also received our CLASS results too. We are very pleased with our results. We received the carryover funds we requested to put turf on our playground at the EHS site in DeFuniak Springs.

REPORTED BY: Kim Gillis

DATE: 3/31/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM: CSBG

FOR MONTH OF: March 2026

TOTAL # FAMILIES SERVED: 74 TOTAL # PEOPLE SERVED: 90

# INDIVIDUALS SERVED BY COUNTY:

BAY	HOLMES	JACKSON	OKALOOSA	SANTA ROSA	WALTON	WASHINGTON
7	5	5	6	7	46	14

SIGNIFICANT ACCOMPLISHMENTS: Staff is working to ensure all funds are expended while still navigating the new CSBG system.

PROBLEM AREAS NOTED: Staff is still working to keep up with changes with the Department of Commerce and the new CSBG system.

ACTION OR RESOLUTION: Staff is conducting additional outreach activities.

ANY OTHER INFO: \_\_\_\_\_

REPORTED BY: Lisa McCreary DATE: 4/20/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM: LIHEAP

FOR MONTH OF: March 2026

TOTAL # FAMILIES SERVED: 494 TOTAL # PEOPLE SERVED: 1044

# INDIVIDUALS SERVED BY COUNTY:

BAY	HOLMES	JACKSON	OKALOOSA	SANTA ROSA	WALTON	WASHINGTON
N/A	119	N/A	396	274	154	101

SIGNIFICANT ACCOMPLISHMENTS: Staff continues to do outreach and navigate the new Promise system.

PROBLEM AREAS NOTED: Commerce is concerned about funds being spent by June and requested that clients applying for Crisis also be evaluated for Home Energy, with both services being applied if eligible. It was communicated back to the state, the agency has been utilizing this approach. Reducing the allowable amount per client has slowed the rate at which funds are being distributed, resulting in a higher remaining balance in the grant.  
ACTION OR RESOLUTION: \_\_\_\_\_

ANY OTHER INFO: \_\_\_\_\_

REPORTED BY: Lisa McCreary DATE: 4/20/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM: Food Pantry

FOR MONTH OF: March 2026

TOTAL # FAMILIES SERVED: 229 TOTAL # PEOPLE SERVED: 745

# INDIVIDUALS SERVED BY COUNTY:

BAY	HOLMES	JACKSON	OKALOOSA	SANTA ROSA	WALTON	WASHINGTON
N/A	N/A	N/A	N/A	N/A	153	592

SIGNIFICANT ACCOMPLISHMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

PROBLEM AREAS NOTED: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

ACTION OR RESOLUTION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

ANY OTHER INFO: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

REPORTED BY: Lisa McCreary DATE: 4/09/2026

TRI-COUNTY COMMUNITY COUNCIL, INC.  
P.O. Box 1210; 302 North Oklahoma Street  
Bonifay, FL 32425

PROGRAM REPORT

PROGRAM: Transportation

FOR MONTH OF: March 2026

NUMBER SERVED:

COUNTY	INDIVIDUALS	MILES	TRIPS
HOLMES	60	11,093	484
SANTA ROSA	114	16,689	1,384
WALTON	161	20,334	2,044
WASHINGTON	50	9,221	716

SIGNIFICANT ACCOMPLISHMENTS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

PROBLEM AREAS NOTED: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

ACTION OR RESOLUTION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

ANY OTHER INFO: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

REPORTED BY: Aubrey Morris DATE: 4/14/2026



# Tri-County Community Council, Inc.

## Client Satisfaction Survey

County All Month February 2026  
 Total Surveys Completed 171

Please respond based on your recent experiences	Circle Appropriate Response		
	Yes	No	N/A
The office was clean and comfortable	171	0	0
I was treated with courtesy and respect	171	0	0
My request for assistance was attended to as quickly as possible	171	0	0
The staff listened and responded to my concerns	171	0	0
Overall, I am very satisfied with the services I received	171	0	0
<b>Please respond to questions below only if applicable</b>			
The staff informed me about additional Community Action Programs that might be helpful to me	140	0	16
The staff helped me find other services/programs outside of Community Action Agency	124	4	28
If staff was unable to meet my needs the reason was clearly explained to me	92	5	54
Phone calls were quickly answered and my messages were returned	119	1	36
If I had a complaint(s), it was handled well	95	1	59

How can we improve our services? (Comments welcome) Great wonderful place. Your professional behavior was wonderful. Everyone at this office made my situation a little sunny because I could tell they have compassion, empathy, and well educated. Every staff member I've spoken to has been extremely helpful and courteous to me. Million stars! Lots of paperwork. Treated me like a person. Pay the ladies more money. Help people when they are struggling and always behind. The office was nice and the staff had smiling faces. I cannot ask for anything better. More staff help



# Tri-County Community Council, Inc.

## Client Satisfaction Survey

County     All     Month     March 2026      
 Total Surveys Completed     212    

Please respond based on your recent experiences	Circle Appropriate Response		
	Yes	No	N/A
The office was clean and comfortable	212	0	0
I was treated with courtesy and respect	212	0	0
My request for assistance was attended to as quickly as possible	212	0	0
The staff listened and responded to my concerns	212	0	0
Overall, I am very satisfied with the services I received	212	0	0
<b>Please respond to questions below only if applicable</b>			
The staff informed me about additional Community Action Programs that might be helpful to me	173	3	24
The staff helped me find other services/programs outside of Community Action Agency	158	4	38
If staff was unable to meet my needs the reason was clearly explained to me	125	3	70
Phone calls were quickly answered and my messages were returned	156	9	33
If I had a complaint(s), it was handled well	127	1	83

How can we improve our services? (Comments welcome) Nice respectful staff. Ms. Anita was amazing. Vanessa was so helpful. Maybe keep all the required copies on file that remain constant. Love Miss Gennie, she is amazing. I'm satisfied with this office brings me peace in the middle of my crisis. Too much paperwork. Staff worked hard to help me. Very hard to get through on the phone. Phone is always busy. Keep Sherry as long as possible. She needs a clone.



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 330 C Street, S.W., Washington, DC 20201  
www.acf.hhs.gov/ohs

**Results from CLASS® Video Review**

**To: Board Chairperson**  
*Ms. Tara Finch, Board Chairperson*  
*Tri-County Community Council, Inc.*  
*2499 Cypress Street*  
*Westville, FL 32464*

**From: Responsible HHS Official**

*Date: 03/19/2026*  
*Shawna Pinckney*  
*Acting Deputy Director, Office of Head Start*

Thank you for your support during the recent Office of Head Start CLASS® Video review conducted from 12/08/2025 to 03/13/2026 of your Head Start program, Grant #04CH012406.

Observations were conducted in preschool center-based classrooms using the 2008 Classroom Assessment Scoring System (CLASS®). The CLASS® tool looks at three domains and ten dimensions of teacher-child interactions and measures those observed interactions on a seven-point scale. Please share these results with the appropriate governing board, policy council, management, staff, and stakeholders.

Your program scores are in the table below.

DIMENSION	SCORE
<b>Emotional Support*</b>	6.30
Positive Climate	6.50
Negative Climate	1.00
Teacher Sensitivity	6.21
Regard for Student Perspectives	5.50
<b>Classroom Organization</b>	6.02
Behavior Management	6.14
Productivity	6.14
Instructional Learning Formats	5.79
<b>Instructional Support</b>	3.71
Concept Development	3.29
Quality of Feedback	3.50
Language Modeling	4.36

*\*To calculate the Emotional Support domain, subtract the Negative Climate score from 8, add the Positive Climate, Teacher Sensitivity, and Regard for Student Perspectives scores, then divide by 4.*

The Head Start Program Performance Standards (HSPPS) include thresholds for each CLASS® domain(s). These quality thresholds represent the expectations of the Office of Head Start (OHS) for the quality of the learning environment in every Head Start program. These thresholds do not relate to competition, but instead reflect a quality improvement focus on teacher-child interactions, with support from OHS. The competitive thresholds reflect the minimum score that programs must achieve in each CLASS® domain. Scores from CLASS® observations will be used in the Designation Renewal System (DRS) determinations using the competitive thresholds.

DOMAIN	YOUR PROGRAM'S SCORE	Quality Threshold	Competitive Threshold
Emotional Support	6.30	6.00	5.00
Classroom Organization	6.02	6.00	5.00
Instructional Support	3.71	3.00	2.30

If your program's scores from this CLASS® review fall below the competitive thresholds, the Office of Head Start will be in contact with you about next steps in the competitive process.

If your CLASS® scores fall below the quality or competitive benchmarks in any domain, the Office of Head Start provides training and technical resources here: <https://headstart.gov/teaching-practices/article/class-quality-improvement>.

You can also coordinate with your Regional Office for additional assistance to enhance classroom environments and teacher-child interactions specific to your program's needs.

For more information on CLASS® domains and dimensions, please see the CLASS® information on the next page and visit the [headstart.gov](https://headstart.gov) website at <https://headstart.gov/teaching-practices/article/learn-more-about-class>.

If you have any questions, please contact your Regional Office.

cc: Mrs. Kim Gillis, Head Start Director

Mr. Joel Paul, Jr., CEO/Executive Director

Ms. Jennifer Underwood, Policy Council Chairperson

Ebony Cray, Program Specialist

Delroy Grant, Supervisory Program Specialist

## About CLASS®

The Improving Head Start for School Readiness Act of 2007 requires that the Office of Head Start (OHS) include in the monitoring reviews of Head Start agencies a valid and reliable research-based observational instrument that assesses classroom quality, including the assessment of multiple dimensions of teacher-child interactions that are linked to positive child outcomes and later achievement. OHS will continue to use the 2008 edition of the CLASS® Pre-K Teacher-Child Observation Instrument to meet this requirement.

CLASS® assesses interactions between children and teachers in three broad domains of classroom quality: Emotional Support, Classroom Organization, and Instructional Support. The Office of Head Start believes that the domains of quality measured by CLASS® remain central to its approach to child development and education, and serve as important indicators of the future school readiness of all Head Start children.

For all dimensions,† the scoring principles are as follows:

### Low Range Score

- 1-The low range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the low range are present.
- 2-The low range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators that are in the middle range.

### Middle Range Score

- 3-The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the low range.
- 4-The middle range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the middle range are present.
- 5-The middle range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the high range.

### High Range Score

- 6-The high range description of the CLASS® dimension mostly fits the classroom and/or teacher, but there are one or two indicators in the middle range.
- 7-The high range description of the CLASS® dimension fits the classroom and/or teacher very well. All, or almost all, relevant indicators in the high range are present.

†Note: The Negative Climate dimension is inversely scored with a higher score indicating lower quality. For all other dimensions and domains, a higher score indicates higher quality.

The scores from each class observation are averaged across the grant to result in grant-level dimension scores. The grant-level dimension scores are then used to calculate the grant-level domain scores.

The scores from CLASS® observations can be used for a variety of purposes, including professional development, program improvement, policy, goal setting, and monitoring. The Office of Head Start began using CLASS® for monitoring purposes in FY2010 to collect information on the experiences of children at each grant recipient.

In FY2012, OHS refined the use of CLASS® in monitoring to include the use of a randomly selected sample of center-based preschool classes for observations and a clearly articulated methodology. For each preschool class selected in the sample, trained, and certified CLASS® reviewers conduct two 20-minute observations and score at the dimension level using a 7-point scale at the end of each observation cycle.



## Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

Ms. Tara Finch  
Tri-County Community Council, Inc.  
302 N Oklahoma St  
Bonifay, FL 32425 - 2224

**From: Responsible HHS Official**

**Date: 03/23/2026**

**Shawna Pinckney**  
**Acting Deputy Director, Office of Head Start**

From March 10, 2026 to March 13, 2026, the Administration for Children and Families (ACF) conducted a Focus Area 2: Comprehensive Services Review (FA2) monitoring event of Tri-County Community Council, Inc. This report contains information about the grant recipient's performance and compliance with the requirements of the Head Start Program Performance Standards (Performance Standards) or Public Law 110-134, *Improving Head Start for School Readiness Act of 2007*.

The Office of Head Start (OHS) would like to thank your governing body, policy council, parents, and staff for their engagement in the review process. Based on the information gathered during this review, it has been determined that your program meets the requirements of all applicable HSPPS, laws, regulations, and policy requirements.

Please contact your Regional Office for guidance should you have any questions or concerns. Your Regional Office will follow up on the content of this report and can work with you to identify resources to support your program's continuous improvement.

### **DISTRIBUTION OF THE REPORT**




Copies of this report will be distributed to the following:

Mr. Samuel Dupervil, Regional Program Director  
Ms. Erika Lundy, Regional Program Manager  
Mr. Joel Paul, Jr., Chief Executive Officer/Executive Director  
Mrs. Kim Gillis, Head Start Director  
Mrs. Kim Gillis, Early Head Start Director

**Grant(s) included as part of this review**

Grant Recipient Name	Grant Number(s)
Tri-County Community Council, Inc.	04CH012406

**Glossary of Terms**

Term	Definition
<b>Area of Concern (AOC)</b> 	An area in which the agency needs to improve performance. This status is considered additional feedback and should be discussed with the agency’s Regional Office for possible technical assistance.
<b>Area of Noncompliance (ANC)</b> 	An area in which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline of correction and possible technical assistance or guidance from the agency’s program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
<b>Deficiency</b> 	As defined in the Head Start Act, the term “deficiency” means:  (A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves: (i) a threat to the health, safety, or civil rights of children or staff; (ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations; (iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management; (iv) the misuse of funds received under this subchapter; (v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or (vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;  (B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or (C) an unresolved area of noncompliance.

### How To Read This Report

The FA2 report includes the following sections:

- **Program Overview** provides a summary describing the grant recipient.
- **Performance Summary** provides a table view of compliance by Performance Area.
- **Review Details** provides details on the grant recipient’s performance in each Content Area, Performance Area, and Performance Measure. The following icons may be used in this section to describe the grant recipient’s performance:

Icon	Description
✓	Compliant (C)
ⓘ	Area of Concern (AOC)
⚠	Area of Noncompliance (ANC)/ Deficiency (DEF)

### Program Overview

Tri-County Community Council, Inc. supports families from the panhandle of Florida. The grant recipient is funded to enroll 165 children in Head Start and Early Head Start services. Participants are offered a center-based program option.

### Performance Summary

This section contains an overview of the grant recipient’s performance determined through this review, by content area. Detailed information can be found in the Review Details section.

Content Area	Content Area Review Outcome	Grant Number(s)	Performance Area with Finding or AOC (if applicable)	Applicable Statute or Regulation	Timeframe for Correction (if applicable)
Program Design, Management, and Improvement	Compliant	04CH012406	Not Applicable	Not Applicable	Not Applicable
Education and Child Development Services	Compliant	04CH012406	Not Applicable	Not Applicable	Not Applicable
Health Services	Compliant	04CH012406	Not Applicable	Not Applicable	Not Applicable
Family and Community Engagement Services	Compliant	04CH012406	Not Applicable	Not Applicable	Not Applicable
Fiscal Infrastructure	Compliant	04CH012406	Not Applicable	Not Applicable	Not Applicable
Eligibility, Recruitment, Selection, Enrollment, and Attendance	Compliant	04CH012406	Not Applicable	Not Applicable	Not Applicable

## Review Details

This section of the report provides details on the grant recipient’s performance in each Content Area, Performance Area, and Performance Measure.

- Each Content Area begins with a summary table showing the outcome of each Performance Area.
- Beneath the table is a list of the Performance Areas and compliant Performance Measures monitored in this review.
- If there are any findings or Areas of Concern, they will be listed within that Performance Area.



### Program Design, Management, and Improvement

Performance Area	Outcome
Program Design and Strategic Planning	Compliant
Staffing and Staff Member Supports	Compliant

#### Performance Area: Program Design and Strategic Planning

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient maintains and uses program data to routinely evaluate performance, progress toward goals, and drive continuous improvement.

#### Performance Area: Staffing and Staff Member Supports

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements a leadership structure and system of regular and ongoing supervision that supports staff members’ work performance, continuous improvement, and oversight of program services.
- The grant recipient retains qualified education and family services staff members.
- The grant recipient has a system for developing and supporting staff members to deliver quality education and child development services.



## Education and Child Development Services

Performance Area	Outcome
Effective Teaching Strategies	Compliant

### Performance Area: Effective Teaching Strategies

#### ✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient uses ongoing child assessment data to support children’s progress and individualize for every child.
- The grant recipient provides responsive teaching practices that promote safe and healthy development and are tailored to meet the needs of all children.
- The grant recipient uses home visits and socializations to promote parent engagement and extend children’s learning.



## Health Services

Performance Area	Outcome
Safe and Sanitary Environments	Compliant
Child Health and Oral Health Status	Compliant
Mental Health and Social and Emotional Well-Being	Compliant
Child Nutrition	Compliant
Expectant Families	Compliant

### Performance Area: Safe and Sanitary Environments

#### ✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient establishes emergency preparedness plans and appropriate safety practices and policies.
- The grant recipient completes background checks prior to hiring all staff members.
- The grant recipient maintains safe and healthy facilities.
- The grant recipient implements safety and hygiene practices to keep children safe and healthy.

### Performance Area: Child Health and Oral Health Status

#### ✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient tracks whether children are up to date on a schedule of age-appropriate preventive and primary medical and oral health care.

### Performance Area: Mental Health and Social and Emotional Well-Being

#### ✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- In partnership with a qualified mental health consultant, the grant recipient develops a positive program environment that promotes the mental health and social and emotional well-being of children.

### Performance Area: Child Nutrition

#### ✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient provides healthy meals and snacks that accommodate children's unique nutritional needs.

**Performance Area: Expectant Families**

✓ ***Compliance Information***

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient designs and provides comprehensive services that support the health of enrolled expectant families.



### Family and Community Engagement Services

Performance Area	Outcome
Supporting Family Well-Being and Engagement	Compliant

**Performance Area: Supporting Family Well-Being and Engagement**

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient designs family services to promote family well-being, engagement, and achievement of family goals.



## Fiscal Infrastructure

Performance Area	Outcome
Budget Development, Implementation, and Oversight	Compliant
Comprehensive Financial Management Structure and Systems	Compliant
Facilities and Equipment Management Systems	Compliant

### Performance Area: Budget Development, Implementation, and Oversight

#### ✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient engages in a transparent, data-informed, and strategic process to develop and maintain a budget that aligns with program goals and circumstances.

### Performance Area: Comprehensive Financial Management Structure and Systems

#### ✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements a system for maintaining financial records and generating information needed to manage, safeguard, and report on the use of Federal funds.
- The grant recipient maintains effective control over all funds, property, and assets to avoid theft, fraud, waste, and abuse.
- The grant recipient implements written procedures to ensure only allowable costs are charged to the Head Start award in accordance with Federal statutes, regulations, and the terms and conditions of the Federal award.

### Performance Area: Facilities and Equipment Management Systems

#### ✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient implements a system for ensuring compliance with requirements regarding the acquisition, record-keeping, insurance, and disposal of facilities purchased, constructed, or renovated with Head Start funds.
- The grant recipient implements a system to ensure equipment purchased with Head Start funds is acquired, used, and disposed of in accordance with requirements.
- The grant recipient assesses and mitigates risk and maintains property loss, casualty, and liability insurance consistent with the replacement value of property and determined risk of liability.



## Eligibility, Recruitment, Selection, Enrollment, and Attendance

Performance Area	Outcome
Eligibility	Compliant
Selection	Compliant
Enrollment	Compliant

### Performance Area: Eligibility

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient establishes policies and procedures and trains staff members to ensure compliance with eligibility requirements.
- The grant recipient implements a process for enrolling eligible families in compliance with eligibility regulations.

### Performance Area: Selection

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient establishes selection criteria based on community needs and prioritizes its waiting list accordingly.

### Performance Area: Enrollment

✓ *Compliance Information*

During the review event the OHS monitoring team identified the following Performance Measures as compliant:

- The grant recipient effectively tracks enrollment, including the percentage of enrolled children eligible for services under the Individuals with Disabilities Education Act (IDEA).

----- End of Report -----



# Tri-County Community Council Head Start/Early Head Start

Policy Council Meeting  
April 6, 2026

Call to order, Welcome

Roll Call

Seat New Members (if needed)

Approval of Minutes from March 2, 2026

## Reports

Center Committees  
Director's Report (as of 3/27/26)  
Financial Reports

Old Business

New Business

## FYI/Discussion

Monthly Training Topic – School Readiness  
Mid-Year Child Outcomes 2025-2026  
Focus Two Monitoring Results  
CLASS Results  
Monitoring Summary (Nov. – Jan. 2025-2026)  
Annual Self-Assessment Update  
2026-2027 School Calendars  
Policies and Approvals

## Approvals

Teaching and the Learning Environment	Approval
Assessment for Individualization	Approval
Home Visits	Approval
Parent Conference	Approval
Cellular Phones	Approval
Employee Discipline Investigation Process	Approval
Hiring Process and Background Checks	Approval
Onboarding and Introductory Training	Approval
Safe Environment (Staff)	Approval
Staff Attendance	Approval
Staff Supervision & Evaluation	Approval
Teaching Staff Assignment	Approval
Time Sheets	Approval

CLASS Reliability	Approval
Ongoing Training, Professional Development & Coaching	Approval
Active Supervision	Approval
Administration of Medicine	Approval
Child Safety	Approval
First Aid Kits	Approval
Medical Emergency	Approval
Potential Allergens	Approval
Mid-year Child Outcomes 2025-2026	Approval
2026-2027 School Calendars – Holmes, Walton, Washington, & EHS	Approval

**Hires**

**Adjourn**

TRI-COUNTY COMMUNITY COUNCIL, INC.  
HEAD START/EARLY HEAD START  
POLICY COUNCIL MEETING  
2499 CYPRESS STREET  
WESTVILLE, FL. 32464

March 2, 2026

Present:	Absent:	Staff:	Guests:
Bridgette Capps	Kayla Williams	Kim Gillis	
Mykenzi Straw	Patty Baxley	Nicole Thomas	
Leana Andrews	Shannon Medina	Health Craft, CFO	
Jabrona Lee	Rochelle Howard		
Jennifer Underwood			

Nicole Thomas called the meeting to order at 12:05 pm and called roll with four members present. A quorum was not present, so the group elected to move forward with the meeting and wait to vote on any approvals. Nicole explained that new officers would need to be elected since the members serving the roll of vice-chair and secretary have resigned. A fifth member joined the meeting at this time, bringing the total present to five, thus establishing a quorum. Bridgette Capps made the motion to elect Mykenzi Straw as the new secretary. Leana Andrews seconded the motion, with all in favor. Leana Andrews made the motion to elect Bridgette Capps as the vice chairperson, Jennifer Underwood seconded, with all in favor. Bridgette Capps made the motion to approve the February 2026 minutes, Leana Andrews seconded with all in favor.

#### CENTER COMMITTEE REPORTS

Jennifer Underwood reported that the EHS center held a parent meeting. Information on filling out a parent feedback survey was shared, and teachers are in the process of scheduling home visits.

Mykenzi Straw and Leana Andrews reported that the Westville center talked about their end of year event at the last parent meeting. Parents have also been discussing how to get fathers more involved with the program.

No reports were shared from Chipley or Walton centers..

#### DIRECTORS REPORT

Kim went over the numbers from each area of the Directors Report, which was mailed out prior to the meeting. She reported the number of days it took to fill vacancies and Westville and Walton and reported that EHS currently has one vacancy that is within the 30-day cutoff. Monthly attendance was down mainly due to a lot of sickness still going around. There are three children in the referral process and waiting to receive disability services if qualified. One mental health visit was conducted at the Westville Site last month. The in-kind amounts are low, and Kim reported this has been discussed with Center Directors so that sites can be more conscientious and proactive in collecting in-kind. No one had any questions or concerns about the directors' report.

## FINANCIAL REPORTS

Heather Craft, CFO, conducted the monthly training with the group and explained how the budget reports are set up and how to distinguish one fund from another by its Fund number at the top. The fund numbers are used to keep funding from different budgets separate. The columns show what the total amount we received was, the monthly spending, the year-to-date spending and lastly, what we have left to still spend. She also discussed the different forms that are reviewed by the policy council at various intervals, such as the Form 941, Form SF 425, SF 428, SF 429 and Form 5500 etc.

## OLD BUSINESS

## NEW BUSINESS

## FYI/DISCUSSION

### Monthly Training Topic- Finance/Budget Development/In-kind

The finance portion of the training was discussed above. Heather Craft also discussed in-kind with the group. She explained that we are required to match 20% of the federal funds we receive with in-kind donations. She went over the types of things that are considered allowable for donation and what cannot be used. No questions were asked about the financial reports or in kind.

### Focus Two Monitoring

Kim reported that we did complete the review call with our Review Lead and have a tentative schedule that still needs to be finalized. Kim explained that the review will start on next Tuesday March 10 and end on March 13. There will be multiple interviews taking place, including interviews with staff and parents. The review team members will also be visiting every site.

### Annual Self-Assessment

Kim reported that she has been gathering information from the SWOT analysis, and a parent survey has also been sent out to get parent input. The Self-Assessment is scheduled to start on March 16, so that it can be completed and ready for policy council review in May. Kim stated so far we will be looking at communication, threats mentioned by staff, health determinations, etc. during this assessment.

### Impasse/Internal Dispute Resolution Procedures

Kim explained that this policy is reviewed every year with the rest of the policies, but in the past it was only brought before policy council if changes were made to the policy. Moving forward this policy will be shared with the policy council and board for approval each year, regardless if changes are made or not. Kim explained what an Impasse means and what our procedures are in the event the policy council and governing body do not agree on a course of action. No one had any questions about this policy.



## HEAD START/EARLY HEAD START REPORT TO POLICY COUNCIL AND BOARD OF DIRECTORS

DATE April 1, 2026

MONTH: March 2026

### ENROLLMENT

ITEM	CHIPLEY	WALTON	WESTVILLE	HS TOTAL	EHS		EHS TOTAL
					West	DFS	
Funded	17	71	37	125	16	24	40
Actual in Center/Home- Base	17	71	37	125	16	24	40

### ERSEA

ITEM	CHIPLEY	WALTON	WESTVILLE	EHS	
				Westville	Walton
Waiting List	4	11	2	5	20
Eligible	2	6	1	2	17
Over income	2	4	1	3	3
Vacancies	0	1	0	0	0
How Long	n/a	Dropped 3/26	n/a	n/a	n/a
Attendance	83%	81%	83%	76%	68%
Overall Monthly Attendance for School Year	82%			73%	

### DISABILITY

ITEM	CHIPLEY	WALTON	WESTVILLE	EHS	TOTAL		Percentage	
					HS	EHS	HS	EHS
Diagnosed with an IEP/IFSP and receiving services	2	4	5	4	11	4 (1 is an IEP)	9%	10%
Dropped children with an IEP/IFSP/ IEP/IFSP closed	2	1	0	2	3	2	11% Enrolled & dropped	15% Enrolled & dropped
Concerns/In waiting/further evaluation/referral process/staffing	0	0	0	0	0	0	0	0
Referral Follow- up parent has not followed through	0	0	0	0	0	0	0	0

**MENTAL HEALTH REFERRALS AND VISITS**

CHIPLEY		WALTON		WESTVILLE		EHS	
Referral/s	Visits	Referral/s	Visits	Referral/s	Visits	Referrals	Visits
0	0	0	0	0	0	0	0

**IN-KIND TOTALS**

ADMIN.	CHIPLEY	WALTON	WESTVILLE	EHS DFS	EHS Westville	TOTAL	Percentage
Required non-federal share for HS/EHS \$690,042 In-kind for - HS - \$426,111; EHS - \$263,931							
\$2,534.43	\$8,489.31	\$17,851.05	\$10,607.99	\$12,575.92	\$11,499.94	\$39,482.78 HS \$24,075.66 EHS	9%/9%

**USDA**

ITEM	CHIPLEY	WALTON	WESTVILLE	EHS		TOTAL
				Westville	Walton	
<b>February Meals</b>						
Breakfast	283	1077	823	381		2564
Lunch	283	1053	822	378		2536
Snack	251	969	817	364		2401
Total Meals	817	3099	2462	1123		7501
<b>February Cost/Expense</b>						
ITEM	CHIPLEY	WALTON	WESTVILLE	EHS		TOTAL
				Westville	DFS	
Reimbursement	\$2,400.55	\$9,035.32	\$7,085.91	\$3,249.99		\$21,771.77
Expenses	4,166.66	15,294.09	6,577.16	2,817.96	4,783.55	33,639.42
Difference	-\$1,766.11	-\$6,258.77	-\$2,309.21	-\$1,533.56		-\$11,867.65

**STAFF STATUS**

ITEM	ADMIN.	Chipley	WALTON	WESTVILLE	EHS		TOTAL
					West	Wal	
Reported	9	4	16	9	5	8	51
Hired	0	0	0	0	0	0	0
Transfer	0	0	0	0	0	0	0
Resigned/Let Go	0	0	0	0	0	0	0
Floater	2	0	0	0	0	0	2
Parent in Training	0	0	0	0	0	0	0
Substitute/Temporary	0	2	0	0	0	0	2
Total	11	6	16	9	5	8	55
Vacant Position	0	0	0	0	0	0	0

**COMMENTS**

## Tri-County Head Start/Early Head Start Mid-Year Child Outcomes Report

Tri-County Head Start/Early Head Start utilizes the **Teaching Strategies GOLD® Assessment** to monitor and support children's growth and development across nine key areas: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies, and The Arts. The assessment objectives and dimensions are closely aligned with the Head Start Early Learning Outcomes Framework (HSELOF) to ensure that ongoing assessment is connected to the framework's domains.

Our School Readiness Goals are developed from both the HSELOF and the domains and objectives outlined in Teaching Strategies GOLD®. These goals guide our efforts to ensure that children are making meaningful progress in their learning and development.

Teaching Strategies GOLD® evaluates children's knowledge, skills, and behaviors across **38 research-based objectives and dimensions**. Teachers observe and document factual, objective evidence over time, entering this data into each child's online portfolio. This documentation helps determine the most appropriate developmental level for each child. The tool then generates raw scores that illustrate whether a child is **below, meeting, or exceeding the widely held expectations** for their age.

Assessment checkpoints are conducted three times a year—in the **Fall, Winter, and Spring**—to capture an overview of each child's developmental progress. During these periods, teachers finalize their documentation and ratings.

Due to **recent Teaching Strategies GOLD® system updates**, the **Snapshot Report** has been **retired** and replaced with the **Checkpoint by Area Report**. This updated report provides a summary of the percentage of children who are **below, meeting, or exceeding the widely held expectations** within each area of development. The report also allows the program to view summarized data for each area of development that can be further analyzed and broken down **by program, by center, by classroom, or by individual child**, as well as compared across each checkpoint period. This enhanced reporting structure provides valuable insight for program leadership, teachers, families, and community stakeholders when reviewing child outcomes and planning for continued improvement.

Additionally, the updated report format **no longer provides demographic information for children** within the Teaching Strategies GOLD® reporting system. As a result, demographic data is not available for use within this outcomes report at this time. During the **End-of-Year Child Outcomes report**, demographic information will be accessed through **ChildPlus**, which provides real-time enrollment data for the program year to date. While ChildPlus does not support demographic filtering between specific checkpoint timeframes, it will provide the most current and accurate demographic overview of the children served by the program at the conclusion of the program year.

In the following tables, a comparison is presented between the **Fall** and **Winter** checkpoint periods across six key areas of development: **Social-Emotional, Physical, Language, Cognitive, Literacy, and Mathematics**. The data reflects the **percentages** of children who are **below, meeting, or exceeding** the **widely held expectations** for their age group. This comparison provides insight into developmental progress over time and helps guide instructional planning and targeted support.

**Fall 2025 Checkpoint Period:**

<b>Area of Development</b>	<b>Below the Widely Held Expectations</b>	<b>Meeting the Widely Held Expectations</b>	<b>Exceeding the Widely Held Expectations</b>
<b>Social- Emotional</b>	41%	57%	2%
<b>Physical</b>	35%	63%	2%
<b>Language</b>	43%	56%	1%
<b>Cognitive</b>	39%	60%	1%
<b>Literacy</b>	53%	45%	2%
<b>Mathematics</b>	47%	52%	1%

**Winter 2026 Checkpoint Period:**

<b>Area of Development</b>	<b>Below the Widely Held Expectations</b>	<b>Meeting the Widely Held Expectations</b>	<b>Exceeding the Widely Held Expectations</b>
<b>Social- Emotional</b>	16%	77%	7%
<b>Physical</b>	8%	82%	10%
<b>Language</b>	10%	83%	7%
<b>Cognitive</b>	21%	69%	10%
<b>Literacy</b>	26%	67%	7%
<b>Mathematics</b>	30%	60%	10%

As shown in the tables above, the comparison between the **Fall 2025 and Winter 2026 checkpoint data** reveals **substantial developmental progress across all six core learning areas**. The percentage of children **below the widely held expectations decreased significantly in every domain**, while the percentages **meeting and exceeding expectations increased**, indicating strong growth in children's development during the first half of the program year. These trends suggest that classroom instruction, curriculum implementation, and ongoing support systems are positively impacting child outcomes.

**Social-Emotional Development**

- **Improvement:** Children below expectations decreased from **41% to 16%**.

- Children meeting expectations increased from **57% to 77%**, while those exceeding expectations rose from **2% to 7%**.
- **Interpretation:** This notable growth suggests improvements in children's ability to regulate emotions, engage with peers, and participate in classroom routines. It may also reflect the impact of intentional relationship-building and supportive classroom environments.

#### Physical Development

- **Significant progress:** Children below expectations decreased from **35% to 8%**.
- The percentage meeting expectations increased from **63% to 82%**, and those exceeding expectations grew from **2% to 10%**.
- **Interpretation:** This area shows some of the strongest improvement, suggesting that children are developing both fine and gross motor skills through classroom activities, movement opportunities, and hands-on learning experiences.

#### Language Development

- **Strong growth:** Children below expectations decreased from **43% to 10%**.
- Those meeting expectations increased from **56% to 83%**, and children exceeding expectations rose from **1% to 7%**.
- **Interpretation:** This indicates significant gains in vocabulary development, comprehension, and expressive language skills, likely supported by language-rich classroom interactions, conversations, and read alouds.

#### Cognitive Development

- **Moderate improvement:** Children below expectations decreased from **39% to 21%**.
- Those meeting expectations increased from **60% to 69%**, while children exceeding expectations rose from **1% to 10%**.
- **Interpretation:** Children are showing stronger problem-solving, reasoning, and exploration skills. While growth is evident, the percentage of children still below expectations suggests that continued focus on intentional questioning, exploration, and critical thinking activities may be beneficial.

#### Literacy Development

- **Meaningful progress:** Children below expectations decreased from **53% to 26%**.
- Those meeting expectations increased from **45% to 67%**, and children exceeding expectations rose from **2% to 7%**.
- **Interpretation:** Literacy was the area with the highest percentage of children below expectations in the Fall, so the improvement by Winter is encouraging. Gains suggest that classroom reading, storytelling, writing opportunities, and print-rich environments are helping children strengthen early literacy skills.

#### Mathematics Development

- **Noticeable improvement:** Children below expectations decreased from **47% to 30%**.
- The percentage meeting expectations increased from **52% to 60%**, while those exceeding expectations rose from **1% to 10%**.
- **Interpretation:** Children are developing stronger early math skills such as number recognition, counting, and understanding patterns and relationships. However, with nearly one-third of children still below expectations, continued emphasis on hands-on math exploration will be beneficial.

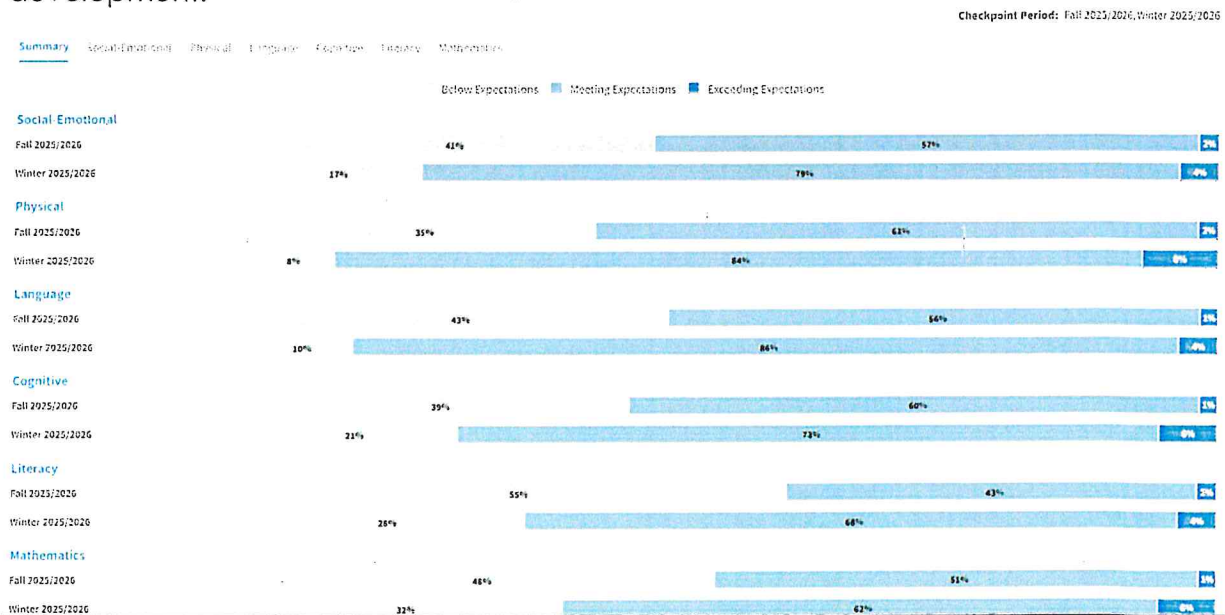
#### Overall Summary

Overall, the comparison between the **Fall 2025 and Winter 2026 checkpoints** shows **significant developmental gains across all six learning areas**. The most notable trend is the **large reduction in children performing below widely held expectations**, particularly in **language, social-emotional, and physical development**. At the same time, there is a steady increase in the percentage of children **meeting or exceeding expectations**, demonstrating positive progress in children's development and learning.

These improvements likely reflect the combined impact of **intentional instruction, ongoing observation and assessment through Teaching Strategies GOLD®, intensive coaching support, and consistent curriculum implementation**. While the progress is encouraging, areas such as **literacy, mathematics, and cognitive development** will continue to benefit from intentional teaching and opportunities for hands-on exploration and small-group learning.

As the program moves forward toward the **Spring 2026 checkpoint**, staff can continue building on this momentum by strengthening language-rich interactions, embedding literacy and math throughout daily routines, and using assessment data to individualize instruction for children who may still need additional support. This reflective use of data ensures that teaching practices remain responsive and that all children receive support in reaching school readiness goals.

The following visual includes graphing that illustrates the same data presented in the previous tables. The graphing represents both the **Fall 2025 Checkpoint** data and the **Winter 2026 Checkpoint**. The graphing displays the percentage of children who are **below, meeting, or exceeding** the **widely held expectations** across six key areas of development.



### Ongoing Efforts and Support Toward Continued Growth:

To support continued improvement in child outcomes and quality childcare, Tri-County Head Start/Early Head Start implemented several programmatic adjustments and strengthened systems during the current school term. These efforts focus on strengthening teaching practices, improving monitoring processes, expanding

professional development opportunities, and enhancing family and community partnerships.

- **Practice-Based Coaching Enhancements**

Coaching timelines were adjusted to provide earlier and more consistent support for teaching staff. Head Start teachers now begin coaching **one month earlier**, running from **September through April**, allowing additional time for goal-setting, observation, and reflection before the school year progresses too far. Early Head Start teachers participate in **year-round coaching**, with a brief break during the month of **August**. In addition, the program added the **Coaching to Fidelity membership through Teaching Strategies**, used alongside the **Practice-Based Coaching model** to further strengthen teaching practices and ensure fidelity to curriculum implementation.

- **Individualized Professional Development Plans (IPDPs)**

For teaching staff who have not yet met the required educational qualifications, the Education Coordinator implemented **Individualized Professional Development Plans (IPDPs)**. These plans provide additional learning opportunities to help broaden teachers' knowledge and strengthen their teaching skills while they continue working toward their required credentials or degrees. Staff complete the supplemental coursework through **Teaching Strategies GOLD® Quorum** and **Head Start's iPD learning platform**, alongside their regular college coursework, to support their continued professional growth and improve classroom practices.

- **Strengthened On-Going Monitoring Plan**

The Education Coordinator revised the **On-Going Monitoring Plan** to reflect a more intentional approach to monitoring program practices rather than simply verifying completion of required tasks. For example, in previous years, home-visit monitoring focused primarily on reviewing paperwork and confirming documentation through **ChildPlus reports**. This year, monitoring methods include one of the 3 ways:

- Conducting **ride-alongs** to observe home-visits directly
- **Interviewing parents** either in person or by phone
- Sending **parent surveys** for feedback

This expanded approach ensures that family partnerships are meaningful, assessment data is shared effectively with families, and children's learning goals are collaboratively developed.

- **Ready-to-Teach System**

The Education team implemented a new system to support teachers in planning and preparing **intentional week-long learning experiences**. Teachers now utilize the **Ready-to-Teach system**, which supports lesson planning aligned with curriculum expectations. The use of this system is also **monitored** to ensure consistency and quality in classroom planning and preparing.

- **Pre-Year Classroom Learning Environment Walkthroughs**

Prior to children's first day of school, the Education Team conducts a **Classroom Learning Environment Walkthrough** for every classroom. This process ensures that classrooms are **developmentally appropriate (DAP)**, organized, safe, and fully prepared to support children's learning and engagement from the very first day of the program year.

- **Continued Observations**  
**Curriculum fidelity reviews** and **CLASS® observations** are conducted **twice annually**. These observations provide insight into teaching practices and classroom interactions. Following each observation cycle, teachers receive **feedback, reflection opportunities, and guidance**, helping them strengthen instructional strategies and maintain high-quality learning environments.
- **Teaching Strategies GOLD® System Updates**  
Recent **updates** to the Teaching Strategies online platform have made the system more user-friendly, efficient, and easier for teachers to use when collecting and entering documentation and assessment data. The updated system allows teachers to quickly capture observations—often in just a few minutes—making it easier to document children's learning throughout the day. Additional features include expanded Teaching Guides and Topics of Study, QR codes, videos, and embedded resources that provide quick access to teaching strategies and classroom ideas. The platform also offers smart suggestions for assessments, helping teachers more easily align observations with developmental objectives. These improvements support more accurate documentation and provide teachers with accessible tools to strengthen instruction and track children's progress.
- **Interrater Reliability Certification Requirement**  
The Education Coordinator now requires all teaching staff to complete **Interrater Reliability (IRR) Certification**. This ensures that staff are consistent and accurate in observing, documenting, and assessing children's learning across all developmental domains. By this measure, the program can rely on high-quality, comparable data to guide instructional planning, monitor child progress, and make informed decisions about program supports.
- **Program Structure Improvements for Family and Support Services**  
The former **Mental Health and Disabilities position** was absorbed into two existing roles, creating the positions of **Family/Mental Health Coordinator** and **Health/Disability Coordinator**. This restructuring has strengthened collaboration and improved service coordination across the program. As a result, several improvements have been made.
  - **Strengthened Community Partnerships and Services**  
Partnerships with community organizations have expanded services available to families. This year, **dental services were provided directly at center sites**, increasing access to preventive care for children. Additionally, through collaboration with the **Holmes County School Board**, a child in an Early Head Start classroom who had an **IFSP** was allowed to **transition to an IEP at age three while remaining in the Early Head Start classroom**, ensuring continuity of services. This option had not previously been available and represents a significant step toward flexible service delivery.  
The Holmes County School Board also allowed **virtual evaluations** for children whose families experienced transportation barriers, further improving accessibility to services. Program leadership continues working with **Walton County** in hopes of establishing similar service options in the future.
- **Maintaining Full Enrollment**  
According to **ChildPlus Report 2210 – Enrollment Turnover**, the program has experienced **51 child turnovers thus far in the year**. Despite these transitions, the

program successfully **maintained full enrollment**, demonstrating strong recruitment, enrollment management, and coordination among program staff.

### **Reflection**

These ongoing efforts demonstrate the program's commitment to **continuous quality improvement and responsive program management**. By strengthening coaching systems, increasing intentional monitoring, supporting staff professional development, and expanding partnerships with families and community agencies, Tri-County Head Start/Early Head Start continues to create a strong foundation for improving child outcomes. These efforts ensure that teaching staff receive the support needed to refine their instructional practices while maintaining high-quality services for children and families. This is expected to support continued growth and development, setting the stage for even stronger results in the **Spring 2026 End-of-Year Child Outcomes Report**.

**Monitoring Summary**  
**(Nov. - Jan. 2025/2026)**

<b>Area/Items Monitored</b>	<b>Outcome</b>
PDMI/PIR Data, Fall Hazard Inspection, Monitoring Plan, Governance Training, Staff Requirements, Staff Training Plan, Routine Classroom Observations, CR Observation Log	There were findings in two areas - Fall Hazard Inspection (Westville work orders were submitted and items are being addressed; Staff Requirements there were three items, 2 were corrected and 1 has not been able to a staff member needing to get into the DCF website and was having problems.
Family Service/Enrollment/Dropped, Routine Classroom Observation, Family Files	Multiple Drops – 1 enroll in January over 30 days
Education/Curriculum Fidelity, Parent Conference, Education Files, CLASS	Seven classrooms had missing info in their education files, but all items were corrected with the exception of 1 due to the parent’s availability. Documentation has been made.
Mental Health & Disability/Routine Classroom Observations	Staff requested training after their classroom observation and the coach is working with staff regarding their request.
Health/Roll Calls, Health Items in Child Plus, Daily Health Checks, Bus/Driver – Road Performance, Health & Safety Inspection	No findings, there were minor maintenance needs - work orders were placed and will be corrected pending work crew availability.
Center Directors/Health & Safety Checks, First Aids	No findings in either area, minor maintenance needed -work orders were submitted and will be corrected pending work crew availability.

Tri-County Community Council Head Start  
Walton County Calendar  
2026-2027

July 20, 2026	Teaching Staff Return
August 3, 2026 August 11, 2026	All Staff Return Classes Begin for Children
September 4, 2026 September 7, 2026	Early Release (children released at 12:00) Labor Day Holiday (Center Closed)
October 9, 2026 October 12, 2026 October 13, 2026	Early Release (children released at 12:00) No School Day (Center Closed) Children Out - Teacher Training/Work Day
November 11, 2026 November 23-27, 2026	Veteran's Day Holiday (Center Closed) Thanksgiving Holidays (Center Closed)
December 21, 2026 - January 1, 2027	Christmas Holidays (Center Closed)
January 4-5, 2027 January 7, 2027 January 19, 2027	Staff Return - Teacher Training/Work Day Children Return Martin Luther King Holiday (Center Closed)
February 15, 2027	President's Day Holiday (Children Out)
March 18, 2027 March 19, 2027 March 22-26, 2027	Early Release (children released at 12:00) Teacher Work Day Spring Break (Center Closed)
May 28, 2027 May 31, 2027	Children's Last Day Memorial Day Holiday/Staff's Last Day
<p><u>Holidays</u> - Labor Day-September 7, Veteran's Day- November 11, Thanksgiving Holidays-November 23-27, Christmas Holidays-December 21-January 1, Martin Luther King-January 19, President's Day-February 15, Memorial Day-May 31.</p> <p><u>Early Release Days</u>- September 4, October 9, March 18</p> <p><u>Days and Hours</u> - 181 days, 1080 hours</p>	

Tri-County Community Council Early Head Start  
Center-Based Calendar  
2026-2027

August 11, 2026	Classes Begin for Children
September 7, 2026	Labor Day Holiday (Center Closed)
November 11, 2026 November 26-27, 2026	Veteran's Day Holiday (Center Closed) Thanksgiving Holidays (Center Closed)
December 21, 2026 - January 1, 2027	Christmas Holidays (Center Closed)
January 4, 2027 January 18, 2027	Children and Staff Return Martin Luther King Holiday (Center Closed)
February 15, 2027	President's Day Holiday (Children out)
March 22-26, 2027	Spring Break (Center Closed)
May 31, 2027	Memorial Day Holiday
July 5, 2027 July 31, 2027	Fourth of July Holiday Children's Last Day
<u>Holidays</u> - Labor Day-September 7, Veteran's Day- November 11, Thanksgiving Holidays-November 26-27, Christmas Holidays-December 21-January 1, Martin Luther King-January 18, President's Day-February 15, Memorial Day-May 31, July 4-July 5 <u>Early Release Days</u> - 0 <u>Days and Hours</u> - 230 days, 1380 hours	

Tri-County Community Council Head Start  
Holmes County Calendar  
2026-2027

July 20, 2026	Teaching Staff Return
August 3, 2026	All Staff Return
August 12, 2026	Classes Begin for Children
September 7, 2026	Labor Day Holiday (Center Closed)
October 2, 2026	Center Closed
October 28, 2026	Early Release (children released at 12:00)
October 29-30, 2026	Fall Break (Children Out)
October 29, 2026	Teacher Training/Work Day
October 30, 2026	Center Closed
November 2, 2026	Children Return
November 11, 2026	Veteran's Day Holiday (Center Closed)
November 23-27, 2026	Thanksgiving Holidays (Center Closed)
December 18, 2026	Early Release (children released at 12:00)
December 21, 2026 - January 1, 2027	Christmas Holidays (Center Closed)
January 4, 2027	<b>Staff return - Teacher Training/Work Day</b>
January 5, 2027	<b>Children return</b>
January 18, 2027	Martin Luther King Holiday (Center Closed)
February 15, 2027	President's Day Holiday (Children Out)
March 19, 2027	Early Release (children released at 12:00)
March 22-26, 2027	Spring Break (Center Closed)
March 29, 2027	<b>Classes Resume</b>
May 27, 2027	Early Release/Children's Last Day
May 31, 2027	Memorial Day Holiday/Staff's Last Day

Holidays - Labor Day-September 7. Veteran's Day- November 11, Thanksgiving Holidays-November 23-27, Christmas Holidays-December 21 -January 1, Martin Luther King-January 18, President's Day-February 15, Memorial Day-May 31  
Early Release Days - October 28, December 18, March 19, May 27.  
Days and Hours 179days, 1066 hours

Tri-County Community Council Head Start  
Washington County Calendar  
2026-2027

July 20, 2026	Teaching Staff Return
August 3, 2026 August 12, 2026	All Staff Return Classes Begin for Children
September 7, 2026	Labor Day Holiday (Center Closed)
October 12, 2026 October 13, 2026	Fall Day (Center Closed) Children Out - Teacher Training/Work Day
November 11, 2026 November 20, 2026 November 23-27, 2026	Veteran's Day Holiday (Center Closed) Early Release (children released at 12:00) Thanksgiving Holidays (Center Closed)
December 18, 2026 December 21, 2026 - January 1, 2027	Early Release (children released at 12:00) Christmas Holidays (Center Closed)
January 4, 2027 January 6, 2027 January 18, 2027	Staff Return - Teacher Training/Work Day Children Return Martin Luther King Holiday (Center Closed)
February 15, 2027	President's Day Holiday (Center Closed)
March 19, 2027 March 22-26, 2027	Early Release (children released at 12:00) Spring Break (Center Closed)
April 16, 2027	Spring Day (Center Closed)
May 28, 2027 May 31, 2027	Early Release Children's Last Day Memorial Day Holiday/Staff's Last Day
<p><u>Holidays</u> - Labor Day-September 7, Veteran's Day- November 11, Thanksgiving Holidays-November 23-27, Christmas Holidays-December 21-January 1, Martin Luther King-January 18, President's Day-February 15, Memorial Day-May 31.</p> <p><u>Early Release Days</u>- November 20, December 18, March 19, May 28.</p> <p><u>Children Days and Hours</u> - 179 days, 1066 hours</p>	

Tri-County Community Council, Inc.  
Head Start/Early Head Start

**Part:** 1302 Program Operations  
**Subpart:** C-Education and Child Development Program Services  
**Section:** 1302.33 Child Screening and Assessments  
**Subject:** Assessment for Individualization

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**Policy:**

Head Start/Early Head Start teaching staff will use Teaching Strategies GOLD to conduct standardized and structured assessments. Staff will use direct observation, parent input, and the assessment tool to plan for individualization for each child. The gathered information will be used to evaluate the child's developmental level and progress in outcomes that align with the goals described in the Head Start Learning Child Outcomes Framework: Ages Birth to Five.

**Procedures:**

1. The teaching staff will evaluate the Battelle Developmental Inventory Screening (BDI), Teaching Strategies GOLD, observation notes, and Ages & Stages-SE (ASQ-SE)—if applicable—and parent input to determine the child's strengths and needs. Additionally, the data that is collected from the above will help refine strategies, support individualized learning and improve teaching practices in the classroom.
2. Information gathered about the individual children will be used to create a learning environment appropriate for each child, and to plan daily activities that build on each child's interests, strengths, and needs to promote individual growth.
3. The teaching staff will modify classroom instruction based on the individual needs of each child. Modification may include providing environmental support, modifying materials, modifying activity, providing peer support, and /or providing adult support.
4. The teaching staff will use the child's IEP/IFSP/OT to individualize and modify instructions to meet the needs of children identified with special needs.
5. Staff will document individualized support for children receiving IEP, IFSP or OT services on the Child Individual Support Plan (CISP), which must be updated on a monthly basis. Upon receipt of a child's IEP/IFSP/OT, the Health/Disability Coordinator will forward the documentation to the Education Coordinator. The Education Team will review the plan and develop a corresponding Child Individual Support Plan (CISP). A designated member of the Education Team will then meet with the child's teacher to review and explain both the IEP/IFSP/OT and the CISP, ensure understanding of implementation expectations, and file all documents in the child's education file. The

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Head Start/Early Head Start

teacher will be responsible for updating the CISP on a monthly basis to reflect progress and ongoing needs.

6. The teacher will embed individualized instructions for the children throughout the day during child-initiated, planned, and routine activities. Staff use observation and gathered information from families and service providers to evaluate the child's development and progress.
7. The EHS teaching staff will use the Individual Child Plan on their lesson plan to provide individualized instruction.
8. Parents are informed of their child's progress on goals and objectives at least three times a year. For children with an IFSP/IEP/OT, parents are given progress reports according to the LEA or other agency-scheduled reporting period. Parents will have the opportunity to meet at least quarterly to plan and discuss their child's education.
9. Head Start/Early Head Start staff will not use any child screening and assessment to exclude them from enrollment or participation in the program.

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**Part:** 1302 Program Operations

**Subpart:** C-Education and Child Development Program Services,  
J- Program Management and Quality Improvement

**Section:** 1302.34 Parent & Family Engagement in Education & Child Development  
Services  
1302.101 Management Systems

**Subject:** Home Visits

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**Policy:**

The teaching staff will complete two educational home visits per program year for each child enrolled in center-based Head Start/ Early Head Start. The Educational home visits provide an opportunity for teaching staff and parents to discuss the child's growth, learning, and development. The teaching staff will complete the first home visit in August/September and the second home visit will be completed in February/March. If a child enrolls after the commencement of the program year, teaching staff must complete a First Educational Home Visit & Orientation within two weeks of their enrollment. Any missed home visits or conferences must be scheduled and completed bi-weekly until they are aligned with the regular program schedule.

**Procedure:**

1. The teaching staff will schedule and conduct two educational home visits per program year for each child's family to engage the parent/guardian in the child's learning and development. During the first home visit, the teaching staff will explain the Teaching Strategies Gold assessment process, Creative Curriculum, teacher/parent expectations, routines, daily schedule, communication teacher/family App, and encourage volunteering with the family.
2. The second home visit will give the teaching staff the opportunity to provide feedback on Creative Curriculum and instructional materials used in the classroom, share details about their child's screenings and assessments, and discuss their child's progress and future opportunities for development.
3. All home visits should be friendly, positive, and purposefully done. Staff will encourage parents to ask questions, express their thoughts, ideas, feelings, and discuss any concerns or expectations they may have for their child.
4. The home visit will take place in the child's home. Home visits may take place at the program site or another safe location that affords privacy at the parent's written request or

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if a visit to the home presents significant safety hazards for staff. The parent's request must be in writing with the parent's signature and date, stating a valid reason for the location change. If the teaching staff deems a home to have significant safety hazards and schedules the visit at a safer location, then the teaching staff must document the hazard, sign, and date. All additional documentation must be attached to the back of the required forms.

5. For the first educational home visit, the teaching staff will complete the First Educational Home Visit & Orientation form in its entirety during the visit and require it to be signed and dated at the end of the home visit. During the second home visit, the teaching staff will use the teacher created Teaching Strategies GOLD Family Conference form to complete the home visit along with the TSG Report Card. Any educational materials or parent resources must be provided and shared with the parent during the home visit. For late enrollments, the 2<sup>nd</sup> Home Visit form will be used in place of TSG forms. Staff will file the completed home visit forms and any additional documentation in the Contact/Parent Conference/Home Visit section of the child's Education file and the report card in the Assessment section.
6. If the parent identifies a need during the home visit, the teaching staff are responsible for forwarding the information to their Center Director and the Family Service Advocate immediately. The Center Director or Family Service Advocate will forward the information to the appropriate Program Coordinator or designated person to assist the parent. The teaching staff must document the concern and the date the concern was referred to the Center Director or Family Service Advocate.
7. ~~The teaching staff will give the Center Director a list of the completed home visits at the end of the designated period.~~ The teaching staff~~Center Director~~ will input the completed home visits into Child Plus.
8. The Education Coordinator will monitor the home visits in Child Plus.
9. If the teaching staff does not complete the home visit due to the lack of family participation, there must be a running documentation that the home visit was scheduled on several occasions and the home visit was canceled or a no-show by the parent. The documentation will be filed in place of the home visit forms until the home visit is conducted, in which those forms will be filed on top of the documentation.

\*Applicable during a Pandemic or other catastrophic emergency. The Program will inform staff when to use face-to-face via Zoom, Class DoJo, or telephone conversation for parent home visits.

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**Part:** 1302 Program Operations

**Subpart:** C-Education and Child Development Program Services,  
J- Program Management and Quality Improvement

**Section:** 1302.34 Parent & Family Engagement in Education and Child Development  
Services  
1302.101 Management Systems

**Subject:** Parent Conference

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**Policy:**

The teaching staff will complete two parent conferences per program year for each child enrolled in center-based Head Start/ Early Head Start. Parent Conferences will provide an opportunity for the parent and teaching staff to discuss the child's educational and developmental progress and to get parent input on the assessment of their child. The teaching staff will complete the first parent conference by the end of November/December. Head Start teaching staff will complete the second parent conference by the end of May. Early Head Start teaching staff will complete the second parent conference by the end of July. If a child enrolls after the commencement of the program year, teaching staff must complete a First Educational Home Visit & Orientation within two weeks of their enrollment. Any missed home visits or parent conferences must be scheduled and completed bi-weekly until they are aligned with the regular program schedule.

**Procedure:**

1. During the 1<sup>st</sup> Parent Conference, the teaching staff will review the items from the TSG Family Conference form, and TSG Fall report card. During the 2<sup>nd</sup> conference, the teaching staff will review the TSG Family Conference form, and TSG Spring report card. For late enrollments teaching staff will use the corresponding Parent Conference Form in place of the TSG forms.
2. The teaching staff will schedule the conferences at the convenience of the parent. The conferences will provide parents and teachers an opportunity to discuss the child's developmental progress, parent input on the assessment of their child, and the child's participation in the program.
3. All parent conferences should be friendly, positive, and purposefully done. Staff will encourage parents to ask questions, express their thoughts, ideas, feelings, and discuss any concerns or expectations they may have for their child.

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Head Start/Early Head Start

4. The Parent Conferences will take place in person at the program site. The teaching staff and parents will sign and date all of the forms. Staff will file the conference forms in the child's education file in the Contact/Parent Conference/Home Visit section and the report card in the Assessment section.
5. If the parent identifies a need during the conference, teaching staff are responsible for forwarding the information to the Center Director and/or the Family Service Advocate immediately. The Center Director/Family Service Advocate will forward the information to the appropriate Program Coordinator or designated staff to assist with the parent's need. The teaching staff must document the concern and the date the concern was referred to the Center Director or Family Advocate.

~~6. The teaching staff will give the Center Director a list of the completed parent conferences at the end of the designated period.~~

~~7.6.~~ The ~~teaching staff~~ Center Director will input all parent conferences into Child Plus in a timely manner.

~~8.7.~~ The Education Coordinator will monitor the parent conferences in Child Plus.

~~9.8.~~ If the teaching staff does not complete the parent conference due to the lack of family participation, there must be running documentation that the conference was scheduled on several occasions and the conference was canceled or a no-show by the parent. The documentation will be filed in place of the Parent Conference forms until the conference is conducted, in which those forms will be filed on top of the documentation.

\*Applicable during a Pandemic or other catastrophic emergency. The Program will inform staff when to use face-to-face via Zoom, Class DoJo, or telephone conversation for parent home visits.

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**Part:** 1302 Program Operations  
**Subpart:** C-Education and Child Development Program Services  
**Section:** 1302.31 Teaching and the Learning Environment  
**Subject:** Teaching and the Learning Environment

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**Policy:**

The teaching staff and other relevant staff will provide responsive care, effective teaching practices, and an organized learning environment that promotes healthy growth and development in all children that is aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five. The teaching staff will provide aged appropriate equipment, materials, supplies, and space for functional learning.

**Procedure:**

1. The teaching staff must provide a nurturing, responsive environment, and a quality classroom.
2. The teaching staff must provide a well-organized learning environment with developmentally aged appropriate learning experiences that provide adequate opportunities for choice play, exploration, and investigations.
3. For infants and toddlers, teaching staff will promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences.
4. For preschool-age children, teaching staff will include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for an individual, small group, and large group learning activities.
5. For students who are dual language learners, teaching staff must follow the “Dual Language Learning Plan for Classroom” policy. For students who have an IEP/IFSP, teaching staff must follow the “Assessment for Individualization” policy.
6. Head Start/Early Head Start teaching staff will establish a daily routine of reading and discussing stories with the children. Teaching staff can use available community resources to support emerging literacy and language development. The teaching staff will choose stories and books that are developmentally appropriate and encourage child engagement. Children will not be forced to sit still and listen to the story. If a child is having difficulty staying on task during story time, he/she will be provided an opportunity to select another quiet activity.

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- 6-7. Using Teaching Strategies Gold, teachers will select and upload a teaching guide to develop their lesson plans, enter all required weekly mental health, health, safety, and nutrition activities in the designated section, and submit the completed lesson plans to the assigned education team member by the Friday before the week of implementation. They will also use the Ready to Teach system to prepare for the upcoming week and facilitate the activities outlined in their lesson plan.
- 7-8. The teaching staff will follow the guidance provided in the teaching guides of each study when suggestions are given to enhance interest areas and activities when the materials/resources are available. The teaching staff will provide their families with a parent letter prior to the start of a new study topic. The letter provides families with opportunities and ways that they can be involved and provide support to the study engagement.
- 8-9. The teaching staff must provide an intentional, age-appropriate approach to accommodate children's need to nap or rest. Preschool children are encouraged, but not forced, to rest or nap. The teaching staff must provide an alternative quiet learning activity for children who do not need or want to rest or nap.
- 9-10. During naptime or when assisting children to sleep, staff are not allowed to lie down with children under any circumstance.
- 10-11. The teaching staff must implement snacks and mealtimes in ways that support development and learning. For bottle-fed infants, this approach must include holding infants during feeding to support socialization. Snacks and mealtimes must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication skills that contribute to a child's learning, development, and socialization.
- 11-12. All staff will participate in family-style meals and engage in appropriate table conversation when eating with the children. Staff will also provide sufficient time for children to eat, not use food as a reward or punishment, and not force children to finish their food or drink all their milk.
- 12-13. The teaching staff must use routines, such as hand washing, diapering and transitions between activities, as opportunities for strengthening development, learning, and skill growth.
- 13-14. The teaching staff will intentionally plan and integrate movement and physical activity into curricular activities and daily routines in ways that support health and learning.

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~~14.15.~~ The teaching staff will not use physical activity as a reward or punishment.

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**Part:** 1302 Program Operations

**Subpart:** I-Human Resources Management  
J-Program Management & Quality Improvement

**Section:** 1302.90 Personnel Policies  
1302.101 Management System

**Subject:** Cellular Phones

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**Policy:**

~~Tri-County Head Start/Early Head Start staff must maintain~~The purpose of this cell phone policy is to form a work environment that is productive and free of distractions. Safety is a priority and taking care of the children without distractions is absolutely a must. See also Tri-County Community Council Personnel Policies and Procedures Chapter 1, Section 4.13.

**Procedure:**

1. Personal cellular phones/beep beeps/texting can only be used during the employees' break time. The Agency prohibits personal use of social media while on company time, with agency issued computers/devices or staff's own personal devices.
2. All cellular phones are to be turned off during public meetings representing the Agency, staff meetings, and trainings.
3. Every site has a land phone line, and employees are to advise their families that they can be reached by the land phone in case of emergencies.
4. When there are circumstances that it is imperative, an employee needs their phone on; it will be left up to the discretion of the supervisor to make that decision. Permission for a phone to be turned on during working hours will be limited and only in emergency situations.
5. Classroom staff cannot use their phone in the classroom. In the event special permission has been given to classroom staff then the cellular phone will be left with their supervisor with the names of whom they are expecting the call from. If the call is received then the supervisor will come and relieve the classroom staff member to take the call, this will ensure classroom ratios are met.
6. There are certain positions that will have permission to use an Agency issued or their own personal cellular phone due to their job duties.
7. Cellular phone use will be monitored by supervisors, and disciplinary action will be taken ~~and documented, with a verbal warning for the first violation, a written warning for a second violation, and will lead to other actions that can lead to termination.~~

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**Part:** 1302 Program Operations

**Subpart:** I- Human Resources Management  
J-Program Management and Quality Improvement

**Section:** 1302.90 Personnel Policies  
1302.101 Management System

**Subject:** Employee Discipline & Investigation Process

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**Policy:**

Tri-County Head Start/Early Head Start will ensure all staff, consultants, contractors, and volunteers follow all HS/EHS policies, Performance Standards, and the Tri-County Community Council Personnel Policies & Procedures. All allegations of employee, consultants, contractors, and volunteers' misconduct are investigated thoroughly in accordance with Head Start/Early Head Start Performance Standards and Policy & Procedures. See also, Tri-County Community Council, Inc., Personnel Policies and Procedures Chapter 4, Section 5.

**Procedure:**

**General Performance**

The Employee Discipline form will be used to document and discuss staff performance, the desired improvement and assistance available to the staff. Conduct requiring discipline includes, but is not limited to:

1. **Any violation of the Code of Ethical Conduct policy and program rules and regulations.**
2. **Unprofessional Behavior:** Disrespectful or disruptive behavior or harassment.
3. **Insubordination:** Refusal to follow lawful instructions or policies.
4. **Attendance Issues:** Chronic lateness, absenteeism, or failure to report to work without proper notice.
5. **Poor Job Performance:** Consistent failure to meet job expectations or standards.
6. **Substance Abuse:** Use of drugs or alcohol during work hours or reporting to work under the influence.

**Disciplinary Penalties Progressive Discipline Procedure**

- ~~The first discipline action will constitute a verbal warning except in cases that involve child safety issues.~~
- ~~The second discipline action of the same offense will constitute a written warning.~~
- ~~The third discipline action of the same offense will constitute a written warning, days off without pay, and/or possible termination of employment. The severity of discipline imposed for a particular offense may vary depending on the facts of the specific situation, and taking into consideration any aggravating or mitigating circumstances.~~

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- A supervisor who feels discharge is in order will submit a recommendation for discharge through the chain of command and the TCCC Personnel Policies and Procedures (Chapter 4, Section 5.2) will be followed regarding the request.
- ~~Serious offences (e.g., violence, theft, gross misconduct) may lead to immediate termination without prior progressive discipline steps.~~

### Concerning Safety Issues

- A discipline action that involves child abuse/neglect or maltreatment is cause for immediate termination of employment.
- A discipline action that involves a child safety issue other than child abuse/neglect or maltreatment will constitute a written warning on the first offense with possible termination of employment.
- A second written warning on a child safety issue is grounds for immediate termination of employment with Tri-County Head Start/Early Head Start.

### Child Abuse or Neglect Allegations

1. If a staff member is suspected of abuse/neglect, his/her supervisor should be notified immediately, and the matter kept in strict confidence by the reporting person.
2. The reporting person is required to report the suspected abuse to the Department of Children and Families, per the Reporting Child Abuse and Neglect Policy.
3. The allegation is reported to the Head Start Director immediately. The reporting staff member, consultant, contractor, or volunteer must write an incident report and send it to the Head Start Director.
4. The Head Start/Early Head Start Director will notify the Executive Director of the incident as well as report the incident to the Head Start regional office.
5. The accused employee will be placed on administrative leave while an investigation is conducted. The accused contractor, consultant or volunteer will be suspended from providing services while an investigation is conducted.
6. Cameras are installed in all classrooms and lunchrooms to protect children, staff, consultants, contractors, and volunteers. Camera footage will be reviewed, as necessary to help determine the legitimacy of any allegation. The Director may also meet with the individuals involved to determine what took place.
7. If the Department of Children and Families accepts the report, the Director and staff, consultant, contractor, or volunteer will cooperate with their investigation and adhere to any outcomes required as the result of their investigation. If DCF does not investigate, the Director will make the decision to either terminate the accused employee, consultant, contractor, or volunteer or reinstate them back in their position, based on evidence and

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information from an internal investigation. The Director will share the findings of the investigation with the Executive Director.

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**Part:** 1301 Program Governance, 1302 Program Operations

**Subpart:** I- Human Resources Management

**Section:** 1302.90 Personnel Policies  
1301.4 Parent Committees,  
1302.94 Volunteers

**Subject:** Hiring Process & Background Checks

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**Policy:**

Tri-County Community Council, Inc. Head Start/Early Head Start will provide a safe environment for children and staff. All potential employees will be interviewed; their work history checked and go through a level 2 background check before they can be hired for the program. Employees, contractors, and volunteers working more than 10 hours per month, will be rescreened every five years. See also Tri-County Community Council Personnel Policies and Procedures Chapter 2, Section 5.4.

**Procedure:**

1. When there is a vacant position, an advertisement will be posted in the newspaper, on our website, Facebook, and/or agency offices.
2. Once the advertisement ends for the vacant position, the applications will be reviewed, and candidates will be selected to be interviewed.
3. The parent policy council member from the site where the position is vacant will be invited to participate in the interview of potential candidates. If there are multiple members for one site, the policy council members will decide which one will participate. The member will be notified within 24 hours of the upcoming interview(s).
4. When a current or former parent applies for a job opening, they will receive preference if they meet the qualifications.
5. The selected candidates will be interviewed. Work history checks will be checked on the one that is chosen.
6. Once the work history is complete with favorable results for the candidate, a time will be set for the candidate to be fingerprinted at the administrative office. A level 2 background check will be completed via live scan then the fingerprints are electronically submitted in the Clearinghouse.
7. A Level 2 background check is required for all employees, contracted service providers with direct contact with children, and volunteers who work more than 10 hours per month.

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8. The results will be submitted to Tri-County Community Council, Inc., within one week confirming whether the applicant is clear or not to work in a caretaker's position. The clearance could take longer if the candidate lived out of state in the past five years. Once results are back and there are no disqualifying offences then the candidate will be offered the job.
9. If the candidate accepts the job, then orientation will be set up with the Tri-County Community Council Personnel Tech. Once orientation with Tri-County is completed, the new hire will report to the Education Specialist or designee to complete a HS/EHS orientation and begin the 5-day onboarding training.
10. When it is time to complete a five-year rescreen, Tri-county's HR Director or Personnel Technician will inform supervisors. The employee will set up a time to go to the Bonifay office to be fingerprinted and sign an Affidavit of Good Moral Character. All paperwork will be submitted through the Clearinghouse and results will be forwarded to the Center Director to place in the employee's file.
11. Contracted service providers and volunteers working 10 hours or more per month must also be rescreened every five years. A file will be kept in the office on each volunteer who volunteers more than 10 hours a month that includes the background check and signed orientation documents. Head Start/Early Head Start will follow state and local laws concerning appropriate screenings for communicable diseases. Volunteers will sign in and out to keep track of their hours. Center staff must supervise volunteers at all times and children must never be left alone with a volunteer. Center staff will ensure that in-kind forms are filled out properly for each volunteer.

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**Part:** 1302 Program Operations  
**Subpart:** I- Human Resources Management  
**Section:** 1302.92 Training & Professional Development  
1302.90 Personnel Policies  
**Subject:** Onboarding & Introductory Training

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**Policy:**

Staff will receive on-boarding training during the first five days of employment from the content area coordinator (i.e. health/ERSEA/education/etc.) or designated staff member. All staff and volunteers who volunteer more than 10 hours per month or are in direct care of children are required to complete the 45-hour Introductory Childcare Training, as mandated by the licensing agency.

**Procedure:**

1. After orientation is completed, staff members will be given the opportunity to observe and assist in the area in which they will be working before taking over responsibilities as listed in their job description. They will be able to ask questions and receive feedback from their trainer.
2. Onboarding training for teaching staff may consist of two days of observation with an established teacher, either in the classroom they are joining or another classroom, followed by three days of individualized training. This process allows new employees to gain firsthand experience and observe best practices under the guidance of a mentor to ensure proper understanding of job duties. Training will continue on an ongoing basis for six months and will be tailored to meet the specific needs of each teaching staff member. will include at least one day of hands-on modeling provided by the Education Specialist or a designated Program Coordinator who oversees the service area in which the employee primarily works. This will allow new employees to gain firsthand experience and observe best practices under the guidance of a mentor to ensure an understanding of proper job execution.
3. Staff who work or assist in a classroom on a regular basis will be mentored by the Education Specialist for 6 months. During the first 30 days, they will be trained on all topics as listed on the Mentoring Training Topics ~~forms~~.
4. New teaching s~~Staff who regularly work in a classroom~~ will fill out the Pre, Mid, and Post-Mentoring Surveys after 30 days, 3 months and 6 months of employment. This

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information will provide the Education Specialist with specific areas for further support and improvement.

5. The Education Specialist will complete classroom observations and file them in the Mentoring File and on Child Plus Classroom Observation Notebook. Mentoring Observations will be completed for mentored staff new hires who regularly work in a classroom after 30 days, 3 months and 6 months of employment after the corresponding survey has been submitted, or as needed.
6. After the six months of Mentoring is completed, lead teachers and teacher assistants the staff who work or assist in a classroom on a regular basis will begin working with the Coach Specialist for on-going guidance and support. (See Ongoing Training, Professional Development & Coaching Policy). Floater will remain in mentoring for ongoing support.
7. The Education Specialist will ensure that staff and volunteers are signed up to begin the Introductory Childcare Training courses through the Department of Children and Families. The program will pay for the registration of classes for staff members and volunteers that are parents of currently enrolled children. Non-parent volunteers are responsible for the cost of their training.
8. All courses and exams must be passed according to the timelines established by DCF. The program will re-imburse staff and current parent volunteers for the cost of the exams once they have turned in a passing certificate and receipt from the test.

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**Part:** 1302 Program Operations  
**Subpart:** I- Human Resources and Management  
**Section:** 1302.90 Personnel Policies  
**Subject:** Safe Environment (Staff)

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**Policy:**

Provide a safe environment for all staff. Staff must follow all guidelines as listed in the Tri-County Community Council Personnel Policies and Procedures: Workplace Safety Program. Staff needs to be aware of potential safety hazards and report them to their supervisor immediately. Accidents can happen but if staff possesses an awareness of potential accidents—and fixes them—then most accidents can be avoided.

**Procedure:**

1. Staff will report to their Center Director/supervisor any potential tripping hazards.
2. Lights will be on at all times in the classrooms. Lights are turned on when the first adult enters the classroom and lights are turned off when the last adult leaves the classroom.
3. All rugs that begin to turn up on the corners/edges must be discarded.
4. All spills on the floor are to be cleaned up immediately.
5. Appropriate shoes are to be worn at all times. (No flip-flops)
6. Staff is not to stand in chairs or on tables to hang items, etc.
7. Floors are to be kept free of all debris and toys when not in use.
8. Staff is to sit in chairs, not on tables or other furniture.
9. When mopping an area some form of barrier or warning notice/cone will be placed in front of the area until the floor is dry.
10. Staff will refer to the Workplace Safety Policy in the Personnel Policies & Procedures for safety questions not reflected in this policy.
11. Staff that do not follow safety precautions and/or do not follow the above procedures will be subject to disciplinary action which could possibly affect their safety incentive.

Tri-County Head Start/Early Head Start  
Community Council, Inc.

**Part:** 1302 Program Operations

**Subpart:** I-Human Resources Management  
J- Program Management & Quality Improvement

**Section:** 1302.90 Personnel Policies  
1302.101 Management System

**Subject:** Staff Attendance

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**Policy:**

Since attendance is key to the success of the Head Start/Early Head Start program it is important that staff members have good attendance. Staff must notify their supervisors of any illness and impending absence in time to acquire substitutes. See also Tri-County Community Council Personnel Policies and Procedures Chapter 2, Section 5.9.

**Procedure:**

1. Staff who will be absent for any reason will notify their immediate supervisor as soon as possible but not less than within one hour of scheduled work time. Staff will inform the supervisor whether it will be a one-day absence or longer and state the day of expected return, if known.
2. If a staff member is absent more than three days in a month without just cause, a corrective action will be written.
3. Leave without pay will only be granted by their immediate supervisor under the following guidelines if no other leave is available to the staff.
  1. Illness
  2. Death in immediate family
  3. Family emergency – legitimacy to be determined by the site manager.

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**Part: 1302 Program Operations**  
**Subpart: I-Human Resources Management**  
**Section: 1302.90 Personnel Policies**  
**Subject: Staff Supervision & Evaluation**

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**Policy:**

All staff members will be supervised on an on-going basis and evaluated on job performance at least annually. New employees will be evaluated at 3 months and 6 months after hire date as part of their probationary period. See also Tri-County Head Start Personnel Policies and Procedures Chapter 2, Section 2.2 through 2.4 and Chapter 4, Section 4.1.

**Procedure:**

1. Supervisors will be responsible for making sure staff members are doing their jobs to the best of their abilities.
2. Supervisors will observe performance, make suggestions for improvement, compliment them when good work is observed, and coordinate efforts, gain input, and build a team approach.
3. Staff will be supervised based on the Chain of Command. See the Chain of Command Flow Chart in the Head Start/Early Head Start New Employee Handbook.
4. Staff members need to keep their supervisors informed of any potential problems and should address any complaints with them. When assistance is needed, staff members should direct their requests to their immediate supervisor. Staff members should also report special achievements and progress to their supervisor.
5. Supervisors must complete the Tri-County Employee Performance Evaluation at the designated time intervals for new employees and annually in July/August.
6. The supervisor must discuss the evaluation score with the employee in privacy and obtain the employees' signature to verify acknowledgement that the evaluation was discussed with them. Signature does not imply agreement with the score.
7. Supervisors must submit completed evaluations to the director who will review and forward them to the HR Supervisor.
8. In the event an employee is not performing to standards, an evaluation will be made with the director and supervisor to determine the reason the employee is having difficulty fulfilling their job duties.

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9. The supervisor will review a corrective action with the staff to designate areas of concern, goals, objectives, and time frames for completion. Training opportunities will be provided to allow staff to gain knowledge and skills in the identified area of concern.
10. If no improvement is made by the designated time frame, further action will be reflective of Head Start and Tri-County Community Council Policy and Procedure, which could include additional corrective action, change of job position or termination of employment.

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Head Start/Early Head Start

**Part:** 1302 Program Operations  
**Subpart:** I-Human Resources Management  
**Section:** 1302.90 Personnel Policies  
**Subject:** Teaching Staff Assignment

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**Policy:**

All teaching staff will be assigned to work with a group of children or classroom. Head Start classrooms will have a teacher and teacher assistant. Early Head Start classrooms will have two teachers. Each EHS teacher will be assigned four children for primary care.

**Procedure:**

1. Teaching staff will be primarily responsible for providing ongoing personal contact, important learning activities, direct supervision, ongoing assessments, and immediate care as needed to protect children's well-being.
2. Teaching staff will maintain the developmentally appropriate staff/child ratios within the group size to facilitate adult/child interaction and activity among children.
3. Teaching staff will maintain staff/child ratio at all times during hours of operation including indoors and outdoors, and an extra person is needed on field trips (Head Start only).
4. Ratio's – Head Start 4 yr. old classroom 20 children to 2 adults (1:10); 3 yr. old classroom 17 children to 2 adults (1:9); Early Head Start 8 children to 2 adults (1:4).
5. Whenever possible, Head Start/Early Head Start will have the teaching staff reflect the cultural diversity of our children and families.

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**Part: 1302 Program Operations**  
**Subpart: I-Human Resources Management**  
**Section: 1302.90 Personnel Policies**  
**Subject: Time Sheets**

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**Policy:**

All Head Start/Early Head Start staff members are paid bi-weekly after recording time worked on their personal activity reports (PAR). See also Tri-County Community Council Personnel Policies and Procedures Chapter 2, Sections 1.3, 1.4 and 5.8.

**Procedure:**

1. Time worked shall be recorded daily on the official PAR by the employee and approved by the supervisor at the end of the pay period. Employees are paid bi-weekly (every two weeks).
2. The immediate supervisor will approve the staff members' PAR and forward it to the Head Start/Early Head Start Director.
3. The Head Start/Early Head Start Director will send the time sheets to the bookkeeping office for processing after reviewing and signing.
4. There will be no overtime recorded on the time sheet unless the Head Start/Early Head Start Director has given prior approval. This does not apply to exempt employees.
5. Flex time will only be allowed with prior approval from supervisors.
6. In the event flex time must be used, it will have to be taken off within the work week (i.e. Saturday through Friday) it happened.

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**Part:** 1302 Program Operations

**Subpart:** I-Human Resources Management

**Section:** 1302.92 Training & Professional Development  
1302.91 Staff Qualification and Competency Requirements  
1302.101 Management System  
1302.102 Program Goals, continuous improvement, and reporting

**Subject:** CLASS Reliability

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**Policy:**

Tri-County Community Council will use the Classroom Assessment Scoring System (CLASS) observation instrument to assess the quality of teacher-child interactions in the infant, toddler, and preschool classrooms. The Education Coordinator, Coach Specialist, and Education Specialist are required to be certified CLASS observers. Certification must be maintained.

**Procedure:**

1. The Education Coordinator, Coach Specialist, and Education Specialist are required to be certified CLASS observers.
2. Those required to be certified CLASS observers will complete a two-day CLASS Observation training. After completing training, they must complete the online reliability test within eight weeks.
3. Upon successfully completing the reliability test the CLASS Observer will print the CLASS Observer Reliability certificate. The certificate is valid for one year from the date the reliability test was passed. A copy of the CLASS Observer Reliability certificate will be sent to the Education Specialist and filed in the observers staff file director.
4. CLASS certification has to be recertified annually through passing the reliability test. Recertifying ensures that the classrooms are being observed and coded accurately. The recertification process can begin up to eight weeks prior to the expiration of certification.
5. Recertification must be completed prior to expiration of current CLASS Observer certification. ~~A copy of the CLASS Observer Reliability certificate will be sent to the Director. If unable to pass the CLASS Observer certification, then it must be reported to the Director for a plan to be worked out to provide assistance.~~

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6. If the staff required to be certified fails during the recertification period, they must attend a CLASS training. Upon completing the CLASS training, they must prepare to test again, at their own expense.

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**Part:** 1302 Program Operations

**Subpart:** I-Human Resources Management  
J-Program Management & Quality Improvement

**Section:** 1302.92 Training & Professional Development  
1302.91 Staff Qualifications and Competency Requirements  
1302.101 Management Systems

**Subject:** Ongoing Training, Professional Development & Coaching

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**Policy:**

Tri-County Community Council, Inc. Head Start/Early Head Start will ensure that all staff, consultants, and contractors have the knowledge, training, and experience to provide high quality service to the Head Start/Early Head Start Program.

**Procedure:**

1. All staff will receive annual training during pre-service and throughout the year that will provide skills that strengthen their role and responsibility in their job. All staff will receive at least 15 hours of professional development in required and desired training annually. Training will be developed using input from staff, self-assessment concerns, required training and observed training needs. Annual training will include at a minimum, the Code of Ethical Conduct policy, Child Abuse and Neglect, Fire Extinguishers, Medicine Administration, Vehicle & Pedestrian Safety, Incident Reporting Procedures, Positive Strategies to Understand and Support Children's Social and Emotional Development, and the Knowledge, Experience, and Competencies to Improve Child and Family Outcomes, as well as any other trainings needed due to self-assessment concerns. Additionally, teaching staff will receive training during pre-service that addresses classroom needs, assessment, individualization, outcomes framework, required paperwork, etc. as needed.
2. The Education Specialist will meet with all staff annually to determine training goals and create a professional development plan (PDP). The Education Specialist will enter the PDPs into Child Plus and track the staff's progress ~~as needed~~ on a regular basis.
3. The Coach Specialist will meet with all ~~staff who are in coaching~~ Teaching staff on a regular basis to provide support in effective teaching practices. Practice Based Coaching (PBC) will be used to provide a systematic way for ~~all education~~ staff, ~~who have transitioned from mentoring into coaching~~, to engage in continuous improvement in their professional development.
4. The level or intensity of Practice Based Coaching will depend on the needs and level of expertise of the teaching staff. CLASS, Curriculum Fidelity, coaching to curriculum fidelity app, and Child Outcome scores will be utilized to determine the degree of

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coaching needed ~~for staff~~. New teaching staff who have transitioned ~~ers~~ and those with lower scores will receive weekly, intensive coaching while others may be coached on a bi-weekly or monthly basis, either face to face or ~~via phone~~/e-mail based on their needs.

5. The Coach Specialist and teaching staff will ~~signereate~~ a Coaching Agreement, ~~then teaching staff will complete the Needs Assessment and return it to the Coach Specialist by the due date. The Coach and teaching staff will then create a goal and~~ Action Plan that establishes measurable goals and steps for achieving each goal. The Coach Specialist ~~will share~~ resources and provide support according to the PBC model.
6. Participating teaching staff must actively engage in the coaching sessions and be able to reflect, listen, and be open to receiving feedback and applying teaching practices with the support of an assigned Coach.
7. Coaching sessions are to be used as a safe place for classroom staff to reflect on and explore their own practices without concern of their performance appraisal. If a serious issue/risk is observed, the Coach is responsible to ensure immediate correction with the teaching staff and must notify the Center Director. Supervisors must adhere to the agency's Personnel Policies and Procedures.
8. Coaching will start in October and end on April 30 for Head Start staff and end on June 30 for Early Head Start staff.
9. The Coach Specialist will input documentation of goals and progress into Child Plus ~~and the Coaching to Curriculum Fidelity App~~ in a timely manner.

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**Part:** 1302 Program Operations  
**Subpart:** D Health Program Services  
**Section:** 1302.47 Safety Practices  
**Subject:** Active Supervision of Children

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**Policy:**

In compliance with Head Start/ Early Head Start performance standards, all children must be under the direct supervision of at least two paid staff at all times during Head Start/ Early Head Start's hours of operation. The six strategies of active supervision will be followed: 1) set up environment, 2) position staff, 3) scan and count/periodic roll call 4) anticipate behavior, 5) listen, and 6) engage and redirect. Staff will be trained on these strategies and the Active Supervision of Children policy upon hire and at least annually thereafter. **No child will be left unsupervised while in the care of Head Start/Early Head Start.**

**Procedure:**

- 1. Staff-Child Ratios:** At all times, including rest/nap time, there will be a minimum of two Head Start/ Early Head Start staff supervising children.
  - a. Staff must ensure that proper ratios are maintained constantly in accordance with the Center-based Option Teaching Staff Assignment policy.
  - b. On special events or field trips there must be one extra Head Start staff member per classroom.
  - c. Volunteers, who have been background screened and trained on Tri-County Community Council's policies regarding the code of ethical conduct, reporting child abuse and neglect and active supervision of children as well as trained on confidentiality and age-appropriate development, may be counted for ratio only on the playground. The majority of the ratio must be paid staff members.
- 2.** All staff are responsible for ensuring the safety and security of children at the center. If staff observe safety concerns related to supervision, they must immediately inform the center director, or designee.
- 3.** Upon arrival or departure, parents must sign their child in/out according to the Signing Children In & Out policy ~~putting the time and signature on the sign in/out form~~. For children who are transported by bus, the staff will sign the children in/out ~~with time and signature on the sign in/out form~~.
- 4. Set up the environment:** The environment must be set up so that staff are able to always supervise children. This will include:
  - a. Posting daily schedule for children and all adults to help keep day predictable.
  - b: Height and arrangement of classroom furniture and outdoor equipment must be considered to allow effective monitoring and supervision of children.

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- c. Be aware where children will be and how they will use classroom materials & equipment (i.e., Scissors, wooden blocks, trucks etc.)
- d. Keep environment clutter-free.

**5. Position Staff:** Staff must be strategically located in the classrooms, lunchrooms, on the playground and on field trips so that all the zones are covered to ensure all children are within view.

- a. When in a classroom/lunchroom, staff will position themselves strategically, to observe all children.
- b. At any time when children and staff are leaving the classroom, bathroom, kitchen or any part of a building or playground, the staff will sweep the classroom, bathroom, kitchen or any part of a building or playground to ensure no child is left unattended, one staff will lead at the front of the children and one staff will follow at the end of the line of children
- c. Staff must constantly walk/circulate around the playground to maintain visual contact with children. Sitting is limited while supervising children on the playground (i.e., during engagement activities, holding infants while engaging with other children.).
- d. Staff must be engaged the entire time.
- e. Staff will monitor children using the bathroom.

**6. Scan and Count:** It is the responsibility of all staff to maintain direct supervision. At a minimum staff must scan and count the children when:

- a. Transitioning children in/out of the classroom
- b. Transitioning between classroom activities
- c. Staff is returning from breaks and meals
- d. Children come and go from the restroom
- e. On the playground and when transitioning between indoor and outdoor
- f. Anytime Staff are transitioning in/out of ratio
- g. On field trips or when special guests are in the building
- h. Boarding and exiting the bus
- i. When classrooms are combined together or divided into separate groups

**7. Transitional Periodic Roll Call:** Supervision during transitions is extremely important and is often complex. Staff must know when a transition takes place and be in a position to prevent a child from leaving the premises and getting into unsafe or unsupervised areas. In addition to scanning and counting, staff must conduct a Transitional Periodic Roll Call during any transition to or from the classroom, playground, lunchroom etc.

- a. Upon arrival, staff must mark children present using a check mark under the "Present" column.
- b. If the child is not present, staff will mark an A for the absent child.
- c. When a transition occurs, staff must record the time the transition is occurring in a new column. One teacher in the class will call the child's name and once the child is visually identified, both staff members will simultaneously record the appropriate code listed at the bottom of the roll call form for that transition.

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- d. Staff will record the total number present for the transition and initial. If there are discrepancies in the total number at the end of roll call, it must be redone to ensure all children are accounted for.
- e. During all transitions, staff must utilize a visual or auditory aid that actively engages children in the process. This may include, but is not limited to, the use of transition songs, visual cue cards/pictures, movement games, or rhythmic clapping patterns. These tools are designed to maintain children's attention, support smooth transitions, and ensure staff can effectively supervise all children while keeping them within sight and sound at all times.
- f. If any one child or group of children leaves the classroom, lunchroom, playground etc. for any purpose (i.e., therapy, speech, signed out by parents), staff must update the Transitional Periodic Roll Call form accordingly.
- g. If a regular transition from the classroom does not occur during the day, staff must conduct the roll call at the times they would typically be transitioning from the room, noting the time on the transitional periodic roll call form.
- h. Kitchen staff will conduct a visual head count at mealtimes (point of service) in conjunction with the USDA meal count. Kitchen staff will verify their head count with teaching staff to ensure all children are accounted for.
- i. All staff, including the floater, will carry a roll call on their person to assist in accounting for children at all times. When relieved for any reason, (e.g., break) the person relieving classroom staff must be given the roll call, then it will be given back to classroom staff upon their return.
- j. If a therapist or Head Start/Early Head Start staff member removes a child from the classroom, they must sign the child in/out ~~on the therapy log or authorized staff log~~ and classroom staff must use the roll call to document the reason that the child is out.
- k. Completed Transitional Periodic Roll Calls must be filed and kept in the Center Director's office for monitoring access.
- l. The Transitional Periodic Roll Call form does not take the place of the teacher's Daily Attendance Roll Book.
- m. All staff will be trained in how to effectively use the Transitional Periodic Roll call form during onboarding training, annual pre-service training, and periodically throughout the year.

**8. Listen:** Staff must listen closely to children to identify signs of potential danger.

- a. Specific sounds or the absence of them that may be reason for concern include but are not limited to, sniffing, crying, yelling, knocking, or banging noises and noises from the environment, such as an alarm or bells on a door when it opens.
- b. Staff must communicate with each other, so everyone knows where each one is and what each one is doing.

**9. Anticipate Children's Behavior:** Staff must be proactive and use what they know about each child to predict what may happen next.

- a. Teachers must be aware of children's developmental needs and offer individual levels of support.
- b. Children with early signs of illness or atypical behavior must be monitored closely.

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- c. Staff must pay attention to changes in a child's mood or health in order to anticipate when they may get upset, wander off, or take a dangerous risk.

**10. Engage and Redirect:**

- a. Staff will use active supervision skills to know when to offer children support.
- b. Staff will encourage children to solve problems on their own and wait to get involved until children are unable to do so safely.
- c. Levels of assistance and redirection will be individualized, depending on each child's needs.

**11.** Staff using cell phones while responsible for the direct supervision of children will be subject to disciplinary action.

**12.** In the event a child is unsupervised the following actions will be taken.

- a. If it is determined that a child has been left alone in the classroom, on the playground, or on the bus, the incident will be reported to the Director immediately.
- b. Once reported to the Director, the Director will gather the facts (when, where, who, and how long) and report them to the Executive Director.
- c. The Director will advise staff to report the incident to the parent/guardian.
- d. If any serious harm, injury or endangerment of a child results from a lack of supervision, The Director will report the incident to the abuse hotline, the DCF licensor, and the Program Specialist at the regional office within seventhree days.

**\* Failure to follow this policy will be grounds for disciplinary action. Disciplinary action will be determined by the severity of the departure from policy.**

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**Part:** 1302 Program Operations  
**Subpart:** D Health Program Services  
**Section:** 1302.47 Safety Practices  
**Subject:** Administration of Medication

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**Policy:**

To safely receive, handle, and administer prescribed medication.

**Procedure:**

1. An official Department of Children and Families medication form must be completed by the parent/guardian.
2. The form must be completed with clearly written directions. No oral instructions will be accepted. The time and amount of medication to be administered must be indicated on the Medication Authorization Form. Directions given must be the same as the directions on the medication label or the pharmacy label.
3. Medication must be in the original bottle from a pharmacy with the prescription name, number, date, doctor's name, and child's name and dosage to be given.
4. The medication will be left at the center with the original label on the container. Rescue medications will be kept by the teachers and accessible to use in an emergency. All other medications will be kept and locked up in the kitchen.
5. Over-the-counter medication will only be given with an official doctor's note, with the exception of diaper creams and insect repellent, which may only be applied with written permission from the parents/guardians. Manufacturer instructions must be followed.
6. Medication will be administered by a staff member that has completed the medication administration training. That person will be responsible for documenting the amount, date, and time that the medication was given, as well as initialing the form when the appropriate information is recorded. Documentation on the medication log is not required for the application of diaper creams or insect repellent unless it is prescribed by a physician. Any changes to the child's behavior will be documented and shared with the Health/Disability Coordinator and parent. The 5 rights will be followed by the designated staff member. The child receiving the medication will be the only child in the area when the medication is being administered.
7. All medication must be counted, or amount noted on the medication receipt form. The form must be signed in/out by the parent/guardian, staff member receiving or returning medication, and witnessed by a third party. The 5 rights will be posted on the outside of the medication logbook and the definitions of the 5 rights will be included inside the medication logbook.

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8. The Health/Disability Coordinator and the Center Director have the right to question and investigate the use of medication in the centers. All medication names will be submitted to the Health/Disability Coordinator. The Health/Disability Coordinator will then send the side effects to the site where the medication is being administered.
9. The parent/guardian is responsible for the cost of all medication. Head Start/ Early Head Start does not buy any medication.
10. All medications are locked in either a refrigerated lockbox or a locked box for medication stored out of sight and reach of children. Rescue medications, such as Epi-pens and inhalers must be stored in a manner that is quickly accessible to staff for immediate administering, but out of reach of children.

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**Part:** 1302 Program Operations  
**Subpart:** D Health Program Services  
**Section:** 1302.47 Safety Practices  
**Subject:** Child Safety

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**Policy:**

Head Start/Early Head Start staff will maintain a safe environment for children.

**Procedure:**

1. The Health/Disability Coordinator, in cooperation with each Center Director, will ensure that medical and dental emergency policies and procedures are in place.
2. A minimum of two staff members per center will be trained in CPR and First Aid and proper emergency procedures to allow them to act quickly and calmly in emergency situations.
3. Written emergency first aid plans will be posted at all Head Start/Early Head Start sites and updated annually as needed.
4. A current emergency contact form will be easily accessible for each child. Emergency telephone numbers for each center will be posted throughout each center.
5. Emergency telephone numbers and center addresses will be posted on all portable handsets.
6. Center specific evacuation routes and other safety procedures will be posted in the classroom.
7. In the event of an emergency, designated staff will notify each child's parent, legal guardian, or an emergency contact person. Consent for Emergency Treatment forms will be signed by the parent or guardian of each child enrolled and kept on file in case the parent or guardian cannot be reached.
8. All electric skillets, toaster ovens, and popcorn poppers will be kept out of reach of the children.
9. No glue guns will be used in the classroom while children are present.
10. All medications will be locked up and out of reach of the children. Rescue medications will remain easily accessible to staff, but out of reach of children.
11. All cleaning supplies will be locked up and stored out of reach of the children.

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12. All plants in classrooms will be labeled.
13. Push pins and staples will be out of reach of EHS children.
14. Push pins will be out of reach of HS children.
15. A cordless phone or walkie-talkie will be taken outside at playtime so that in case of an emergency the Center Director can be notified for assistance.
16. Personal belongings/purses will be kept in a locked space, away from children.
17. No standing water is allowed at sites. Water play may only take place in designated water tables with direct adult supervision at all times. Sprinklers are allowed for outside water play so long as there is proper drainage in the area to eliminate large puddles of standing water.
18. Children will wear helmets while riding wagons or tricycles.
19. Lead Testing in water: The public works department for each county will test the lead level in the city-water supply annually and provide a report to the Health/Disability Coordinator (HDC) who keeps these results on file in the HDC office. Additional water testing will be conducted at each site every three years by a certified water testing entity. These results will also be kept on file in the HDC office.
- 19.20. Lead Testing in facilities: The Health/Disability Coordinator will administer lead testing in each facility using a lead test swab at least once a year.

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**Part:** 1302 Program Operations

**Subpart:** D-Health Program Services

**Section:** 1302.47 Safety Practices

**Subject:** First Aid Kits

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**Policy:**

It is the policy of Tri-County Community Council, Inc. Head Start/Early Head Start to have first aid kits readily available for staff to use in case of an emergency. These kits will be stocked with all required items per state licensing laws.

**Procedure:**

1. At least one first aid kit containing items will be maintained in each Head Start/Early Head Start classroom. Each kit will be in a closed container and labeled clearly "First Aid Kit". Kits will be stored out of reach of children. A fully stocked first aid kit will be taken on all field trips.
2. Kits will be taken outside or stored in a dry, convenient and conspicuous place on the playground.
3. The following items will be in each kit. Other items will be added to kits after approval by the Health/Disability Coordinator, the Health Advisory Committee, the Head Start Director and the Policy Council
  1. Liquid soap
  2. Instant hand sanitizer
  3. Band Aids
  4. Disposable latex gloves
  5. Cotton balls/ Cotton tipped applicators
  6. Sterile gauze pads and rolls
  7. Adhesive Bandages
  8. Adhesive tape
  9. Digital Thermometer
  10. Pre-moistened wipes
  11. Scissors
  12. Tweezers
  13. Bottled water
  14. A current CPR and First Aid Resource Guide
4. The designated staff member will inventory and restock each kit at the beginning of each school year. Each center will have one designated staff member to monitor the kits monthly and restock them as needed. The Center Director will monitor the kits according to the Ongoing Monitoring Plan.
5. A monthly monitoring report will be completed by the designated staff member and filed in the monitor book kept on site at the center in the Center Directors' office.
6. The bus will have access to a stocked first aid kit at all times.

Tri-County Community Council, Inc.  
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**Part:** 1302 Program Operations  
**Subpart:** D-Health Program Services  
**Section:** 1302.47 Safety Practices  
**Subject:** Medical Emergency

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**Policy:**

Head Start/ Early Head Start will assume responsibility for the initiation of emergency and first aid measures should the need arise.

**Procedure:**

1. The emergency telephone numbers of the local hospital, fire department, sheriff and police departments and the Head Start Administration office will be posted by every phone. A list of designated staff members to serve as second, third, and fourth in charge (when the Center Director is not present) must also be posted.
2. The emergency numbers for medical emergencies for each county will be posted.
3. A file will be kept with the parent/guardian information for:
  - a. Person to contact in case of an emergency.
  - b. Person to contact in the absence of the parent/guardian.
  - c. Written permission to give emergency treatment.
4. Head Start/Early Head Start staff will decide as to the seriousness of the child's condition. If in doubt, consider it serious.
5. If the situation is life threatening:
  - a. The Center Director or designee will initiate emergency care.
  - b. Instruct a staff member to call 911
  - c. Provide name, address, phone number, nature of incident and age of victim.
  - d. A Certified staff member will begin CPR or administer First Aid, if necessary, until medical help arrives.
  - e. The Center Director or designee will contact the parents/guardian or emergency contact person, then the HS/EHS Director or Directors Assistant.
  - f. If a child leaves by ambulance before the parent arrives, a staff member will be assigned to ride with the child to the hospital and parents notified where the child has been taken. Staff will remain with the child until the parent/guardian arrives.
  - g. If a staff member leaves by ambulance, their emergency contact person will be notified where they have been taken.
6. If the situation is non-life threatening (but requires immediate action):
  - a) Call parents or emergency contact
  - b) Notify the HS/EHS Director or Directors' Assistant
7. For all emergency events, the Accident/Incident form will be completed with assistance of staff members present at the time and filed in the Center Directors officechild's folder. A copy will be sent to the Head Start Director.

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**Part:** 1302 Program Operations  
**Subpart:** D-Health Program Services  
**Section:** 1302.47 Safety Practices  
**Subject:** Potential Allergens

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**Policy:**

Tri-County Community Council Head Start/Early Head Start will consult with parents/guardians immediately when potential allergens are suspected or identified. The following procedures must be followed to prevent allergic reactions, asthma triggers and respiratory irritation, as well as to maintain a safe and neutral indoor air environment.

**Procedure:**

1. Allowed animals (fish and birds only) must be properly maintained to reduce exposure to potential allergens such as dust and dander. If birds cause any type of allergic reaction the birds will be removed from the classroom.
- ~~1.2.~~ The use of aroma diffusers, essential oil diffusers, scented oils, incense, candles, or similar fragrance-dispersing devices are prohibited in all classrooms and child-occupied areas.
- ~~2.3.~~ Perfumes and air fresheners will not be sprayed while children are present and will not be permitted if found to trigger an allergic reaction in staff or children. Signs will be posted at sites if the need arises to prevent perfumes from being worn on site.
- ~~3.4.~~ If a child has special dietary needs the parent will be advised that we must have a completed CCFP Medical Statement for Children with Disabilities and Special Dietary Conditions from the child's medical provider stating the nature of the condition, foods that must be restricted or altered and appropriate food substitutions.
- ~~4.5.~~ All allergies will be documented on the Health Record and health care plans by the parent/guardian and addressed by the appropriate program coordinator.



# Tri-County Community Council Head Start/Early Head Start

Policy Council Meeting  
May 4, 2026

Call to order, Welcome

Roll Call

Seat New Members (if needed)

Approval of Minutes from April 6, 2026

## Reports

Center Committees

Director's Report

Financial Reports

Form 5500-SF Short Form Annual Return/Report of Small Employee Benefit Plan

Old Business

New Business

## FYI/Discussion

Monthly Training Topic – Transition/Grant Input

Program Needs – See next page

Policy Council - Training Needs/Wants

## Approvals

### Policies

Fiscal Management

Approval

Child Plus Flags for Child Safety, Health Alerts, and Service Coordination

Approval

Emergency Contacts

Approval

Follow-up of Family Services & Referrals

Approval

Providing Mental Health Info, Support & Referrals for Children & Families

Approval

Responding to Behavior & Mental Health Concerns

Approval

Transportation Training

Approval

Child Screening and Assessment

Approval

~~Delete~~ – Permission to Obtain Emergency Medical Care

Approval

## Hires

Halinah Taylor – EHS Teacher

Approval

## Adjourn

**As we are getting ready to begin working on the budget I would like your input.**

**Questions to consider for program needs -**

Transportation issues?

Classroom supplies?

Family services gaps?

Other?

TRI-COUNTY COMMUNITY COUNCIL, INC.  
HEAD START/EARLY HEAD START  
POLICY COUNCIL MEETING  
2499 CYPRESS STREET  
WESTVILLE, FL. 32464

April 6, 2026

Present:	Absent:	Staff:	Guests:
Kayla Williams	Bridgette Capps	Kim Gillis	Janice Flowers-Bod
Patty Baxley	Shannon Medina	Nicole Thomas	Liaison
Mykenzi Straw	Rochelle Howard		
Leana Andrews			
Jabrona Lee			
Jennifer Underwood			

Nicole Thomas called the meeting to order at 12:05 PM. She also called roll with 6 members present, a quorum was established. Patty Baxley made the motion to approve the minutes from the March 2026 meeting. Leana Andrews seconded the motion, with all in favor.

#### CENTER COMMITTEE REPORTS

Chipley report was given by Nicole Thomas as follows:

The most recent parent meeting was March 10. The next parent meeting will be on May 5. The class study is on "Going to Kindergarten" and they are planning a field trip to Kate M. Smith Elementary school this month. The third big event will be the graduation on May 15. They will have a monthly story time with Patsy Justice and an art/craft activity with the Chipley Women's Club. The Easter egg hunt and activity day was on April 2.

Westville report was given by Leana Andrews as follows:

Parent meeting was held on April 3, as well as an Egg Hunt. April 16, there will be a STEM activity at the school. Trips to the library will be taken on April 22 and 24 for the Head Start children. The parent committee discussed holding a field day and cookout on May 8 for father involvement, with everyone invited to attend. The graduation will be on May 26, with time to be determined.

The EHS report was given by Nicole Thomas as follows:

The most recent parent meeting was on March 27. The Easter Egg Hunt will be on April 9. The committee is requesting \$250 for the end of year celebration in July. The committee discussed pick up and drop off times, volunteering, the upcoming school year and returning child forms. Jennifer Underwood added that the First Baptist Church in PDL is donating the baskets and eggs for the Easter event. Committee also discussed being sure to return in-kind and to change out spare clothes due to seasons changings. Information was shared regarding self-care, mindfulness, and relationship building as well as mental health resources in our area. Jennifer Underwood made the motion to approve the \$250 for the end of year celebration in July, Leana Andrews seconded with all in favor.

The Walton report was given by Nicole Thomas as follows:

The most recent parent meeting was held on March 13. The annual Egg Hunt was held on April 2. Each classroom held a parent/child activity before the hunt. April 8 the students heading to Kindergarten will visit West Defuniak Elementary, Mossy Head on April 13 and Maude Saunders on April 15. The committee is requesting \$375 for the Prom and Graduation events. Patty Baxley made the motion to approve the fund request and Leana seconded with all in favor.

#### DIRECTORS REPORT

The report was mailed out prior to the meeting for review. Kim Gillis pointed out that the attendance for both Head Start and Early Head Start fell below the 85% requirement last month. Kim explained that most of this was due to illnesses and for EHS, when public school and Head Start are closed, parents do not bring the EHS students to school either. She also went over the disability numbers, which show that for the year we have met the 10% requirement even though current enrollment numbers are only at 9% for Head Start. Kim reported we are struggling with In-kind as we are only at 9% for both programs and we are several months into the school year. Hopefully the end of year events will help bring in more in-kind hours.

#### FINANCIAL REPORTS

The reports were provided a week prior to the meeting for review. Kim pointed out that the amount budgeted for the audit was not enough for the Head Start budget, so we are overspent in that area, but it will be adjusted at the close of the fiscal year. She also discussed the purchases made with the VISA, WEX, and Walmart cards.

#### OLD BUSINESS

#### NEW BUSINESS

#### FYI/DISCUSSION

##### School Readiness

Kim went over the school readiness goals and noted that they align with the Early Learning Outcomes Framework. She discussed the role the policy council plays in establishing and ensuring the program is meeting the goals.

##### Mid-Year Outcomes

The report was shared prior to meeting. Kim reported that the results showed growth in every area and explained the chart showing the percentages. She also discussed the plans in place for continued improvement.

##### Focus-Two Results

The Review was held in March and we were not expecting results back so soon, however the results from the Focus Two results are in and there were no findings or areas of concern. The monitors reviewed multiple areas and systems within each area and found the program to be in compliance in all areas.

### CLASS Results

Kim reported that we also received our CLASS results as well. Kim explained the process for observing and scoring classrooms based on multiple indicators and gave the cut-off scores and what we scored for each area. Each Head Start classroom scored high in each observed area, which shows the hard work that our education team and teaching staff have put in this school year.

### Monitoring Summary

A chart was provided listing the results of the monitoring's and any findings/corrections that were made during the second quarter.

### Self-Assessment

Kim reported that the self-assessment has begun and she is hoping to have the Improvement Plan completed and ready for review by June.

### School Calendars

Each year when the school system releases their calendar for the upcoming year, Kim uses them to prepare the Head Start and Early Head Start school calendars. The 26-27 school year calendars were provided to the group for review.

### Policies and Approvals

Kim discussed that in order to reduce paperwork and review fatigue for policy council members, it has been suggested that moving forward the policy council would only be provided with policies to review if there were changes made to the policy or procedure itself. If small changes, such as rewording for clarity or corrections to grammar/punctuation or title changes are made, these will be made without policy council review. This would also apply to items that are not really something that would need approval, but are more for informational purposes such as the outcomes and school calendars discussed today. The information would still be provided to the council for review and transparency, however they would not require a vote of approval from the policy council. The council unanimously agreed that would be a more beneficial and productive way to conduct business moving forward.

### APPROVALS

Policies updates, Mid-Year Outcomes, and School Calendars

Motion: Patty Baxley

Seconded: Leana Andrews

Motion carried.

### ANNOUNCEMENTS

The next policy council meeting will be held on May 4, 2026.

### ADJOURNMENT

The meeting was adjourned at 12:42 PM.

As recorded by Nicole Thomas

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SECRETARY

DATE

On April 15, 2026 an email poll was conducted to vote on the Westville Head Start request to use \$250 of parent committee funds for a Field Day and Year End Celebration on May 8. Five members, Shannon Medina, Mykenzi Straw, Patty Baxley, Rochelle Howard, and Jennifer Underwood responded with approval.

## HEAD START/EARLY HEAD START REPORT TO POLICY COUNCIL AND BOARD OF DIRECTORS

DATE May 1, 2026

MONTH: April 2026

### ENROLLMENT

ITEM	CHIPLEY	WALTON	WESTVILLE	HS TOTAL	EHS		EHS TOTAL
					West	DFS	
Funded	17	71	37	125	16	24	40
Actual in Center/Home- Base	17	71	37	125	16	24	40

### ERSEA

ITEM	CHIPLEY	WALTON	WESTVILLE	EHS	
				Westville	Walton
Waiting List	3	8	2	5	23
Eligible	1	6	1	2	19
Over income	2	2	1	3	4
Vacancies	1	0	1	0	0
How Long	Not filled due to less than 30 days of school left		n/a	20 days	n/a
Attendance	81%	86%	85%	88%	89%
Overall Monthly Attendance for School Year	85%			88%	

### DISABILITY

ITEM	CHIPLEY	WALTON	WESTVILLE	EHS	TOTAL		Percentage	
					HS	EHS	HS	EHS
Diagnosed with an IEP/IFSP and receiving services	3	5	8	4	16	4 (2 has an IEP)	13%	15%
Dropped children with an IEP/IFSP/ IEP/IFSP closed	2	1	0	2	3	2	15% Enrolled & dropped	20% Enrolled & dropped
Concerns/In waiting/further evaluation/referral process/staffing	0	0	0	0	0	0	0	0
Referral Follow- up parent has not followed through	0	0	0	0	0	0	0	0

**MENTAL HEALTH REFERRALS AND VISITS**

CHIPLEY		WALTON		WESTVILLE		EHS	
Referral/s	Visits	Referral/s	Visits	Referral/s	Visits	Referrals	Visits
0	0	0	0	0	0	0	0

**IN-KIND TOTALS**

ADMIN.	CHIPLEY	WALTON	WESTVILLE	EHS DFS	EHS Westville	TOTAL	Percentage
Required non-federal share for HS/EHS \$690,042 In-kind for - HS - \$426,111; EHS - \$263,931							
\$2,534.43	\$8,489.31	\$23,151.27	\$10,607.99	\$13,111.72	\$12,069.66	\$44,783.00 HS \$25,181.38 EHS	11%/9%

**USDA**

ITEM	CHIPLEY	WALTON	WESTVILLE	EHS		TOTAL
				Westville	Walton	
<b>March Meals</b>						
Breakfast	238	951	699	356		2244
Lunch	240	920	733	365		2258
Snack	228	828	719	349		2124
Total Meals	706	2699	2151	1070		6626
<b>March Cost/Expense</b>						
ITEM	CHIPLEY	WALTON	WESTVILLE	EHS		TOTAL
				Westville	DFS	
Reimbursement	\$2,049.96	\$7,895.34	\$6,220.84	\$3,105.82		\$19,271.96
Expenses	4,880.44	13,535.03	5,705.36	2,359.06	2,888.55	29,368.44
Difference	-\$2,830.48	-\$5,639.69	-\$1,843.58	+\$217.27		-\$10,096.48

**STAFF STATUS**

ITEM	ADMIN.	Chipley	WALTON	WESTVILLE	EHS		TOTAL
					West	Wal	
Reported	9	4	16	9	5	7	50
Hired	0	0	0	0	0	1	1
Transfer	0	0	0	0	0	0	0
Resigned/Let Go	0	0	0	0	0	0	0
Floater	2	0	0	0	0	0	2
Parent in Training	0	0	0	0	0	0	0
Substitute/Temporary	0	2	0	0	0	0	2
Total	11	6	16	9	5	8	55
Vacant Position	0	0	0	0	0	0	0

**COMMENTS**

**Policy Council Training Plan  
2025-2026**

Policy Council			
Month	Training Provided	Expected Outcome	Trainer/Cost
January	Eligibility	The members will know the ERSEA process and understand the importance of it.	Director/Coordinator \$0
February	Shared Governance	The members will know their role and responsibilities for serving on the Policy Council.	Consultant \$1,000
March	Finance/Budget Development/ In-kind	The members will understand and be able to make informed decisions during budget development. The members will know the requirements for what is collected and how it is calculated. Also the members will know what is allocable, allowable, and reasonable in-kind.	Director & Chief Finance Officer \$0
April	School Readiness	The members will possess a good understanding of School Readiness and how it affects the whole program	Director \$0
May	Transitions/Grant Input	The members will understand the process of how transitions work for the children and families.	Director \$0
June	Monitoring Reports	The policy council members will understand the requirement, the importance of their participation, and the development of grant/budget. The members will understand the monitoring reports and what they mean. The members will be able to make informed input on making needed and desired improvements.	Director \$0
July		No meeting	
August	Pre-service topics Child Abuse & Neglect, Code of Ethical Conduct, Child Safety/Eligibility	The members will know the ERSEA process and understand the importance of it. The members will have a basic understanding of our pre-service training and the requirement involved.	Director \$0
September	PIR & Active Supervision	The members will be able to read and understand the Program Indicator Report (PIR) The members will learn the six strategies used in Active Supervision and keeping children safe.	Director \$0
October	Directors Report /Self-Assessment	The members will know why each area of the director's report is important information for them to monitor monthly. The members will be able to read and understand the Program Indicator Report (PIR).	Director \$0
November	Disability Requirement	The members will understand the 10% disability requirement and input ways/suggestions to make sure that all our communities are aware that our program serves children with disabilities.	Director \$0
December		No meeting	

**Board of Directors Training Plan  
2025-2026**

Board of Directors			Trainer/Cost
Month	Training Provided	Expected Outcome	
January	School Readiness & Eligibility	The members will possess a good understanding of School Readiness and how it affects the whole program. The members will know the ERSEA process and understand the importance of it.	Director \$0
February	Shared Governance	The board members will know their role and responsibilities for serving on the Policy Council.	Consultant \$1,000
March	Finance/Budget Development/In-kind	The members will understand and be able to make informed decisions during budget development. The members will know the requirements for what is collected and how it is calculated. Also the members will know what is allocable, allowable, and reasonable in-kind.	Director & Chief Finance Officer \$0
April		No meeting	
May	Transitions/Grant Input	The members will understand the process of how transitions work for the children and families. The policy council members will understand the requirement, the importance of their participation, and the development of grant/budget	Director \$0
June		No Meeting	
July		No meeting	
August	Directors Report & Eligibility /Pre-service topics Child Abuse & Neglect, Code of Ethical Conduct, Child Safety	The members will know why each area of the director's report is important information for them to monitor monthly. The members will know the ERSEA process and understand the importance of it. The members will have a basic understanding of our pre-service training and the requirement involved.	Director \$0
September		No meeting	
October	PIR & Self-Assessment & Active Supervision	The members will be able to read and understand the Program Indicator Report (PIR). The members will learn the six strategies used in Active Supervision and keeping children safe.	Director \$0
November	Monitoring Reports & Disability Requirement	The members will understand the monitoring reports and what they mean. The members will be able to make informed input on making needed and desired improvements. The members will understand the 10% disability requirement and input ways/suggestions to make sure that all our communities are aware that our program serves children with disabilities.	Director \$0
December		No meeting	

Tri-County Community Council, Inc.  
Head Start/Early Head Start

**Part: 1302 Program Operations**  
**Subpart: J-Program Management and Quality Improvement**  
**Section: 1302.101 Management System**  
**Subject: Fiscal Management**

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**Policy:**

Tri-County Community Council Head Start/Early Head Start will follow the financial procedures in accordance with Tri-county Community Council's *Accounting and Financial Policies and Procedures Manual*.

**Procedure:**

**General**

1. All receipts and invoices that are smaller than standard papers must be attached to a standard paper with tape (no staples) to promote efficient handling.
2. The bookkeeping department submits a monthly financial report by cost category to the Director for review.

**Petty Cash**

1. Petty cash funds will be maintained with the total allocated fund amount at all times in cash and/or receipts as follows:

a. Administrative Office	\$50.00
b. Westville Center	\$65.00
c. Walton Center	\$65.00
d. Chipley Center	\$40.00
e. Early Head Start	\$40.00
2. Only expenses totaling \$10.00 or less will be paid from petty cash. Expenses costing more than \$10.00 will be placed on a charge account.
3. Personal loans will not be made from petty cash funds.
4. Reimbursement of petty cash will be made only upon presentation of an itemized voucher, along with receipts signed by the purchaser. The voucher and receipts are sent to the Administrative Assistant for coding, then must be approved by the Director. Once approved, the Administrative Assistant will make copies/scans of the documentation and

Tri-County Community Council, Inc.  
Head Start/Early Head Start

submit originals to bookkeeping for payment. Taxes paid using petty cash are not reimbursable.

### Credit Cards

1. Credit cards will only be used for authorized agency business. Inappropriate use of a credit card by any employee will result in disciplinary action, which could result in termination of employment.
2. Credit cards are issued to authorized users, who must verify receipt of the card by signing an Authorized User Form.
3. When purchases are made using a credit card, the credit card voucher must be filled out and submitted along with the signed receipt and sent to the Administrative Assistant for coding and Director approval before being sent to bookkeeping.

### Supply Orders/Purchases

1. Materials, equipment, or services may only be purchased with proper authorizations in an effort to safeguard against fraud, waste, and abuse of public monies.
2. Staff must fill out a Supply Order form and submit it to their supervisor when items are needed. The supervisor will submit the request to the Director for approval. Once approved, the Director will forward it to the Administrative Assistant to place the order.
3. When ordered items are received, the receiving staff must sign the receipt/invoice and verify all items were delivered according to the packing slip. Signed invoices/receipts and packing slips will be forwarded to the Administrative Assistant immediately, who will verify that the invoice details all the required information (vendor name, address, employee signature, description of items etc.) and have any mistakes corrected. The total invoice amount must be verified on a calculation tape and taped to the invoice. Invoices are to be stamped with an agency stamp and all relevant information recorded, then they are submitted to the Director for approval. Approved invoices are scanned, and originals sent to bookkeeping for payment according to the accounts payable schedule.
4. **Purchase Orders** are required for purchases in excess of \$102,000. The Administrative Assistant will obtain these from the bookkeeping department, along with a log sheet. The administrative assistant or designee authorized to complete purchase orders will fill out the purchase order form completely, record the information required on the log sheet and submit it to the Director for approval as well as obtain consent from the Executive

Tri-County Community Council, Inc.  
Head Start/Early Head Start

Director. Once approved, the yellow copy is sent to the bookkeeping department and the pink copy retained for reference. Any unapproved purchase orders written erroneously and approved purchase orders that will not be used will be marked void. Bookkeeping must be notified of voided purchase orders by photocopy or verbally. When all purchase orders in a set have been used, the original log sheet will be sent to the bookkeeping department.

5. **In-House Invoices** are required for the following expenses:

- Employee Reimbursements
- Items billed between agency programs, unless an invoice is provided
- FDLE Screening's
- CDA Assessment Fees
- NAEYC Annual Reports
- DCF Licenses & Vehicle Licenses

The Administrative Assistant will generate the in-house invoice for the requested amount, code it to the corresponding account number and submit it to the Director for approval before sending it to bookkeeping for processing and payment.

### **Davis Bacon Requirements**

1. Tri-County Head Start/Early Head Start will follow the rules and regulations regarding the Davis Bacon Act as set forth in the *Accounting and Financial Policies and Procedures Manual* under "Policies Associated with Expenditures and Disbursements".
2. When a vendor is awarded a bid, they will receive a packet to include copies of the Davis-Bacon procedure, Davis-Bacon Compliance Form, updated prevailing wage rates for the specific county where the work is being done, Davis-Bacon poster, payroll form with instructions, Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form and a W-9 form.
3. The W-9 form or Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form must be returned to the Directors Assistant so a search can be conducted before work begins to verify that the vendor is not on the suspension/debarment list. After the results are documented, the W-9 is sent to bookkeeping.
4. Covered contractors and subcontractors must maintain payrolls and basic records and submit certified weekly payrolls, or a Form WH-347 to include all information as required in the *Accounting and Financial Policies and Procedures Manual*. An invoice showing program manager approval and certification of Davis-Bacon compliance must be submitted in order for the contractor to receive final payment.

Tri-County Community Council, Inc.  
Head Start/Early Head Start

**Inventories**

1. The Finance Office/Property Officer will assign an affix or identification number to newly acquired equipment as necessary per the *Accounting and Financial Policies and Procedures Manual* and maintain an inventory of the equipment, indicating the condition and location.
2. A physical inventory of equipment is conducted annually prior to the end of the fiscal year. The Director will supply information to the Fiscal Officer/Property Officer when equipment is unusable or has been stored in order to have the item deleted from the inventory list.
3. The Executive Director and Finance Officer/Property Officer will be notified of all cases of loss, damage, or destruction of equipment. In the event of theft, information will be supplied to the Finance Officer/Property Officer along with a copy of the police report, for insurance reimbursement and adjustment of the inventory list.

**Fund Raising**

1. Fund Raising is prohibited for Head Start/Early Head Start program itself. However, Tri-County Community Council, Inc., employees will participate in fundraising activities in accordance with the policies and procedures governing fundraising for Tri-County.

Tri-County Community Council, Inc.  
Head Start/Early Head Start

**Part:** 1302 Program Operations

**Subpart:** D- Health and Mental Health Program Services

**Section:** 1302.47 Safety Practices

**Subject:** Child Plus Flags for Child Safety, Health Alerts, and Service Coordination

**Policy:**

Tri-County Head Start/Early Head Start will utilize Child Plus flags as a visual alert system to identify children with specific needs, risks, or program considerations. Flags must be used consistently across all centers to support active supervision, individualized care, and coordinated services.

**Procedure:**






1. Flag Assignment

- Flags are assigned by appropriate content area staff (Family Service Advocates, Center Director, or Administration).
- All flags must be supported by documentation in Child Plus (e.g., enrollment forms, health plans, or family service/health events).

2. Required Flags

A. Health & Safety Flags (High Priority)




These flags require immediate staff awareness and may impact supervision or emergency response:

Flag Name	Flag Information	Color
Allergy: Life-Threatening	Indicates a severe or potentially fatal allergic reaction. This flag ensures staff are prepared to respond immediately, including recognizing symptoms and following emergency plans (e.g., EpiPen use).	
Allergy: Food/Preference	Identifies food allergies or dietary restrictions. This flag ensures safe meal service and helps prevent exposure to restricted foods.	
Allergy: Non-Food	Identifies allergies to environmental or material items (e.g., latex, insects). This helps staff prevent exposure during daily activities.	
Medication: On-Site	Indicates medication is stored at the center. This flag alerts staff to follow proper medication administration procedures and documentation.	
Medical Concerns	Identifies ongoing or chronic health conditions (e.g., seizures, asthma, diabetes) that may impact daily care, supervision, or activity participation.	

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B. Individualized Services

These flags indicate children receiving specialized services or supports:

Flag Name	Flag Information	Color
Behavior Support Plan	Indicates the child has an active behavior plan. Staff must implement consistent strategies to support social-emotional development and ensure safety.	
Outside Therapy Services	Identifies children receiving services outside of the program (e.g., speech, occupational therapy). This supports coordination and consistency of care.	
IEP/IFSP Diagnosed	Indicates the child has a current IEP or IFSP. Staff must follow all required accommodations, modifications, and services. Including completing a CISP for each child with a IEP/IFSP.	

C. Family & Program Considerations

These flags identify family circumstances, preferences, or enrollment conditions:

Flag Name	Flag Information	Color
Homeless/Foster/Kinship Care	Identifies children experiencing housing instability or in foster/kinship care. This ensures staff provide additional sensitivity, support, and compliance with eligibility requirements.	
No Holiday Activities	Indicates family preference to opt out of holiday-related activities. Staff must respect and accommodate family beliefs and values.	
No Pictures	Indicates the child may not be photographed. This ensures compliance with family consent and confidentiality requirements.	
Over Income	Identifies children enrolled under the over-income criteria. This supports accurate tracking for ERSEA compliance.	
Signature Authorization	Indicates special instructions or restrictions related to signatures, documentation, or child release. Staff must follow all authorization requirements to ensure child safety.	

3. Staff Responsibilities

- Staff must review flags for all assigned children:
  - At the beginning of the program year
  - Upon new enrollment
  - When notified of updates
- Staff must adjust supervision, care, and interactions based on flagged information.
- Substitute staff must be informed of all relevant flags.

4. Confidentiality

- Flags serve as alerts and do not replace detailed documentation. Flags must be **clear, accurate, and actionable**.
- All child and family information must be handled in accordance with confidentiality requirements.
- Information should only be shared with staff who have a legitimate need to know.

Tri-County Community Council, Inc.  
Head Start/Early Head Start

**Part:** 1302 Program Operations  
**Subpart:** E- Family and Community Engagement Program Services  
**Section:** 1302.50 Family Engagement  
**Subject:** Emergency Contacts

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**Policy:**

Current (up to date) family and emergency contact information and authorization for emergency care for each child must be readily available.

**Procedure:**

1. Emergency contact information for each child is found on the ~~Department of Children and Families Child Care Application for Enrollment or the Emergency Contact and Release Permission form~~ and includes ChildPlus Application under the child applicant (specific for that child) or family information (specific for entire family):
  - a. Names & phone numbers of parent(s) at home and work.
  - b. Names & phone numbers of contacts to whom the child can be released.
  - c. Name of child's medical and dental homes
  - d. Allergies
  - e. Custodial parent
  - f. Permission for medical treatment at named providers.
2. This form is completed by the parent and reviewed by Family Service Advocates and Center Directors once the child is accepted for enrollment.
3. The ~~Emergency Contact and Release Permission form~~ Contact Information on ChildPlus is updated as often as needed. Parents are informed that numbers must be kept updated during enrollment, and at least every 3 months by classroom staff, Family Service Advocate, and Center Director.
4. Any changes made by the family and communicated to classroom staff will immediately be shared with the Family Service Advocate and Center Director. If the Family Service Advocate is informed that changes are made by the family, this information must immediately be shared with classroom staff and bus monitors (if monitors on site).
5. Communication between the classroom staff, the Family Service Advocates and the Center Directors MUST occur regularly.

Tri-County Community Council, Inc.  
Head Start/Early Head Start

**Part:** 1302 Program Operations

**Subpart:** E- Family and Community Engagement Program Services  
J- Program Management & Quality Improvement

**Section:** 1302.52 Family Partnership Services  
1302.101 Management Systems

**Subject:** Follow-up of Family Services & Referrals

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**Policy**

Staff must follow up with each family to determine the kind, quality, and timeliness of services received through referrals. Staff will keep an ongoing record to track the delivery of services in Child Plus.

**Procedure**

1. The Family Service Advocate or Center Director will discuss with the family the level of satisfaction with services they have received through referral and results will be documented.
2. Open and on-going communication with the family is needed to determine if the family followed through with referrals.
3. If the situation is resolved through the referral, the Family Service Advocate or Center Director should note this in Child Plus and indicate that no further service is needed regarding the situation.
4. If further services are needed to resolve the situation, the Family Service Advocate will note that the issue is unresolved and continue to work with the family and service agencies to resolve the situation. Document the new date of service and any referrals.
5. Documentation is key to obtaining community resources to avoid duplication of services, information on any family concerns, and a guide for future referrals.
6. Document all referrals in Child Plus under family services events.
7. All follow up services should be documented under "actions" when the referral event is pulled up.
8. Document non-educational home visits, meetings, and phone contacts addressing specific concerns ~~on the Family Service Contact Form, as well as in~~ Child Plus under family service events. ~~The Family Service Contact Form must be filled out completely and signed by all parties involved in the meeting.~~
9. Documentation pertaining to service delivery will be input into Child Plus and monitored per the Ongoing Monitoring Plan.

Reviewed dated: ~~1.30.25~~ 4.14.26 KLG  
Policy Council Approved: 2.13.25  
Board Approved: 3.13.25

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**Part:** 1302 Program Operations  
**Subpart:** D- Health Program Services  
**Section:** 1302.45 Child Mental Health and Social & Emotional Well Being  
**Subject:** Providing Mental Health Info, Support & Referrals for Children and Families

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**Policy:**

Families of Head Start/Early Head Start children will be provided the opportunity to request mental health referrals to assist in strengthening their home environments. Parents will have access to a mental health consultant or in-house provider and opportunities to learn about and participate in mental wellness activities. Children who attend Head Start/Early Head Start will be provided mental health referrals as needed.

**Procedures:**

1. A mental health referral will be completed for children and families that request those services. No child or family will be referred without their consent. Children who attend Head Start/Early Head Start may be referred, with parental consent, to a mental health service provider if a need is identified and the family is open to receiving assistance.
2. ~~Staff will encourage, but not be pressured, the family into receiving mental health services by staff.~~
3. ~~A signed release of information will be completed by the parent/guardian and stored in the family file with a copy of the signed referral and full documentation of the discussion with the family. Signed parental consent must be obtained before sharing information with outside mental health service providers.~~
4. Follow-up should be done by family services to ensure that the family's request for services is met in a timely manner. This follow-up will be done with the family member and the service agency if the family has not been contacted. If a child is not seen at the center in a timely manner the Program Coordinator will be notified.
5. The service agency will be contacted by the Program Coordinator if the service agency does not respond in a timely manner.
6. All referrals will be confidential, and no information will be provided to any service agency without a signed release of information.
7. Staff will aid parents, if requested, by attending orientation meetings, completing paperwork, locating childcare, locating funding, or speaking to family members about mental health interventions.
8. Staff will work with a mental health consultant to locate a provider for any child and family that needs services.
9. Families in need of immediate psychiatric assistance will be provided with a phone and private area to speak with a mental health hotline or may be assisted with transportation to the nearest facility. If a family member is a danger to themselves or others – call 911 for immediate assistance.
10. All referrals, discussions and assistance to the family will be documented in the Family File

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Policy Council Approved: 9.8.25

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and Child Plus.

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**Part:** 1302 Program Operations

**Subpart:** D-Health Program Services  
A-Eligibility, Recruitment, Selection, Enrollment and Attendance

**Section:** 1302.45 Child Mental Health and Social Emotional Well-Being  
1302.17 Suspension and Expulsion

**Subject:** Responding to Behavior & Mental Health Concerns

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**Policy:**

Head Start is committed to supporting the social-emotional development of every child. Challenging behaviors are addressed through proactive strategies, positive behavior supports, and collaborative problem-solving with families and staff. Suspension/Expulsion is used only as a last resort and only after all appropriate supports have been implemented and documented.

**Procedure:**

**Step 1: Documenting Concerning Behavior**

- If a parent indicates concerns regarding their child's behavior on the application or at the time of enrollment, the parent will fill out the parent section of the Behavior Support Plan (BSP) to ensure that the child receives tailored support. The BSP must be reviewed and approved by the Center Director and Program Coordinators.
- If a child is already working with mental health services, the parent must sign a release of information so that Head Start can work in unison with the mental health provider, when needed.
- Teachers and staff will document specific incidents of concerning behavior using the program's Behavior Incident Report (BIR) form. If the incident caused bodily harm to another person, the parent or authorized pick up person, must sign the BIR.
- Documentation must include date, time, location, description of behavior, staff response, and any follow-up taken.
- Patterns or triggers should be noted to assist in planning interventions.
- In the event of extreme and dangerous behaviors, teachers should notify the Center Director or Family Service Advocates for assistance. The parent/guardian will be notified and scheduled to meet with teachers to develop a BSP.

**Step 2: Addressing with Parents/Guardians**

- Teachers will meet in person with the child's parent/guardian to share documented concerns and discuss observations.
- Strategies used in the classroom will be explained, and families will be encouraged to share insights from home.

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- ~~Teachers will schedule a meeting with parents to develop a~~ Behavior Support Plan (BSP) ~~will be developed with input from the child's teachers and parents.~~ The BSP must be reviewed and approved by the Center Director and Program Coordinator before implementation in the classroom. If extreme or dangerous behavior occurs, a referral may be made to the Mental Health Consultant immediately.
- At the initial BSP meeting, a Permission for Mental Health form should be signed by the parent and the parent will fill out an ASQ-SE questionnaire and forward it to the Program Coordinator for scoring.
- If behaviors continue after two weeks of implementing the initial BSP, a follow-up meeting will be held with the parent/guardian, teacher, center director, and Program Coordinator to discuss the outcome of the initial BSP strategies, observations, discuss possible next steps and make changes or modifications as needed.
- In the event of extreme and dangerous behaviors, teachers should notify the Center Director or Family Service Advocates for assistance. If the child is unable to deescalate in a timely manner, the Center Director may call the parent for additional support.
- Parents should not be asked to remove the child from school and communication with the parent about a child's behavior should only occur via phone call or in person, never through messaging platforms (TSG, e-mails, messenger apps, etc.).

### Step 3: Mental Health Observations

- After the initial BSP has been submitted and approved, the appropriate Program Coordinator will conduct classroom observations of the child.
- Observations will focus on identifying environmental factors, triggers, and possible strategies for support.
- Findings will be documented on the Mental Health Classroom Observation Report and shared with the teaching team and parents.
- If it is determined that teaching staff need additional support and guidance for effective classroom management, the Mental Health Classroom Observation Report will be forwarded to the Education Team, who will provide further feedback and guidance on prevention measures for teaching staff.

### Step 4: Referral to Mental Health Consultant

- Based on observations and results of the ASQ-SE, the child may be referred to the program's mental health consultant for additional assessment and recommendations after the initial BSP. The parent must sign the Permission for Mental Health Observation form.
- The consultant may meet with staff, parents, and the child to develop strategies for success.
- The consultant provides a report to the Program Coordinators, which is used to guide the next steps.

### Step 5: Refer to Appropriate Agencies

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- Referrals to the agency responsible for implementing IDEA will be made in a timely manner to determine if the child qualifies for additional services.
- Staff will discuss the availability of behavioral health services with the family.
- The child may be referred to a service agency using the “Providing Information, Support, and Referrals for Children and Families” policy.

**Step 6: Multidisciplinary Team Meeting**

- A Multidisciplinary Team Meeting will be held with the parent/guardian, teacher, relevant Program Coordinators, mental health consultant, and other relevant specialists.
- The team will review the initial BSP, updated BSP documentation, observations, and recommendations to determine next steps and additional supports.
- The Multidisciplinary Team Meeting form will be utilized and signed by all parties in attendance.

**Step 7: Suspension/Expulsion** *(Only if necessary and after all supports have been exhausted)*

- Suspension and expulsion cannot be considered until the multidisciplinary team meeting has taken place.
- Short-term suspension may be used only if a child’s behavior poses a serious safety risk that cannot be immediately managed within the classroom.
- The program will provide continued learning opportunities during suspension and actively work toward the child’s return.
- Expulsion will only be considered after all steps above have been completed, all reasonable accommodation has been provided, and the child’s continued attendance presents a documented and ongoing safety risk.
- The program will assist the family in accessing alternative services or programs to meet the child’s needs.

**Confidentiality and Sensitivity to Mental Health**

*All staff must follow the confidentiality policy. Mental Health can be a very sensitive issue with families. Be supportive and understanding of families’ fears and uncertainties. Reassure families that by obtaining mental health services, they are not faulty but need assistance just as they would with any other issue in their life (i.e., seeking medical treatment due to a physical illness)*

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**Part: 1303 Financial and Administrative Requirements**

**Subpart: F-Transportation**

**Section: 1303.72 Vehicle Operation**

**Subject: Transportation Training**

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**Policy:**

All Staff used in transporting children will receive training before being permitted to act as an escort/driver on the bus.

**Procedure:**

Bus Monitors

1. Before bus monitors are assigned to be bus escorts, they will be trained on child boarding/exiting procedures, use of child restraints, how to perform a sweep of the bus after children have exited, appropriate pick up and release procedures, emergency evacuation, and how to complete the daily transportation log and pre/post trip check sheet.
2. An adult escort will meet at a specific time and place to ride the bus, which will begin its pickup route at or before 7:00 am.
3. Drop off routes begin at 2:00 pm. Staff will assist in loading children safely onto the correct vehicle, so they are ready to leave the center by 2:00 pm. The escort will check their list making sure that all children are accounted for.
4. Each escort will have a book that contains a list of the child's name in the order of the pickup and contains emergency contact information, list of individuals authorized to release the child to and emergency medical consent. ~~an "Authorization for Consent to Medical Treatment of a Minor Child" form.~~
5. The Center Director will update the escort book as needed, as well as the Center Directors book kept on site that includes information of all routes.
6. Escorts will assist children in safely boarding and exiting the bus after the driver opens the door. The parent/authorized person will be encouraged to help see that their child gets on/off the vehicle safely.

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7. Backpacks and carry-ons will be stored in a safe manner behind the driver's seat or in another area that does not interfere with safety.
8. Escorts will sit in the middle of the bus and use a seat belt when one is available.
9. All children are to remain in their seats at all times, using inside voices. The escort will ensure that there is no talking at Railroad Crossings.
10. The escort will only release children to authorized persons, who must be at least 16 years old and listed on the pick-up list. The escort must see the responsible person before letting the child off the bus. The authorized person receiving the child will be greeted pleasantly by the escort.
11. If the responsible person is not there to receive the child, the escort will take the child back to the center and call the parent or next on the contact list. The escort, or other designated staff must stay with the child until an authorized person arrives to receive the child.
12. After the last child has exited the bus, the escort will walk to the back of the vehicle, checking all seats and the floor under the seats, to verify that no child remains on the vehicle.

#### Bus Driver

1. Bus Drivers must have copies of a current CDL License, Annual Drivers Physical, and CPR/First Aid Certification on file at each Head Start Center where they provide transportation.
2. Background screenings for each driver are filed at the administrative office.
3. Each bus driver must receive clearance annually through the Department of Highway Safety and Motor Vehicles including disclosure of any moving traffic violations.
4. Drivers will demonstrate the ability to operate the bus in a safe, efficient manner.
5. Drivers will have training and knowledge of how to conduct routine maintenance, vehicle checks, paperwork, administer first aid, handle emergency situations/evacuations, and observe safety guidelines as well as any other necessary training to ensure the safety of the children.
6. An annual evaluation of each driver will include an on-board observation of road performance and safety practices.

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**Part:** 1302 Program Operations  
**Subpart:** C-Education and Child Development Program Services  
**Section:** 1302.33 Child Screenings  
**Subject:** Child Screening and Assessment

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**Policy**

Each Head Start/Early Head Start child is screened in collaboration with each child's parent and with parental consent within 45 calendar days of the child's entry into the program. Staff will administer the Battelle Developmental Inventory 3<sup>rd</sup> Edition (BDI-3) Screening to all first year and third year students. When a child transitions from EHS to Head Start a new BDI will be administered. Teaching Strategies Gold assessment tool will be used to assess child progress on an on-going basis. The ASQ-SE2 screening may be used on an as-needed basis.

**Procedure**

1. Staff will administer the Battelle Developmental Inventory (BDI-3) Screening on each child.
  - a. At enrollment, parental permission is obtained for the developmental screening on the Battelle Developmental Inventory (BDI-3) Permission form and for newly enrolling Head Start students, a parent questionnaire form will be filled out.
  - b. Children entering the program are screened using the BDI-3 by the Program Coordinator trained to administer the screening tool.
  - c. If a child has a current IFSP/IEP, the Program Coordinator or the designated staff administering the BDI-3 will document the information in the note section on BDI-3.
  - d. Head Start/Early Head Start Program Coordinator or designated staff will administer the Battelle Developmental Inventory (BDI-3) within 45 calendar days of the child's entry into the program.
  - e. Any screened child, who is removed from the classroom, will be signed out and back in using the Parent Check-In feature via Child Plus or the Parent Sign-In sheet.
  - f. Teaching staff discuss the results of the BDI-3 during the first Parent Conference. The Program Coordinator will review the results of the BDI-3 with parents if a referral is needed. ~~The Program Coordinator will place the BDI-3 in the Disability Section of the child's Education file.~~
  - g. If a child needs further evaluation, the Program Coordinator will explain the BDI-3 results to parents and obtain informed consent in writing while assisting parents in completing the referral packet or form.
  - h. Through additional screening and the guidance of a mental health or child development professional and with parent consent, the Program Coordinator will refer a child to other local agencies responsible for implementing IDEA,
    - i. ~~The Program Coordinator will review or be advised of referrals before sending them to the appropriate agency.~~

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~~j.i.~~ Referrals will be sent to the Local Education Agency (LEA), ELKS, or Early Steps, and disability staff will collaborate with the child's parent, assigned therapists with ELKS or Early Steps and/or the local education agency to support families through the formal evaluation process.

~~k.j.~~ The Program Coordinator will follow up with the parent before and after the child's staffing to ensure the parent understands the IEP/IFSP and will document the follow-up conversation in Child Plus.

2. ~~Head Start/Early Head Start eligible children will be referred in collaboration with each child's parent and with parental consent and relevant information for further evaluation.~~ If, after the formal evaluation, the local agency responsible for implementing IDEA determines the child is **not eligible** for intervention, the program will seek further guidance from the local agency, a mental health consultant, or child development professional to determine if the child's formal evaluation shows a delay that is likely to interfere with the child's development.

~~2. The program will seek guidance from a mental health or child development professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child's development.~~

~~b.a.~~ If it is determined the child has a significant delay, the program will partner with the parent to help the family access services and support to help address the child's identified need.

- The program will support necessary environmental modifications, multiple and varied formats to instructions, and individualized accommodations and supports to enable the full participation of children with disabilities.
- The teaching staff will document working with the child in the classroom on the child's individualized support plan (CISP) and place the form in the child's education file.
- The program will ensure all individuals with disabilities are protected from discrimination and provided with all services and program modifications required by section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
- The program will use child health insurance or any local resources to provide additional services and support to the child and family. If no other funding source is available, Head Start/Early Head Start funds may be used for such services and support.

~~e.b.~~ If it is determined the child does not have a significant delay, the Program Coordinator will obtain written documentation from the entity consulted and the child will continue to be supported within the regular program setting rather than pursuing a formal disability referral.

~~c.~~ The Program Coordinator will document and track the process in Child Plus.

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3. Head Start/Early Head Start children will be assessed on an ongoing basis using Teaching Strategies GOLD Assessment, which is valid and reliable for children ages birth to five. See also *Assessment for Individualization* policy.
4. Staff and relevant individuals administering the screenings and assessments will be trained and qualified to use the screening and assessment tools.
  - a. If a child speaks a language other than English, a qualified bilingual staff, contractor, or consultant will be used to assist in administering the screening and assessment.
  - b. Dual Language Learners will be assessed in terms of language skills in English and the child's home language, as well as the child's progress in the home language and the English language acquisition.
  - c. The Dual Language Learners screenings and assessments for domains other than language skills will be administered in the language or languages that best capture the child's development and skills in the specific domain.
  - d. The staff or person administering the screening and assessment must know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately conduct the screening and assessment and to record and understand the child's response, interaction, and communication.
  - e. If there is not a qualified bilingual staff, contractor, or consultant to administer the screening and assessment, an interpreter will be used along with a qualified staff conducting the screening and assessment.
  - f. If there is no qualified bilingual staff or interpreter, the screening and assessment will be done in English. The teaching staff will gather and use information from structured observations and gather information from the family in a child's home language to evaluate the child's development and progress.
5. Use of information:
  - a. Information gathered from developmental screenings and ongoing assessments is used to identify each child's strengths, monitor progress, and determine if additional supports or referrals are needed.
  - b. Results are confidential and will only be shared with parents/guardians and, when necessary, with specialists or outside agencies to support the child's development, provided parental consent is given.
  - c. Head Start/Early Head Start will not use any child's screening and assessment to exclude them from enrollment or participation in the program.
6. At any time, if a staff member or parent observes that a child may be experiencing challenges in any area of development (such as hearing or vision concerns, speech and language delays, or physical and motor difficulties etc.), they will document the information in the appropriate area in Child Plus, along with any follow up and notify the appropriate Program Coordinator. Staff will encourage the family to seek medical advice from their primary care provider regarding the concern. they may submit a Request for Intervention form through Child Plus or in paper format to the Health/Disability Coordinator. This process ensures that re-screenings or referrals to appropriate outside agencies can be initiated as needed.

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Tri-County Community Council, Inc.  
Head Start/Early Head Start

**Part:** 1302 Program Operations  
**Subpart:** D-Health Program Services  
**Section:** 1302.47 Safety Practices  
**Subject:** Permission to Obtain Emergency Medical Care

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**Policy:**

Every child will have a medical emergency consent form filled out yearly.

**Procedure:**

1. An "Authorization to Consent to Medical Treatment for a Minor Child" Department of Children and Families form will be filled out by the parent/guardian at the beginning of each program year with the following information:
  - a. Parent/guardian's name
  - b. Address of parent/guardian
  - c. Child's name
  - d. Birthday
  - e. Head Start/Early Head Start Center
  - f. Doctor's name
  - g. Child's allergies
  - h. Medication child is taking
  - i. Insurance Company
2. The form will then be checked by the Family Service Advocate or Center Director and notarized.
3. The form will be placed in the child's folder.
4. A copy will be taken on all field trips.