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Introduction

The purpose of this handbook is to provide information and guidance to 2015-16 Preschool Expansion Grant school-center partnerships in Orleans Parish. This handbook seeks to provide the following information:

- Background
- Basic Information
- Grant Requirements
- Points of Contact
- Appendix of Important Forms and Information

Background

Louisiana’s fragmented early childhood system led to Act 3 (2012), which calls for a unified system to ensure all children enter kindergarten ready. Each year Louisiana continues to make progress toward a unified system. A unified system ensures:

- High standards for what children should learn and what excellent teaching looks like
- Teachers who are excellent at interacting with children; guiding and learning are supported and rewarded
- Families apply through shared processes and are satisfied with their children’s experience
- Consistent expectations for health, safety and learning; adequate funding levels across programs based on serving children well

In order to accomplish the aforementioned goals, Act 3 requires a unified system with the vision of:

1) Developing policies to fully unify the statewide early childhood system
2) Pursuing funding needed to ensure families can choose a quality option
3) Expanding Early Childhood Networks to every community in Louisiana.

Using the community network model as the centerpiece, Louisiana applied for $32 million in federal dollars over four years to expand high-quality preschool programs in high-need communities through a unique parent choice model. Among a competitive field, Louisiana was selected to receive funding which not only validates the community network model but will provide Louisiana children with:

- **New Quality PreK Seats through Choice:** Families of 4,600 at-risk children will be able to choose a new, high-quality option in diverse settings including child care, Head Start, nonpublic and public schools; and
- **Improved Seats:** Families of 6,000 at-risk children will benefit from quality improvements for existing seats.

In 2015-16, funding is being received by six Cohort 1 Community Network Pilots in high-need communities (Caddo, City of Monroe/Ouachita, Iberville, Lincoln, Orleans, Rapides). Starting with the 2016-17 school year, all communities in Louisiana that are successfully implementing Act 3 will be able to apply for funding to offer new and/or improve existing seats.

In Orleans, the Louisiana Department of Education granted Agenda for Children funding to support 120 new preschool seats for four-year-olds in New Orleans for the 2015-16 school year. Six different 4- or 5-Star early learning centers (Quality Start childcare rating system) were awarded one class of 20 seats each. Five of these centers entered into diverse delivery school-center partnerships.

- Wilcox Academy of Early Learning (in partnership w/ Bricolage Academy)
- Children's Palace Learning Academy (in partnership w/ Einstein Charter School)
• Little Explorer's Preschool & Childcare Center (in partnership w/ Dwight D. Eisenhower Academy)
• Cuddly Bear Child Development Center (in partnership w/ Martin Behrman Charter School)
• Rainbow Academy (in partnership w/ Pierre A. Capdau Charter School)
• Open Hearts Open Minds Daycare

School-center partnerships are beneficial for a number of reasons, including:

• Enhancing and expanding the number and type of preschool options available to parents;
• Sharing existing limited resources, appropriate facility space, and expertise to provide preschool for more families;
• Opportunity for schools and centers to share and learn from each entity’s special area of expertise;
• Providing a continuum of care for more at-risk children by providing a guaranteed transition to the school partner’s kindergarten; and
• Creating meaningful neighborhood partnerships between schools and local businesses within the community.

Basic Information

Term of Partnership

Agenda for Children may fund school-center partnerships through the Preschool Expansion Grant through 2018-19, and the grant is intended to sustain successful school-center partnerships for the full four years of the grant. School Partners and Center Partners will need to sign an assurance form each year to continue the partnership.

Administration of the Grant

The Preschool Expansion Grant is made possible by federal dollars made available to Louisiana to expand quality preschool seats for four-year-olds. The Louisiana Department of Education granted funds to Agenda for Children to administer the grant to early learning centers and schools throughout Orleans Parish.

Agenda for Children will host monthly meetings for School Partners and Center Partners on the second Thursday of each month from 1:30p-3:00p to discuss important information and provide support.

Recommended Structure for Partnership

Each School Partner and Center Partner signed an MOU and a list of assurances with Agenda for Children in Spring 2015. The MOU and assurances are included in Appendix A of this document for reference. In addition, each School Partner and Center Partner should enter into an MOU that clearly defines the responsibilities of each partner under this grant. A signed copy of the MOU between the School Partner and Center Partner must be submitted to Agenda for Children no later than October 1, 2015. A suggested template for the MOU between the School Partner and Center Partner is included in Appendix B.

Grant Requirements

All school-center partnerships must comply with the following set of requirements:

• Most LA4 requirements
• Full participation in the New Orleans Early Education Network
• Preschool Expansion Grant Requirements
• Other applicable state and federal regulations

**LA4 Requirements**

Preschool Expansion grant classrooms are required to follow most of the 2015-16 requirements for LA4 programs, developed by the Louisiana Department of Education, which can be found in Appendix C of this handbook. Please note that the “guidelines” included in this document are not requirements, but indicate strategies for ideal practices in relation to early childhood programs.

- Pages 2-15 are general requirements and guidelines that apply to all public school and nonpublic school preschool programs, including Preschool Expansion Grant classrooms.
- Pages 16-25 have program-specific requirements. Preschool Expansion Grant classrooms are required to follow the LA4 requirements therein. Preschool Expansion Grant classrooms are also required to follow the Early Childhood Special Education Requirements therein, for students with disabilities. Preschool Expansion Grant classrooms are not required to follow 8(g), NSECD, or Title I requirements.

*Exceptions to the requirements and guidelines in this handbook are included below:*

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Exception</th>
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<tr>
<td>12</td>
<td>REPORTING</td>
<td>Not required. Preschool Expansion Grant-specific reporting requirements are included below.</td>
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<tr>
<td>16</td>
<td>ATTENDANCE</td>
<td>Attendance data and necessary corrective action plans will be reported monthly to Agenda for Children, not the Department of Education. Preschool Expansion Grant-specific procedures for monthly attendance reporting are included below.</td>
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<tr>
<td>17</td>
<td>ELIGIBILITY, STUDENT FUNDING CRITERIA, AND VERIFICATION</td>
<td>Proof of student eligibility verification must be submitted to Agenda for Children, not the Department of Education. Preschool Expansion Grant-specific procedures for submitting proof of student eligibility verification are included below.</td>
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<td>19-20</td>
<td>EXPENSES – ALLOWABLE AND UNALLOWABLE</td>
<td>Not required. Please contact JoAnn Clarey at <a href="mailto:jclarey@agendaforchildren.org">jclarey@agendaforchildren.org</a> if you have questions on Preschool Expansion Grant-specific expenditure requirements.</td>
</tr>
<tr>
<td>22</td>
<td>REIMBURSEMENT REQUIREMENTS</td>
<td>Not required. Preschool Expansion Grant-specific procedures for submitting reimbursements are included below.</td>
</tr>
</tbody>
</table>

**New Orleans Early Education Network (NOEEN) Requirements**

Agenda for Children is the Lead Agency for the New Orleans Early Education Network, and is responsible for ensuring that all publicly funded early childhood care and education programs, including Preschool Expansion Grant classrooms participate in:

- NOEEN membership activities;
- Early childhood care and education accountability system; and
- NOEEN coordinated enrollment process.
NOEEN Membership Activities

- Submission of a 2015-16 Program Partner Profile and Assurance
- Submission on classroom and teacher counts and information, as requested periodically by Agenda for Children
- Teachers, administrators, school contacts, and other staff may be asked to attend periodic meetings hosted by Agenda for Children to provide important information related to NOEEN responsibilities
- If you are not already receiving the monthly NOEEN newsletter, please contact Kristen Craig at kcraig@agendaforchildren.org to be added. This newsletter includes timely and important information on NOEEN requirements and opportunities.

If you have any questions about NOEEN membership activities, please contact Kristen Craig at kcraig@agendaforchildren.org.

Early Childhood Care and Education Accountability System

- TS GOLD (Teaching Strategies GOLD)
  - Teachers will finalize progress checkpoint ratings for all children in Preschool Expansion Grant classrooms in October, February, and May using TS Gold.
  - If you are a new program, you should have received an email from implementation@teachingstrategies.com with a username and temporary password to create your administrator account for TS GOLD. If you have not received this yet, please contact Kristen Craig at kcraig@agendaforchildren.org.
  - All Intro to TS GOLD sessions will be added to NOEEN’s training website which you can access here. Please ensure that all of your teachers have been added to TS GOLD before the Intro to TS GOLD session. To add teachers to TS GOLD, follow these directions.

- Ages and Stages Questionnaire (ASQ3 and ASQ-SE)
  - ASQ3 and ASQ-SE are reliable, low-cost tools for screening infants and young children for social-emotional delays during the crucial first 5 years of life.
  - Each questionnaire discusses social-emotional activities tied to the age of the child being screened. In completing and reviewing the questionnaire, parents learn about social-emotional milestone as well as their own child’s strengths. Parents find it helpful to receive suggested learning activities they can work on with their child.
  - The questionnaire is administered at the beginning of the school year and again in the spring.

- CLASS
  - Each Preschool Expansion classroom will receive two CLASS assessments per year.
  - Fall observations begin September 1 and continue until December 15, and the goal is to complete all observations for all classrooms in a program in a single day (or two days if the program is large). Spring observations begin February 1 and continue until May 15.
  - Programs will be randomly chosen and given a month window of when assessors could come to complete the observations.
  - If you have any conflicts during your assigned observation window, please contact Kristen Craig at kcraig@agendaforchildren.org or 504-586-8509, ext. 130 as soon as possible to reschedule.
• Agenda for Children is purchasing myTeachstone for each program in the Network and will be holding information and training sessions shortly for this exciting new tool.

• Other data may be requested from Agenda for Children throughout the year in order to meet requirements set by the Louisiana Department of Education.

NOEEN Coordinated Enrollment Process

• All preschool expansion grant classes are required to participate fully in the coordinated enrollment process under EnrollNOLA.
• All enrollment-related actions, including application, enrollment, registration, transfers, and dropping students must be completed by EnrollNOLA.
• Please contact Kristen Illarmo, Associate Director of Early Childhood Enrollment for EnrollNOLA at Kristen.illarmo@rsdl.net if you have any questions about this process.

Serving Students with Disabilities

• Each School Partner is responsible for ensuring that all students with disabilities assigned to the Preschool Expansion Grant classroom through the OneApp process receive appropriate special education services.

• In addition, as part of requirements for reporting child progress to the Office of Special Education Programs (OSEP), each Preschool Expansion Grant classroom must administer the AEPSi (Assessment Evaluation and Programming System Interactive) for children identified as having a disability. AEPSi is administered upon entry to and exit from a program. AEPSi is the reporting system that Louisiana uses to report preschool outcome data for children ages 3-5 to the Office of Special Education Programs (OSEP). If you have questions, please contact patsy.palmer@la.gov or ivy.starns@la.gov.

• There are a number of procedural options for delivering these services, and accompanying reporting and financial requirements. In order to be eligible for special education and related services, students must be evaluated and found eligible according to a defined process and timeline. Please see Appendix D for a summary of information on special education services as well as a document explaining options for School Partners to deliver these services to students with disabilities at the Center Partner site.

• Please note that a student with disabilities in a preschool expansion grant classroom will be funded through the preschool expansion grant and will also receive MFP funding in the same way a kindergarten student with disabilities would:
  o Base MFP amount
  o Tiered differentiated funding amount
  o MFP Local Revenue Representation

• Each School Partner will be responsible for submitting the Preschool Expansion Grant Special Education Form, in Appendix E, prior to October 1st to iclarey@agendaforchildren.org indicating the number of students with disabilities in each classroom and how those children will be served.

Preschool Expansion Grant Requirements

In addition to the LA4, NOEEN, and special education requirements detailed above, there are a number of requirements and processes specific to the Preschool Expansion Grant. Each of these requirements and processes are administered and monitored by Agenda for Children.

Please consult Appendix F for a Reporting and Monitoring Calendar.

Reporting

• Beginning of the Year Reports
MOU – No later than October 1, 2015, each program must submit to Agenda for Children an MOU between the School Partner and Center Partner detailing the responsibilities of each entity under this partnership. A suggested MOU template is included in Appendix B for reference.

Student Eligibility – No later than October 1, 2015, each classroom must submit to Agenda for Children a completed 2015-2016 Proof of Income Checklist for each child enrolled in the Preschool Expansion Grant classroom, verifying that each child enrolled in the program meets the income requirements for the Preschool Expansion Grant (which are the same as LA4 program requirements and Free- and Reduced-Price Lunch requirements). The Proof of Income Checklist, and Eligibility Income Limits are included in Appendix G. Also included in Appendix G is the 2015-2016 Early Childhood Eligibility Survey, which is one of the forms that may be used to prove a student’s eligibility for the program.

Special Education – No later than October 1, 2015, each School Partner will be responsible for submitting to Agenda for Children a completed Preschool Expansion Grant Special Education Form, found in Appendix E.

Vision & Hearing Screenings – No later than December 1, 2015, each program must submit to Agenda for Children a completed Vision and Hearing Screenings Form indicating when each child in the program received a vision and hearing screening. The Vision and Hearing Screenings Form can be found in Appendix H. Please contact the School Partner or JoAnn Clarey at jclarey@agendaforchildren.org if you need assistance scheduling a vision or hearing screening.

• Attendance
  
  Daily Attendance - Each School Partner must ensure that daily attendance data is taken at the site and included in the School Partner’s attendance system (JPAMS, POWERSCHOOLS reports, etc.).
  
  Official State Enrollment Counts - School Partner shall include Preschool Expansion Grant classroom students in the attendance counts reported to the state on October 1st and February 1st.
  
  Monthly Attendance Reports - Preschool Expansion Grant classrooms shall also complete a Monthly Attendance Form to Agenda for Children demonstrating whether or not the program met the minimum attendance requirements for the month. Please see Appendix I for the form, which provides further instructions. The form must be completed and turned in each month by the dates listed in the Reporting and Monitoring Calendar in Appendix F. If a classroom fails to meet the meet the monthly attendance target, a corrective action plan will be required. If a classroom fails to meet the monthly attendance target after three consecutive months, the monthly payments to the Center Partner may be reduced using the per pupil amount times the number of children who did not meet the attendance target for the third month.

Staffing

• The School Partner is responsible for hiring and paying the salary and benefits of the Preschool Expansion Grant teacher with funds from the grant. Agenda for Children will collaborate with the School Partner to interview and make final candidate selections.

• Each teacher must meet the qualifications for LA 4 teachers included in the Appendix C, the 2015 – 2016 Requirements and Guidelines for Public School and Nonpublic School Early Childhood Development (NSECD) Prekindergarten Programs. These requirements are also included below. All lead teachers must meet at least one of the following requirements:
- A valid and current Louisiana teaching certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.
- A Practitioner License in PreK-3;
- A valid and current Louisiana teaching certificate in Elementary Education and an Out-of-Field Authorization to Teach (OFAT) in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.; or
- An uncertified teacher with a baccalaureate degree and a Temporary Authority to Teach (TAT), Temporary Employment Permit (TEP), or an Out-of-State Certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.

- The Center Partner is responsible for hiring and paying the salary and benefits of the Preschool Expansion Grant paraprofessional with funds from the grant.
- Each paraprofessional must meet the definition of “highly qualified,” which may include passing of the ParaPro test, achievement of a CDA or AA credential.
- As required by Bulletin 137, Chapter 17, “An early learning center shall obtain documentation of a satisfactory fingerprint based criminal background check for each volunteer, staff member, or employee of any kind, prior to the person being present at the center or performing services for the center, and the center shall have copies of said documentation on-site at all times and available for inspection upon request by the Licensing Division.” As such, the Center Partner is responsible for keeping teacher and special education service provider background checks on file at all times. The Center Partner should conduct paraprofessional background checks and reach out to the School Partner for a copy of the teacher and special education provider background checks when needed. In lieu of a copy of the actual background check, the School Partner may complete and provide to the Center Partner a notarized “Criminal Background Check Affidavit,” included in Appendix L.

**Financial**

- **Center Partner**
  - For the 2015-16 school year each Center Partner will receive $1,500/month for ten months from Agenda for Children to cover the salary and benefits of the classroom’s paraprofessional.
  - For the 2015-16 school year each Center Partner will receive $2,500/month for ten months to help provide a portion of the costs of overhead and materials or other miscellaneous expenses related to the Preschool Expansion Grant classroom. Please note that if a classroom fails to meet the monthly attendance target after three consecutive months, the $2,500 monthly payments to the Center Partner may be reduced using the per pupil amount times the number of children who did not meet the attendance target for the third month.

- **School Partner**
  - The School Partner will be reimbursed on a monthly basis for the cost of the classroom teacher’s salary and benefits.
  - In order to be reimbursed, the School Partner must submit the Monthly Teacher’s Reimbursement Form, included in Appendix J, to Yolanda Brumfield at finance@agendaforchildren.org on the dates specified in the Reporting and Monitoring Calendar included in Appendix F.
Timely, correct forms will be reimbursed by Agenda for Children within 15 days.

Please note that additional per pupil payments for students with disabilities are made directly to the School Partner through the MFP (Minimum Foundation Program).

- **Other financial support**
  - Agenda for Children has purchased Creative Curriculum and various educational materials and supplies for each Preschool Expansion Grant classroom, including computers.
  - Agenda for Children will provide various trainings and classroom coaching for School and Center Partners at no cost. Please see the next section, “Professional Development” for more information.
  - Agenda for Children has budgeted $75/day for a maximum of 10 days of substitute teacher care. Either the Center Partner or the School Partner may be responsible for locating the substitute teacher, but the Center Partner will be responsible for seeking reimbursement for the cost of the substitute. In order to be reimbursed, the Substitute Teacher Reimbursement Form, included in Appendix J, must be turned into Yolanda Brumfield at finance@agendaforchildren.org on the dates specified in the Reporting and Monitoring Calendar included in Appendix F.

**Curriculum**

- All Preschool Expansion Grant classrooms are required to use Creative Curriculum. Agenda for Children will purchase the curriculum for each classroom and provide trainings on using the curriculum at no cost.

- Although programs are not required to do so, it is encouraged for School Partners and Center Partners to use Creative Curriculum for all four-year-old classrooms (if there are additional four-year-old classrooms outside of the Preschool Expansion Grant classrooms). Trainings on the curriculum will be open to all preschool teachers at the Partner School and Partner Center at no cost.

**Professional Development and Trainings**

- Agenda for Children will provide the following trainings, at no cost to Preschool Expansion Grant classroom teachers:
  - Intro to TS Gold (for all Center Partner and School Partner Center teachers)
  - All required trainings and professional development opportunities for Creative Curriculum for Preschool Expansion Grant teachers. All four-year-old preschool teachers at the School Partner and Center Partner are invited to attend at no cost.

- Agenda for Children will provide regular on-site coaching for all Center Partner teachers, including those teaching non Preschool Expansion Grant classrooms.

- School Partners and Center Partners should contact JoAnn Clarey at jclarey@agendaforchildren.org to arrange any trainings, professional development sessions or coaching services, as some of these will be provided at no cost to the center through Preschool Development Improvement Grant funds.

**Other Applicable State and Federal Regulations**

School Partners and Center Partners are required to comply with all applicable state, federal, and local laws and regulations.
Center Partners must have a valid Type III Early Learning Center License and must comply with all applicable licensing regulations as detailed in Bulletin 137, Louisiana Early Learning Center Licensing Regulations, included in Appendix K.
Points of Contact

Please consult the table below for important points of contact.

<table>
<thead>
<tr>
<th>Area</th>
<th>Name &amp; Title</th>
<th>Office</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Expansion Grant (Main)</td>
<td>JoAnn Clarey Early Childhood Education Specialist</td>
<td>Agenda for Children</td>
<td><a href="mailto:jclarey@agendaforchildren.org">jclarey@agendaforchildren.org</a> 504-586-8509 ext. 123 504-427-2287 (cell)</td>
</tr>
<tr>
<td>Financial</td>
<td>Yolanda Brumfield Dir. of Finance &amp; Admin.</td>
<td>Agenda for Children</td>
<td><a href="mailto:ybrumfield@agendaforchildren.org">ybrumfield@agendaforchildren.org</a> 504-586-8509</td>
</tr>
<tr>
<td>New Orleans Early Education Network (NOEEN)</td>
<td>Elizabeth Kief Assoc. Dir., Child care Resource and Referral/NOEEN Manager</td>
<td>Agenda for Children</td>
<td><a href="mailto:ekief@agendaforchildren.org">ekief@agendaforchildren.org</a> 504-586-8509</td>
</tr>
<tr>
<td>TS Gold</td>
<td>Kristen Craig NOEEN Admin. Assist.</td>
<td>Agenda for Children</td>
<td>k <a href="mailto:craig@agendaforchildren.org">craig@agendaforchildren.org</a> 504-586-8509 ext. 130</td>
</tr>
<tr>
<td>CLASS</td>
<td>Dr. Bridget Rey CLASS Specialist</td>
<td>Agenda for Children</td>
<td><a href="mailto:brey@agendaforchildren.org">brey@agendaforchildren.org</a> 504-586-8509</td>
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<tr>
<td>Enrollment</td>
<td>Kristen Illarmo Assoc. Dir. of Early Childhood Enrollment</td>
<td>EnrollINOLA</td>
<td><a href="mailto:Kristen.illarmo@rsdla.net">Kristen.illarmo@rsdla.net</a> 504-373-6200 ext. 20074 504-444-5611 (cell)</td>
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<tr>
<td>AEPSi</td>
<td>Patsy Palmer or Ivy Starns Early Childhood Program Consultants</td>
<td>Louisiana Dept. of Education</td>
<td><a href="mailto:patsy.palmer@la.gov">patsy.palmer@la.gov</a> 225-219-4536 <a href="mailto:ivy.starns@la.gov">ivy.starns@la.gov</a> 225-342-0576</td>
</tr>
<tr>
<td>LA4 Requirements, Sample MOUs, Special Education, or School Reporting Questions</td>
<td>Holly Reid (RSD Schools) Exec. Dir. of Policy Sean Perkins (OPSB Schools) [title?]</td>
<td>Recovery School District Orleans Parish School Board</td>
<td><a href="mailto:Holly.reid@rsdla.net">Holly.reid@rsdla.net</a> 504-373-6200 ext. 20154 <a href="mailto:Sean_perkins@opsb.us">Sean_perkins@opsb.us</a> 504-359-8185</td>
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## Appendix of Important Forms and Information

Please see the following appendices for important forms and information.

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<tr>
<th>Appendix</th>
<th>Description</th>
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<tbody>
<tr>
<td>Appendix A</td>
<td>Memorandum of Understanding between Early Learning Provider, Partner School and Agenda for Children&lt;br&gt;Assurances</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Sample School-Center MOU</td>
</tr>
<tr>
<td>Appendix C</td>
<td>2015-2016 Requirements and Guidelines for Public School and Nonpublic School Early Childhood Development (NSECD) Prekindergarten Programs</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Summary Information on Special Education Services&lt;br&gt;Options for Delivering Special Education Services to Children in Childcare Centers</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Preschool Expansion Grant Special Education Form</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Reporting and Monitoring Calendar</td>
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<td>Appendix G</td>
<td>Proof of Income Checklist&lt;br&gt;Income Limits Information&lt;br&gt;Early Childhood Programs Eligibility Survey</td>
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<td>Appendix H</td>
<td>Vision and Hearing Screening Form</td>
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<td>Appendix I</td>
<td>Monthly Attendance Report Form</td>
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<tr>
<td>Appendix J</td>
<td>Teacher Salary Reimbursement Form&lt;br&gt;Substitute Teacher Reimbursement Form</td>
</tr>
<tr>
<td>Appendix K</td>
<td>Bulletin 137, Louisiana Early Learning Center Licensing Regulations</td>
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<tr>
<td>Appendix L</td>
<td>Criminal Background Check Affidavit</td>
</tr>
</tbody>
</table>
APPENDIX A

Memorandum of Understanding between Early Learning Provider,
Partner School and Agenda for Children and Assurances

(these documents were signed in Spring 2015)
Memorandum of Understanding  

between  

Early Learning Provider, Partner School  

and  

Agenda for Children  

This Memorandum of Understanding (MOU) is executed between Agenda for Children (Subgrantee), Early Learning Provider, and Partnering School (Sub-subgrantees) of the Preschool Development Expansion Grant. “Director” shall mean either Early Learning Provider’s owner or another individual who has decision-making authority and is mutually agreed upon between Early Learning Provider and Agenda for Children.

Performance under this agreement shall be reviewed by Agenda monthly. This agreement may be terminated without notice for failure to comply with the terms of this MOU.

A. Program Performance Assurances:

Agenda for Children and the Sub-subgrantees will coordinate, but not supplant, the delivery of High-Quality Preschool Programs funded under this grant.

The Early Learning Provider’s seat allocation may be amended if the number of awarded seats in the application is not filled, or if the number of seats is exceeded, provided funds are available.

All sub-granted funds allocated to this Early Learning Provider to ensure the requirements of the grant are met.

All guidelines and requirements for implementing the Preschool Development Expansion Grant will be followed.

All seats funded through the grant will be aligned to LA 4 and NSECD program quality requirements.

Agenda for Children, Early Learning Provider and Partnering School will negotiate in good faith toward achieving the overall goals of the State’s Preschool Development Grant – Expansion Grant, including when the State Plan requires modifications that affect the Subgrantee, or when the Subgrantee’s Scope of Work requires modifications;

The Department of Education, Agenda for Children, the Early Learning Provider and the Partnering School, will devise plans to sustain High-Quality Preschool Programs after the grant period, including any non-Federal support that the State or Subgrantees plan to contribute.

The Department of Education, Agenda for Children, the Early Learning Provider and the Partnering School will coordinate plans related to assessments, data sharing, instructional tools, family engagement, cross-sector and comprehensive services efforts, professional development, and workforce and leadership development.
Any child identified as eligible or suspected eligible for special education and/or related services (under IDEA) will not be denied services or removed from the program. All partners will follow the appropriate referral and IEP or Service Plan process.

The Early Learning Provider in collaboration with Agenda for Children and the Partner School will provide a high-quality, developmentally appropriate program to at-risk four-year-olds eligible to enter public school kindergarten in the following year (R.S. 17:151.3) which will include:

- Use of an appropriate, standards-based curriculum aligned to the Louisiana Birth to Five Early Learning and Development Standards (ELDS)
- Administration of Teaching Strategies GOLD (finalizing all 3 checkpoints)
- Certified lead teachers (PK-3, Nursery, Kindergarten, Noncategorical Preschool Handicapped (NCPH) or Early Interventionist (EI) as well as qualified teacher assistants;
- A developmentally appropriate classroom setting including learning centers with appropriate materials and equipment that support whole, small and self-selected groupings;
- Differentiated instruction to meet the academic, social/emotional, linguistic and other developmental needs of young children;
- A child to staff ratio of 10:1 with a maximum group size of 20 children per classroom;
- A full day, full school year schedule that contains a balance of teacher directed and child initiated activities;
- Appropriate nutritious meals and snacks for each child;
- Family engagement activities that involve parents/caregivers in their child’s education;
- Comprehensive services (e.g. health/developmental screenings, referrals and follow up);
- Completion of the Ages and Stages Questionnaire (ASQ 3) for every child in the program by September 30, 2015 and within 45 days of enrollment of any new children;
- Activities to support successful transitions; (from previous settings as well as those to kindergarten)

B. Early Learning Provider Responsibilities:

- Director will be present and available during all coaching visits.
- Director and teachers must attend the trainings and participate in all online trainings offered by Louisiana Department of Education and Agenda for Children, including, Understanding the ELDS, Teaching Strategies GOLD, and CLASS.
- Director must have the family of each child sign the parent acknowledgement form and maintain these forms on file. This includes all children currently enrolled and all new children as they are enrolled.
- Allow CLASS program assessments to be conducted two times per school year in all classrooms as required by the Louisiana Department of Education.
- Director and teachers shall work with TA coach to learn the strategies of individualized planning for each child in the classroom as detailed in Teaching Strategies GOLD.
- Sponsor Family Events to share the information with families.
- Center must at all times be in compliance with Louisiana licensing requirements, specifically, maintain classroom ratios required by Louisiana licensing requirements in all classrooms. TA coaches will not work with centers at any time when they are out of ratio.
- Director will participate in Professional Learning Communities and will be supportive of staff participating as appropriate.
- Director is responsible for maintaining communications with partner school, coaches, teachers and families.
- Director will collect and submit all requested data by required dates as listed in the timeline (attached) and at other times as the state or network requires.
Participate in Quality Start Rating Program, requesting assessments or practice assessments as needed.
Provide Agenda for Children with a monthly invoice for reimbursement of expenses related to the Preschool Expansion Grant.

C. Agenda for Children Responsibilities:
- Provide regularly scheduled Communities of Practice specifically related to the activities and responsibilities of the Preschool Expansion Grant.
- Provide training and support for directors and teachers on using the ELDS Teaching Strategies GOLD, ASQ 3, and CLASS.
- Provide feedback on ERS and/or CLASS scores.
- Provide job-embedded instruction for teachers through individual coaching in classrooms.
- Assist directors and teachers in determining needed materials and finding resources for implementation of a developmentally appropriate curriculum.
- Support teachers and directors in developing a system of collecting data and documentation to create portfolios for children.
- Monitor Early Learning Provider’s implementation of High-Quality Preschool Programs.
- Gather and share information between Sub-subgrantees and State of Louisiana Department of Education where relevant to the implementation of the State’s Preschool Development Grant – Expansion Grant project.
- Facilitate coordination across Sub-subgrantees to implement the State Plan.
- Reimburse Early Learning Providers and Partner Schools in a timely fashion.

D. Partnering School Responsibilities:
- In collaboration with Agenda for Children and the Early Learning Center, recruit and hire the Certified Early Childhood Educator.
- Pay the salary and benefits of the Early Childhood Teacher with funds provided by the grant, administered by Agenda for Children.
- Provide Agenda for Children an invoice for the salary of the certified teacher.

E. Mandatory Reporting
As mandated reporters, if Agenda staff or consultants observe any behavior or situation involving the abuse or neglect of a child, the situation will be immediately reported to the proper authorities, Louisiana Department of Child and Family Services Child Protection Services, the Center’s director/owner and partnering school official.

F. State Recourse In the event of Subgrantee’s Failure To Perform
If the Lead Agency determines that Agenda for Children or the Sub-Subgrantee (Early Learning Program or School Partner) is not meeting the goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which they attempt to resolve the disagreements between the Lead Agency and Agenda for Children and Sub-Subgrantee, or initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law. If, after Agenda for Children or the Sub-Subgrantee have been provided with notice of failure to meet requirements and an opportunity to correct said failures, and then the failures are not corrected, the Lead Agency may terminate the agreement.
G. Modifications:
This Memorandum of Understanding may be amended only by written agreement signed by each of
the parties involved, in consultation with Louisiana Department of Education.

H. Duration:
This Memorandum of Understanding shall be effective, beginning with the date of the last signature
hereon and ending upon the expiration of the Preschool Development Expansion Grant.

I assure that I have read, understand and will comply with the assurances listed in this document as
required by Louisiana Department of Education (LDE) and Agenda for Children for the purposes of this
grant.

Signatures

_________________________________________________  _____________________
Signature of Child Care Center Owner/Director                         Date

__________________________________________________
Printed Name

_________________________________________________
Signature of Partner School Representative                         Date

__________________________________________________
Printed name and Position or Title

________________________________________________
Anthony Recasner, Ph.D.                                          Date
CEO, Agenda for Children
PK Expansion Grant Center-School Partnerships MOU Addendum

Basic Information & Joint Responsibilities

Partnership

- The Center and Partner School must agree to a partnership by signing the “Memorandum of Understanding between Early Learning Provider, Partner School and Agenda for Children” and this addendum no later than March 18, 2015.

- The purpose of a partnership between a Center and Partner School is to ensure optimal kindergarten readiness by providing academic and programmatic alignment between the PK Expansion Class at the Center and kindergarten classes at the School. The Partner School will work with EnrollNOLA to provide first priority for available kindergarten seats to PK Expansion Class students and ensure collaboration between School and Center teachers. The School will also seek to include parents and families of PK Expansion Grant students in appropriate School activities and communications.

- The partnership under this grant must last a minimum of one school year (the 2015-16 school year), and a maximum of the duration of the PK Expansion Grant (four years). School and Center agree to officially document in writing, their intention and commitment to continue or discontinue a partnership for the upcoming school year in accordance with appropriate enrollment deadlines set by Agenda for Children and EnrollNOLA.

Center: ___________________________ # of PK Expansion Grant Classes: ______
Charter Organization: ____________________ Partner School: ________________________

Please list other PK classes that will be offered by the Partner School for the 2015-16 school year through a funding source other than the PK Expansion Grant (if applicable):

Funding Source: ___________ Number of classes: ___________
Funding Source: ___________ Number of classes: ___________

PK Expansion Class

- Each PK Expansion Class will serve 20 four-year-olds in line with LA4 and NSECD requirements.

- All students will be enrolled in the PK Expansion Class through OneApp (EnrollNOLA).

- The School and Center agree to comply with all policies, procedures, and timelines required by the EnrollNOLA team throughout the term of this grant.

- Agenda for Children will be providing comprehensive coaching, professional development, and grant support to the PK Expansion Grant teachers and staff.

Center Responsibilities
The center has the responsibility to operate the PK Expansion class in accordance with federal and state law and guidelines, and specific requirements of the PK Expansion Grant. This includes, but is not limited to:

- Data collection and reporting
- Participation in required trainings, observations, and other professional development activities
- Maintaining student records
- Parent communication
- Complying with state licensing requirements
- Providing all needed materials, supplies, food, etc. for students
- Administering required student assessments
- Maintaining regular communications with partner school
- Paying the salary and benefits, etc. to all employees, with the exception of the “Certified Early Childhood Educator”
- Handle program finances and reimbursements for expenses related to the grant with Agenda for Children
- Provide the partner school with necessary and requested information on the class
- Provide the EnrollNOLA team with necessary and requested enrollment information

The Center also agrees that it will exclusively partner with the School. The Center will not have partnerships for other classes with other schools through any other public funding source (LA4, etc.). Having multiple school partnerships at a single Center is confusing for parents and families.

**School Responsibilities**

**Early Childhood Educator**

- In collaboration with Agenda for Children and the Center Director, recruit and hire the “Certified Early Childhood Educator”
- Pay the salary and benefits, etc. for the “Certified Early Childhood Educator” with funds provided by the grant
- Handle reimbursements for the salary and benefits of the “Certified Early Childhood Educator” with Agenda for Children
- Ensure that the “Certified Early Childhood Educator” participates in appropriate school professional development and staff activities

**Academic and Programmatic Alignment**

- The PK Expansion Grant requires the use of a developmentally appropriate, Louisiana Birth to Five Standards aligned curriculum in the PK Expansion Grant classroom. If the school has existing preschool classes, the school will ensure academic and programmatic alignment between the school’s PK classrooms and the Center’s PK Expansion Grant classroom, and will provide opportunities and support for collaboration between the “Certified Early Childhood Educator,” the other preschool teachers, and Agenda for Children coaches.
- Ensure academic and programmatic alignment between the Center’s PK Expansion Grant Class and the school’s kindergarten class, in order to provide a quality transition to the school’s kindergarten. The school agrees to ensure that there will be enough kindergarten seats available each year for PK Expansion Grant classroom students to transition into.
Enrollment

- Coordinate with the Center to ensure that the EnrollNOLA team has all necessary enrollment information
- School will work with EnrollNOLA to provide a first priority into the school’s kindergarten class for students in the Center’s PK Expansion Grant class

I assure that I have read, understand and will fulfill the responsibilities listed in this document as required by Louisiana Department of Education (LDE) and Agenda for Children for the purposes of this grant.

_________________________________________________  _____________________
Signature of Child Care Center Owner/Director    Date

__________________________________________________  _____________________
Signature of Partner School Representative    Date
By checking this box, I assure that I have read, understand, and will comply with the assurances listed below as required by the Louisiana Department of Education (LDE) for the purposes of this grant:

### PROGRAM PERFORMANCE ASSURANCES:

- I understand that my allocation may be amended if the number of awarded seats in the application are not filled, or if the number of seats are exceeded, provided funds are available.
- I agree that all seats funded through the grant will be aligned to LA 4 and NSECD program quality requirements.
- I agree to provide high-quality, developmentally-appropriate programs to at-risk four-year-olds eligible to enter public school kindergarten in the following year (R.S. 17:151.3) which will include:
  - Use of an appropriate, standards-based curriculum aligned to the *Louisiana Birth to Five Early Learning and Development Standards (ELDS)*;
  - Administration of *Teaching Strategies GOLD* (finalizing all 3 checkpoints) or other assessment designated by the LDE that is valid, reliable and culturally sensitive;
  - Certified lead teachers (PK-3, Nursery, Kindergarten, Noncategorical Preschool Handicapped (NCPH) or Early Interventionist (EI)) as well as qualified teacher assistants;
  - An instructional setting including learning centers outfitted with appropriate materials and equipment that support whole, small, and self-selected groupings;
  - Differentiated instruction to meet the academic, social/emotional, linguistic and other developmental needs of children;
  - A child to staff ratio of 10:1 and a maximum number of 20 children per class;
  - A full day, full school year schedule that contains a balance of teacher-directed and child-initiated activities;
  - Appropriate nutritious meals and snacks for every child;
  - Family engagement activities that involve parents/caregivers in their child’s education;
  - Comprehensive services (e.g., health/developmental screenings, referrals and follow-up) provided either directly or through linkages/referrals with community organizations; and
  - Activities to support successful transitions: (from previous settings as well as those to kindergarten).

### QUALITY ASSURANCES:

<table>
<thead>
<tr>
<th>Sub-subgrantees assure that</th>
</tr>
</thead>
<tbody>
<tr>
<td>All guidelines and requirements for implementing the Preschool Development Grant – Expansion Grant will be followed.</td>
</tr>
<tr>
<td>Individual children will not be counted or claimed for reimbursement by more than one program.</td>
</tr>
<tr>
<td>All publicly-funded early childhood staff will be provided a comprehensive system of support that includes:</td>
</tr>
<tr>
<td>- Training on the <em>ELDS</em> (through LDE Foundations Course), <em>Teaching Strategies GOLD</em>, and the <em>Classroom Assessment Scoring System (CLASS)</em>; and</td>
</tr>
<tr>
<td>- Feedback from <em>CLASS</em> observations, mentoring/coaching, and other job-embedded activities.</td>
</tr>
<tr>
<td>Every teacher funded through the grant will be observed using <em>CLASS</em> twice each year by <em>CLASS</em>-reliable observers.</td>
</tr>
<tr>
<td>Any child identified as eligible (or suspected eligible) for special education and/or related services (under IDEA) will not be denied services or removed from the program without following the appropriate referral and IEP or Service Plan process.</td>
</tr>
</tbody>
</table>

### MANAGEMENT ASSURANCES:

- I agree to fully participate in the letter grade system.
- Any information and/or documentation requested by the LDE and/or BESE will be submitted, which may include:
Documentation of program implementation and effectiveness; and

- Reports, data, or other pertinent information.

- LDE, Legislative Auditors, federal monitors and all other required personnel are permitted to have access to the records and financial statements as necessary according to regulations issued by the Office of Management and Budget Circular A-133.

- Funds for the program will be expended according to all regulations of the grant.

- All records and other documents will be maintained for at least (3) federal fiscal years after the final payment or as described in 4CFR 74.53(b), whichever is longest.

**AGREEMENT:**

- I, the undersigned, am authorized to sign and submit this application on behalf of my institution. I assure and certify that the agency site(s) will comply with the assurances, regulations, policies, guidelines and/or requirements as they relate to the application, acceptance, and use of funds for the grant for which this application is made.

- This agreement, including assurances contained herein, is binding on the institution, its successors, transferees and assignees as long as it receives financial assistance to fund the program for which this application is made. This agreement, including the assurances contained herein, is given in consideration of and for the purpose of obtaining any and all financial assistance to operate the program for which this application is made.

- The information in this agreement is true and correct to the best of my knowledge, including the name and mailing address. I understand that this information is hereby given in connection with the receipt of funds for the program for which this application is made. I understand that LDE personnel may, for cause, verify information; and that deliberate misrepresentation may subject met to prosecution under applicable Federal and State criminal statutes.

_________________________                        ____________________________
Signature of Leader/Chief Administrator                        Early Learning Provider

_________________________                        ____________________________
Printed Name                                                                     Mailing Address

_________________________                        ____________________________
Title                                                                                   Telephone Number

__________________________
Date
APPENDIX B

Sample School-Center MOU
Instructions: Each program must submit to Agenda for Children a School-Center MOU detailing the responsibilities of each entity under this partnership no later than October 1, 2015.

On the following pages is an outline of a sample MOU that is tailored to the specific requirements of a School-Center Partnership under the 2015-16 Preschool Expansion Grant administered by Agenda for Children.

The sample MOU document is only a suggested MOU structure. School Partners and Center Partners should meet to adjust and/or complete the MOU as needed. A different MOU structure is acceptable as well. Areas that are highlighted in yellow are incomplete or require a decision or choice to be made by the Partners.

If you would like assistance in developing your MOU, please contact JoAnn Clarey jclarey@agendaforchildren.org, Holly Reid, holly.reid@rsdla.net (for RSD School Partners), or Sean Perkins, sean.perkins@opsb.us (OPSB School Partners).
2015-16 Preschool Expansion Grant
School-Center Memorandum of Understanding (MOU)

Parties to Agreement

[School/CMO], the “School Partner,” and [Center], the “Center Partner,” agree to enter into a partnership for the 2015-16 school year through the Preschool Expansion Grant administered by Agenda for Children. This partnership is contingent upon the continued administration and funding of the Preschool Expansion Grant by the U.S. Department of Education, the Louisiana Department of Education, and Agenda for Children.

Requirements of Partnership

The partnership shall be implemented in accordance with the requirements of the Preschool Expansion Grant, which are detailed in the following documents, hereby incorporated by reference:

- “Memorandum of Understanding between Early Learning Provider, Partner School and Agenda for Children” and “PK Expansion Grant Center-School Partnerships MOU Addendum” (signed by Agenda for Children, School Partner, and Center Partner in Spring 2015 or sometime later; details the basic, high-level responsibilities of each entity under the Preschool Expansion Grant)
- “Preschool Expansion Grant Partnership Handbook” (developed and distributed by Agenda for Children in September 2015)

Basic Agreement

The Center Partner agrees to provide pre-school services to a maximum of twenty (20) four-year-old students for the 2015-16 school year at the Center location in accordance with requirements of the Preschool Expansion Grant.

The School Partner agrees to hire and pay the salary and benefits of the classroom teacher, provide necessary services to students with disabilities in the Preschool Expansion Grant classroom, and provide priority in the OneApp process for children in the Preschool Expansion Grant to the School Partner’s kindergarten classes.

Both parties agree to collaborate and support one another to create a high-quality, age-appropriate preschool classroom focused on kindergarten readiness for four-year-olds from low-income households in Orleans Parish. This Memorandum of Understanding (“MOU”) details the responsibilities and commitments agreed to by both parties to accomplish this in accordance with the terms of the Preschool Expansion Grant.

Term of Agreement

The term of this partnership shall officially terminate on June 30, 2015 unless the School Partner and Center Partner agree to extend the partnership for the 2016-17 school year in accordance with timelines and procedures developed by Agenda for Children.
## Required Actions

The table below details required actions and which partner agrees to be responsible for each required action.

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Partner</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits a signed copy of this MOU to Agenda for Children no later than October 1, 2015</td>
<td>[School Partner or Center Partner?]</td>
<td>School Partner and Center Partner need to meet to discuss and assign various responsibilities, complete the agreement, and sign it.</td>
</tr>
<tr>
<td><strong>Staffing and Trainings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hires and pays the salary and benefits of the classroom teacher; submits Monthly Teacher’s Reimbursement Form to Agenda for Children by due date each month</td>
<td>School Partner</td>
<td>Agenda for Children will collaborate with the School Partner to interview and make final candidate selections. Center Partner should also be involved in this process.</td>
</tr>
<tr>
<td>Hires and pays the salary and benefits of the classroom paraprofessional</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Locates and secures substitute classroom teachers as needed</td>
<td>[School Partner or Center Partner?]</td>
<td></td>
</tr>
<tr>
<td>Pays substitute teacher and submits Substitute Teacher Reimbursement Form to Agenda for Children by due date each month, as necessary</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Ensures classroom teacher completes all required TS Gold trainings</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Ensures classroom teacher completes all TS Gold checkpoints</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Schedules CLASS observations with Agenda for Children</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Ensures classroom teacher completes all required CLASS and myTeachstone trainings</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td>Ensures classroom teacher completes all Creative Curriculum trainings</td>
<td>Center Partner</td>
<td>Although not required, the School Partner is encouraged to use Creative Curriculum for LA4 classes at the School site too. Agenda for Children will provide trainings on Creative Curriculum to all School Partner and Center Partner teachers at no cost.</td>
</tr>
<tr>
<td>Arranges and participates in Agenda for Children’s on-site coaching process</td>
<td>Center Partner</td>
<td></td>
</tr>
<tr>
<td><strong>Student Enrollment and Eligibility</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EnrollNOLA point of contact; responsible for enrolling, transferring, and dropping students through EnrollNOLA; performs SchoolForce actions</td>
<td>[School Partner or Center Partner?]</td>
<td>For the 15-16 school year, either the Center Partner or the School Partner can perform this action, but please note that beginning with the process to enroll students for the 16-17 school year, the Center Partner will be required to fulfill</td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Partner</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Registers students; collects and makes copies of eligibility verification documents from parents (proof of income, etc.) at time of registration</td>
<td>School Partner or Center Partner?</td>
<td>Eligibility documents should be kept on-site at the center, so if the School Partner performs registration and collects the documents, the School Partner will need to share copies with the Center Partner.</td>
</tr>
<tr>
<td>Completes and submits the “Proof of Income Checklist” and supporting documents to Agenda for Children no later than October 1, 2015</td>
<td>School Partner or Center Partner?</td>
<td>Please note that for the 16-17 school year, EnrollNOLA will perform all eligibility checks prior to the student registering, and the School Partner and Center Partner will not have to re-verify eligibility. The Center Partner will just then need to make copies of documents and keep them on site.</td>
</tr>
<tr>
<td>Students with Disabilities, Medication, and Health Screenings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creates a procedure for referral of students suspected of having a disability to be evaluated for eligibility for special education services; develops letter or other written communication for parents informing them of how they can request an evaluation</td>
<td>School Partner</td>
<td>This process should be developed in consultation and communication with Center Partner.</td>
</tr>
<tr>
<td>Ensures students with disabilities receive appropriate special education services (evaluations, IEPs, services)</td>
<td>School Partner</td>
<td>Although School Partner is legally and financially responsible for providing these services, the Center Partner will need to be included and consulted throughout this process (ex: classroom teacher on IEP team).</td>
</tr>
<tr>
<td>Administers AEPSi (Assessment Evaluation and Programming System Interactive) for students with disabilities and reporting to the Office of Special Education Programs</td>
<td>Center Partner</td>
<td>This is an assessment required by the Louisiana Department of Education for all 3-5 year old students with disabilities.</td>
</tr>
<tr>
<td>Completes and submits the “Preschool Expansion Grant Special Education Form” to Agenda for Children no later than October 1, 2015</td>
<td>School Partner</td>
<td></td>
</tr>
<tr>
<td>Arranges vision and hearing screenings for all children</td>
<td>School Partner or Center Partner?</td>
<td>Many organizations provide these screenings for free. School Partners are required to provide these screenings for all children in lower grades, so it may make sense for the same organization that provides screenings to the School Partner to provide them at the Center.</td>
</tr>
<tr>
<td>Completes and submits the “Vision and Hearing Screenings Form” and supporting documentation to Agenda for Children no later than December 1, 2015</td>
<td>School Partner or Center Partner?</td>
<td></td>
</tr>
<tr>
<td>Administers medication, as authorized, to</td>
<td>Center Partner</td>
<td>More details on this requirement for each center.</td>
</tr>
<tr>
<td>Action</td>
<td>Responsible Partner</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------</td>
<td>-------</td>
</tr>
<tr>
<td>children in the classroom</td>
<td></td>
<td>are provided in Bulletin 137, <em>Louisiana Early Learning Center Licensing Regulations</em>. Please note that if nurse services are required for a student with serious medical needs, the Center Partner and School Partner will need to arrange access to the School Partner’s nurse in accordance with appropriate Medicaid billing procedures.</td>
</tr>
</tbody>
</table>

**Student Attendance**

<table>
<thead>
<tr>
<th>Takes attendance on a daily basis</th>
<th>Center Partner</th>
<th>[How will daily attendance be kept at the Center (paper log, JPAMs, POWERSCHOOLS, etc.)? If Center Partner is given access to School Partner’s system to keep daily attendance, Center Partner will need to receive training on the tool.]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits October 1 and February 1 official enrollment counts to the Louisiana Department of Education</td>
<td>School Partner</td>
<td>[How will the Center Partner communicate attendance on these days to the School Partner?]</td>
</tr>
<tr>
<td>Submits “Monthly Attendance Form” to Agenda for Children by due date each month</td>
<td>Center Partner</td>
<td>[If a student in the classroom is struggling with attendance, are there existing processes or procedures the School Partner has that might be able to help (ex: calls to parents, letters, social worker, etc.?)]</td>
</tr>
</tbody>
</table>

**Center Operation**

| Provides all necessary materials and supplies for the classroom | Center Partner | |
| Provides meals and snacks to children in the classroom | Center Partner | More details on this requirement for each center are provided in Bulletin 137, *Louisiana Early Learning Center Licensing Regulations*. |
| Ensures documentation of a satisfactory background check for all staff at the Center is kept on file at the site | Center Partner | The School Partner must provide a copy of the background check or a Criminal Background Check Affidavit (included in Handbook) to the Center for the teacher and any additional staff or contractors secured by the School Partner visiting the classroom, such as therapists providing special education services. |
| Holds current commercial liability insurance to ensure medical coverage in the event of accident or injury | Center Partner | This is required of each center by Bulletin 137, *Louisiana Early Learning Center Licensing Regulations*. |
| Holding a valid Type III Early Learning Center License and complying with all applicable licensing regulations detailed in Bulletin 137, *Louisiana Early Learning Center Regulations* | Center Partner | |
Collaboration between Partners

Supervision of Classroom Teacher – The classroom teacher is an employee of the School Partner, but will be teaching at the Center and working with Center Partner staff every day. Include information related to the official structure for formal and informal evaluation of the teacher’s performance, resolution of issues with the teacher, etc.

School Partner Professional Development – Include information about the trainings, professional development sessions, or other events for School Partner staff that the Center Partner’s teacher, paraprofessional, or other staff may attend.

Calendar – Include information related to the classroom calendar, such as: whether the Center and School will have the same calendar; the procedure for communicating closures or modifications to the calendar due to unforeseen circumstances; support the School Partner may provide to communicate calendar changes to families, such as robocalls, etc.

Student Uniforms – Include information related to which student uniforms will be used and what procedure should be followed when a family is unable to afford the uniform.

Code of Conduct – Detail whether all, or a portion of the School Partner’s Code of Conduct is required to be followed by classroom children, or whether the center has a separate Code of Conduct or policies for children and families.

Students with Disabilities – Insert important information related to providing services to students with disabilities, including: details of the process and procedures for the Center Partner working with therapists or other special education services arranged by the School Partner; process for the Center Partner to alert the School Partner to issues related to the special education services; process for the Center Partner to request a referral for an evaluation or communicate a parent’s request for an evaluation; Center Partner staff that should participate in IEP Team Meetings; etc.

Transportation – Some children with disabilities may require transportation as part of their Individualized Education Program. If this is the case, the Center Partner and School Partner need to determine which partner will provide the transportation. Note that the school will receive MFP funds for the child which should contribute to the cost of this transportation. Free transportation for other children to the Center is not required, but is encouraged. If transportation to any child is provided by the School Partner and/or the Center Partner, this section should detail the arrangement to do so.

Student Recruitment – Include information related to joint recruitment events or resources that the Center Partner and School Partner can collaborate on to ensure the classroom is fully enrolled throughout the year.

Field Trips – If there are opportunities for the students to attend field trips arranged by the School Partner, please list the process and details for doing so. Agenda for Children may be able to reimburse the cost of transportation and associated fees through Preschool Expansion Grant funds.

Special Events - If there are opportunities for the classroom students and/or their parents to attend special events arranged by the School Partner, please list the process and details for doing so.

Parent Involvement – If there are opportunities for the classroom’s parents to participate in parent involvement activities arranged by the School Partner, please list the process and details for doing so.

Transition to Kindergarten – Each child in the class will receive priority into the School Partner’s kindergarten class through the OneApp process each year. Include information about processes to ensure alignment between the Center Partner and School Partner so that students are fully prepared for kindergarten. Also include details about events or collaboration to ensure students and their families have adequate information and support to ensure a smooth transition to kindergarten.
Emergencies, Serious Incidents, Etc. – Please include information about how the procedure for the Center Partner to communicate emergencies, serious incidents, personnel issues, etc. to the School Partner, as appropriate.

Standing Meetings and Regular Communication – Please include information about agreed upon standing meetings between the Center Partner and School Partner to share progress, discuss challenges and issues, and increase and improve collaboration. Agenda for Children will host a standing meeting on the second Thursday of each month from 1:30p-3:30p to discuss important information with School Partners and Center Partners.

Dispute Resolution – Include information about a formal process for resolving serious disputes under this partnership Agreement that cannot be resolved verbally or informally. For example, written notice of the dispute with a thirty (30) day time period to respond in writing, third party mediation, formal arbitration, etc.

Contact Information

<table>
<thead>
<tr>
<th>Information</th>
<th>Center Partner</th>
<th>School Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mailing Address:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Non-Discrimination Clause

The parties agree to abide by the requirements of the following as applicable:

- Title VI and VII of the Civil Rights Act of 1964, as amended by the Equal Opportunity Act of 1972
- Federal Executive Order 11246
- Federal Rehabilitation Act of 1973, as amended
- Vietnam Era Veteran's Readjustment Assistance Act of 1974
- Title IX of the Education Amendments of 1972
- Age Act of 1975
- Fair Housing Act of 1968
- Americans with Disabilities Act of 1990

The parties agree not to discriminate in employment practices, and will render services under this Agreement without regard to race, color, religion, sex, sexual orientation, national origin, veteran status, political affiliation, or disabilities.

Any act of discrimination committed by either party or failure to comply with these statutory obligations when applicable shall be grounds for termination of this Agreement.

Confidentiality
This contract is entered into by the parties in accordance with the provisions of the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1231(g), et seq., (FERPA) and the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400, et seq., (IDEA). The parties hereby acknowledge that all documents which include personally identifiable information contained in or derived from a student’s education records are deemed confidential pursuant to FERPA and IDEA. The parties agree not to re-disclose any such personally identifiable information without the prior written consent of the student’s parent or the student, in the case of students who have reached the age of majority, or unless re-disclosure is otherwise authorized by law. Center Partner agrees to return all documents deemed confidential pursuant to FERPA and/or IDEA to the School Partner at the conclusion of this Agreement.

THUS DONE AND SIGNED, in New Orleans, Louisiana, on this [Day] of [Month], 2015.

_________________________________  _______________________
Center Partner Signature          Date

__________________________________  _______________________
School Partner Signature          Date
APPENDIX C

2015-2016 Requirements and Guidelines for Public School and Nonpublic School Early Childhood Development (NSECD) Prekindergarten Programs
2015 – 2016
Requirements and Guidelines for Public School and Nonpublic School Early Childhood Development (NSECD) Prekindergarten Programs

John White, State Superintendent of Education

Louisiana Believes
The mission of the Louisiana Department of Education (LLDE) is to ensure equal access to education and to promote equal excellence throughout the state. The LLDE is committed to providing Equal Employment Opportunities and is committed to ensuring that all of its programs and facilities are accessible to all members of the public. The LLDE does not discriminate on the basis of age, color, disability, national origin, race, religion, sex, or genetic information. Inquiries concerning the LLDE’s compliance with Title IX and other civil rights laws may be directed to the Attorney, LDE, Office of the General Counsel, P.O. Box 94064, Baton Rouge, LA 70804-9064; 877.453.2721 or customerservice@la.gov. Information about the federal civil rights laws that apply to the LLDE and other educational institutions is available on the website for the Office of Civil Rights, USLDE, at http://www.ed.gov/about/offices/list/ocr.
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SECTION 1: GENERAL INFORMATION

INTRODUCTION
Research has shown that there is a strong relationship between the quality of early childhood experiences and later academic success. Appropriate practices, trained staff, engaging activities, adequate materials, and high-quality interactions provide young children with the opportunities needed for learning and development that allow for active engagement and participation in their environment.

PROGRAM PHILOSOPHY
Implementation of developmentally appropriate practices is the cornerstone of high-quality early childhood education programs. Inherent in this philosophy is the provision of age and developmentally appropriate activities, interactions, materials/resources and assessment practices. Programs adhering to such practices are child-centered and focused on all domains of development including cognitive, social, emotional, language/literacy, creative expression, approaches to learning, and motor skills in a manner and at a pace consistent with the needs and capabilities of the individual child.

<table>
<thead>
<tr>
<th>REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicly funded programs are those that receive state and/or federal dollars to provide early care and education services. Louisiana programs receiving such funds shall be responsible for adherence to any applicable state and federal regulations. Failure to do so will result in the withdrawal of program funds. Program-specific requirements are found in Section 3 of this document.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The guidelines provided in this document are NOT requirements, but indicate strategies for ideal practices in relation to early childhood programs. State and federal regulations supersede any guidance provided in this document.</td>
</tr>
</tbody>
</table>
SECTION 2: GENERAL REQUIREMENTS AND GUIDELINES

- Participation in Community Networks
- Accountability
- Eligibility
- Activities, Routines and Curriculum
- Attendance
- Class Size Limitation and Ratios
- Collaboration
- Corporal Punishment
- Family Involvement and Support
- Funding and Reimbursements
- Health and Safety Practices
- Meals and Snacks
- Physical Environment
- Reporting
- Schedules and Program Structure
- Staff Qualifications and Staff Development
- Transportation
PARTICIPATION IN COMMUNITY NETWORKS

Requirements

Pursuant to §307 of Bulletin 140 – Louisiana Early Childhood Care and Education Network, Program Partner Profile and Assurances must be signed and submitted by all network members, who are thereby agreeing to:

- membership in the community network;
- participation in the early childhood care and education accountability system; and
- participation in the coordinated enrollment process.

Any publicly-funded program that does not comply may be subject to the loss of its public funding.

ACCOUNTABILITY

Requirements - Assessment

Pursuant to §513 of Bulletin 140 – Louisiana Early Childhood Care and Education Network, publicly-funded sites must ensure all publicly-funded children receive completed assessments in October, February, and May using GOLD™ by Teaching Strategies® or another state-approved assessment tool that is developmentally appropriate, valid, reliable, and culturally sensitive. Publicly-funded sites shall obtain approval from the department prior to using child assessment tools different from the assessment tool provided by the department.

Note: The Developing Skills Checklist (DSC) Assessment and ECERS-R are no longer required.

Publicly-funded sites must also ensure there is an assessment portfolio for every publicly-funded child that provides evidence of the assessment rating for that school year.

As part of requirements for reporting child progress to the Office of Special Education Programs (OSEP), programs must continue to administer the AEPSi (Assessment Evaluation and Programming System Interactive) for children identified as having a disability. AEPSi is administered upon entry to and exit from a program. AEPSi is the reporting system that Louisiana uses to report preschool outcome data for children ages 3-5 to the Office of Special Education Programs (OSEP).

Guidelines - Assessment

Quality programs ensure:

- Assessments are used to plan for and modify program activities, interactions and routines to the specific needs of individual children, including those with disabilities and English Language Learners;
- Documentation of children’s progress is kept up-to-date and available for review by the child’s parent/guardian;
- Assessments are conducted in the natural environment throughout the daily schedule of activities, routines, and interactions; and
- Appropriate screenings and follow-up referrals are conducted in a timely manner.
### Requirements - Observation

Pursuant to §503 of [Bulletin 140](https://example.com) – *Louisiana Early Childhood Care and Education Network*, all toddler and PreK classrooms in a publicly-funded site shall receive two CLASS observations by a CLASS-reliable observer during the school year conducted by the community network. One observation shall occur during the fall observation period (August 1 – December 15), if the classroom is in existence on October 1, and the other shall occur during the spring observation period (January 1 – May 15), if the classroom is in existence on February 1. CLASS observations conducted by third party contractors hired by the department shall not count towards this requirement.

### ELIGIBILITY

**Requirements**

*See Program-Specific Requirements in Section 3*

Programs shall:

- Be made available to children who:
  - Meet applicable income requirements;
  - Reside in Louisiana and are age-eligible to enter kindergarten the following year. Children must turn four-years-old on or before September 30th of their PreK year.
  - Meet the requirements of law for immunization and documentation required for regular school enrollment;
  - Are consistently and regularly in attendance; and
  - Are not enrolled in any other governmentally funded prekindergarten programs.
- Maintain documentation of student eligibility (e.g., for free or reduced price meals, disability, etc.); and
- Not deny access, participation or funding to children on the basis of race, color, or national origin (Title VI of the Civil Rights Act of 1964); gender (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or disability (Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990) in education programs.

### Guidelines

Quality programs ensure that:

When it is requested that children are to be dressed in uniforms, they are not denied enrollment because of a family's inability to purchase such. Families should not be required to financially support extracurricular activities or fundraisers unless they choose to do so at their cost.
## ACTIVITIES, ROUTINES, AND CURRICULUM

### Requirements

Programs shall provide:

Opportunities for activities and routines, curriculum, and planning that are developmentally-appropriate, and support interrelated development and address the *Louisiana’s Birth to Five Early Learning and Development Standards* in the following domains: Approaches to Learning, Cognitive Development and General Knowledge (Creative Thinking and Expression, Mathematics, Science, Social Studies), Health and Physical Well Being and Motor Development, Language and Literacy Development, and Social and Emotional Development (*pursuant to BESE Bulletin 136)*.

### Guidelines

Quality programs offer:

- Activities, routines, materials, and curriculum that are well-balanced and appropriate to each child’s age, background, stage of development and individual considerations, including disabilities and linguistic background;
- Age and developmentally-appropriate activities designed for active involvement by children in the learning process;
- A complete educational program directed toward the development of cognitive, social, emotional, physical, and communication skills in a manner and at a pace consistent with the needs and capabilities of the individual child;
- Activities and routines that are comprehensive, integrated, and directed toward the development of the child across all domains; activity or interest areas are provided to accommodate and facilitate developmentally appropriate activities including children with disabilities and English Language Learners;
- Plans that describe activities for children across a variety of groupings (whole group, when appropriate, small-group and individual); plans indicate appropriate adaptations/modifications necessary for children with disabilities (if enrolled) necessary to meet their (Individual Family Service Plan (IFSP)/Individual Education Plan (IEP) goals and for those whose who are English Language Learners; and
- Opportunities for staff to meet collaboratively for the purpose of discussing activities, routines, and curriculum and plans for individual children’s needs and growth.
# ATTENDANCE

## Requirements
*See Program-Specific Requirements in Section 3*

Programs shall:

- Develop an appropriate intervention plan with parents/guardians of any child having chronic absenteeism or chronic tardiness and provide families with guidance and knowledge of available resources that will enable them to ensure that their child attends regularly; and
- Maintain child attendance records.

## CLASS SIZE LIMITATION AND RATIOS

### Requirements

Programs are responsible for:

- Ensuring that the child-to-adult member ratios are 1:10, and the maximum class size is limited to 20 children to ensure that staff is able to adequately meet the needs of all children, including those with disabilities, and;
- Ensuring that class size and ratios are determined by the IEP requirements of the children in the group for self-contained or reverse mainstream special education classrooms.

### Guidelines

Quality programs ensure that:

- There is an appropriate number of staff to provide adequate group supervision and to provide individual attention to children in order to promote their development in all domains.
# COLLABORATION

## Requirements

*See Program-Specific Requirements in Section 3*

Programs are responsible for:

- Ensuring collaborative meetings occur to share ideas and concerns; meetings are scheduled to be accessible for all members; documentation of these meetings (agendas, sign-in sheets, etc.) is kept on file. Participation in Community Network meetings is allowable as a collaborative effort.

## Guidelines

Quality programs encourage:

- Formal, written agreements that include guidelines for resolving conflicts, clearly defined decision-making processes, well-defined leadership roles, shared responsibilities, and goals for maximizing services;

- Reviewing and working to maximize existing services in the community to meet the specific needs of children in the areas of education, health, and support services; and

- Establishing collaborative agreements for professional development of prekindergarten program staff or delivery of other support services (e.g., parent involvement activities, mental health services, adult literacy services, and employment counseling) such as NSECD, Public School Programs, Head Start (or other governmentally-funded providers), private providers, regional and local community leaders and children/family development initiatives.

# CORPORAL PUNISHMENT

## Requirement

Quality programs will not allow:

- Any form of demeaning language or corporal punishment (which includes but is not limited to paddling, striking, or hitting).
# FAMILY INVOLVEMENT AND SUPPORT

## Requirements

Programs shall provide:

- Parent conferences (at least two per year);
- Opportunities for families to volunteer or participate in program activities;
- Written information about the program including policies related to abuse/neglect, non-discrimination, complaint/grievance procedures, behavior management, etc. provided to families upon admission; and
- An orientation process that may include a tour, opportunities to meet administrators and staff, and review written material such as curricula and special events. Such orientation should occur no later than 20 working days after the program commences.
- Linkages to services such as G.E.D., adult literacy training, and referrals for medical, housing/utilities assistance, etc.

## Guidelines

Quality programs promote:

- Family members’ knowledge of child development and involvement with their children’s educational experiences through a variety of activities;
- Opportunities for reciprocal relationships that enable program staff to share information about program activities and children’s development while learning about the child’s and family’s interests and needs;
- Parenting support that includes, but is not limited to:
  - Providing information on child development,
  - Information, resources, and other services that may be necessary to support healthy home environments,
  - Opportunities to enhance knowledge of child development, positive parenting, health resource information, etc.,
  - Assistance with transition activities such as locating and obtaining all necessary documentation and health-related requirements for movement to another age/grade level or from one class to the next, and
  - A process for allowing parents to provide input in the development of program policy as well as evaluations of the program.
- Coordination of the provision of support services for all enrolled prekindergarten children who would benefit from such assistance and their families. These services are intended to support maximum early education and care benefits to children so that they are well prepared for formal schooling, and therefore, more likely to experience later academic success.
FUNDING AND REIMBURSEMENTS

Requirements

See Program-Specific Requirements in Section 3

HEALTH AND SAFETY PRACTICES

Requirements

Programs shall:

- Ensure that all children have their hearing and vision screened within 90 calendar days of entry. Exceptions will be made when documentation is available indicating that the child was provided with screenings within the previous four-month period and results found to be in normal ranges.

- Ensure that written, confidential health records are maintained for each child as part of the child’s individual record. A child must have age-appropriate immunizations or a signed statement against such immunizations. A copy of the child’s immunization records must be secured at the time of registration or entry into the program and must be kept on file at the child’s attendance site.

Guidelines

Quality programs:

- Operate in a way that fosters healthy development and safety of children;
- Adhere to policies and regulations to ensure that the health and safety requirements of all children are met, including those with disabilities and specifically identified health needs;
- Have written procedures for protecting children against child abuse which may include providing materials and training regarding policies, procedures, and legal and professional responsibilities about reporting suspected child abuse/neglect;
- Have plans for medical emergencies and evacuation procedures. Additionally, first aid supplies should be adequate in variety and quantity, and there must be a plan to ensure such supplies do not have outdated expiration dates;
- Have a working and readily available telephone at each program site which is accessible to all staff even if the administrative office may be closed. Appropriate emergency numbers for the local fire department, police department, poison control, and local medical facility shall be prominently posted on or near the telephone; and
- Keep prescription and over-the-counter medications, poisons, cleaning supplies, harmful chemicals, equipment, tools, and any substance with a warning label stating it is harmful locked in a room or in cabinets inaccessible to children. Refrigerated medication shall be in a secure container to prevent access by children and to avoid contamination of food.
## MEALS AND SNACKS

<table>
<thead>
<tr>
<th>Requirements</th>
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<tbody>
<tr>
<td>Programs shall:</td>
</tr>
<tr>
<td>• Provide appropriate meals and snacks to every child.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Guidelines</th>
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</thead>
<tbody>
<tr>
<td>Quality programs ensure that:</td>
</tr>
<tr>
<td>• Food is served in a clean, positive, relaxed social atmosphere that provides time for positive adult-child interactions;</td>
</tr>
<tr>
<td>• Foods that are representative of children’s cultural backgrounds are served periodically;</td>
</tr>
<tr>
<td>• Children have sufficient time to eat at a reasonable rate, and children should not be forced to finish their food, nor be denied a meal or snack for any reason other than written medical direction; and</td>
</tr>
<tr>
<td>• Parents who choose to send meals/snacks for their child may do so, but programs must advise families that meals are available at no or reduced cost for children qualifying for free/reduced priced meals.</td>
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</table>

## PHYSICAL ENVIRONMENT

<table>
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<tr>
<th>Guidelines</th>
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<tbody>
<tr>
<td>Quality programs:</td>
</tr>
</tbody>
</table>

### Indoor Space

- Have sufficient classroom space for the number of children served and the activities conducted in the assigned places. There should be adequate indoor space for a variety of learning activities and centers and for children to move and play freely. Toilet facilities, hallways, lofts, storage or food preparation areas, or offices should not be considered in this space. Indoor play areas are defined clearly by spatial arrangement which include spaces for children to play alone or with a friend, protected from intrusion from other children;
- Have child-related displays to show work done by the children and relate to current activities;
- Ensure access for children with disabilities by compliance with Title 2 of the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973. The program makes reasonable accommodations and provides access to the full range of activities provided. (For Program-Specific Requirements related to children with disabilities see Appendix);
- Provide safe and sufficient materials and equipment of sufficient quantity and variety that are appropriate for the ages, sizes, and developmental levels of the children;
- Have low, open shelves, bins, or other open containers within easy reach of the children for storage of learning center materials in each learning center area. Toy chests with attached lids are prohibited. Materials are visible and readily accessible so children can remove and replace them independently or with minimal assistance;
Guidelines (Physical Environment, cont’d)

- Ensure that the indoor environment is safe, clean, free from hazards, and in good repair. Additionally, the space is organized for independent use and exploration as much as possible. There is satisfactory space for storage and for adult group activities (e.g. parent/teacher conferences, staff study groups, etc.). There should be individual, labeled space for each child’s personal belongings;

- Have chairs and table space of a suitable size available for each child. These tables and chairs may be located in classroom learning centers and should not be positioned together as one central area of the classroom;

- Ensure that each child is provided with a cot, mat, or crib (cribs may also be necessary for children with specific disabilities) of appropriate size, height, and material, sufficient to insure his/her health and safety and meeting all safety regulations. Sleeping accommodations should be separate and assigned to children on a permanent basis. Either the school or parent should provide labeled sheets or blankets for covering both the mat/cot/crib and the child. Cots or mats should be spaced a minimum of 18 inches apart when in use with a head/toe arrangement so no two children’s heads are adjacent; and

- Dedicate adequate time for rest/nap that is scheduled to meet the needs of each child and space and quiet activities for children who do not sleep.

Outdoor Space

- Ensure that there is adequate outdoor space accessible to all children in the program that allows for freedom of movement;

- Have safe and sufficient materials and equipment (portable and stationary) of sufficient quantity and variety that are appropriate for ages, sizes and developmental levels of the children; and

- Ensure that equipment is maintained and in good repair and should encourage active and/or quiet play and promote a variety of skills and skill levels. The outdoor play area is kept clean and free from hazards and provides some protection from the elements (e.g. trees, canopies, awnings, etc.).

REPORTING

Requirements

See Program-Specific Requirements in Section 3

Programs shall:

- Report data documenting the effectiveness of the program and the progress toward attaining program goals. The program must also submit a report detailing exactly how the allocated funds are spent; and

- Submit all required information records/reports, programmatic and fiscal, as required by the Department of Education and State Board of Elementary and Secondary Education.
### SCHEDULES AND PROGRAM STRUCTURE

#### Requirements

<table>
<thead>
<tr>
<th>Programs shall:</th>
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<tbody>
<tr>
<td>Offer a curriculum that is developmentally appropriate, and informal in nature with a balance of both teacher-directed and student-initiated activities. Unless specified otherwise by a child’s IEP, follow the provision established in R. S. 17.154.1 in regards to the length of the school day and the school year. Pursuant to Bulletin 741, each LEA may authorize some or all of its schools to modify the total number of instructional minutes per day and instructional days per year provided that 63,720 minutes of instructional time per year are met.</td>
</tr>
</tbody>
</table>

#### Guidelines

<table>
<thead>
<tr>
<th>Quality programs:</th>
</tr>
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<tbody>
<tr>
<td>• Establish a schedule or structure that provides opportunities for activities that meet the variety of learning needs of young children;</td>
</tr>
<tr>
<td>• May stagger entrance at the beginning of the school year to allow time for assessments and for children to become familiar with the environment and materials;</td>
</tr>
<tr>
<td>• Post a full day schedule that provides the following:</td>
</tr>
<tr>
<td>• A balance of child-initiated and teacher-directed activities;</td>
</tr>
<tr>
<td>• Bathroom, meals and snack times;</td>
</tr>
<tr>
<td>• Nap and rest time;</td>
</tr>
<tr>
<td>• Accessibility to indoor centers/interest areas, including space for privacy that can be easily supervised;</td>
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<tr>
<td>• Accessibility to outdoor centers, including gross motor play activities;</td>
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<tr>
<td>• Quite/active play activities;</td>
</tr>
<tr>
<td>• Opportunities to be part of whole and/or small groups (limited and only when appropriate to the ages and developmental stages of children);</td>
</tr>
<tr>
<td>• Freedom of movement from one interest area to another; and</td>
</tr>
<tr>
<td>• Prepare for transitions which occur in a timely, predictable manner to meet individual children’s needs.</td>
</tr>
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</table>
## STAFF QUALIFICATIONS AND STAFF DEVELOPMENT

<table>
<thead>
<tr>
<th>Requirements</th>
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<tbody>
<tr>
<td>See Program-Specific Requirements in Section 3</td>
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</tbody>
</table>

Programs shall require that:

- A minimum of eighteen (18) hours of on-going professional development relevant to early childhood is provided and based on data (child and program assessments), the instructional needs of children, and is tailored to support staff improvement;

- All staff has appropriate criminal background checks and complies with all hiring procedures required by the program prior to the first day of work. Programs shall ensure that classrooms are adequately staffed in the event of staff absence; and

- An orientation is provided for all administrators and staff before commencing the program.

<table>
<thead>
<tr>
<th>Guidelines</th>
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</table>

Quality programs ensure:

- The program will be sufficiently staffed by adults who understand child development and recognize and provide for children’s individual needs and differences;

- Staff is not pulled from their work with the prekindergarten programs to assume other duties at the school site;

- Staff development that includes a variety of experiences such as classroom observations, webinars, workshops, mentoring/coaching, individual consultations, technical assistance, visits to other programs, attendance at conferences, etc.; and

- Training on topics that may include but, is not limited to:
  - Guidelines and Requirements for Public School and Nonpublic School Early Childhood Development (NSECD) Programs
  - Developmentally appropriate practices
  - Strategies for working with children with disabilities and English Language Learners
  - Louisiana Birth to Five Early Learning and Development Standards
  - CLASS Observation Tool
  - GOLD™ by Teaching Strategies®
### TRANSPORTATION

**Requirements**

*See Program-Specific Requirements in Section 3*
### SECTION 3 – PROGRAM-SPECIFIC REQUIREMENTS

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>ATTENDANCE</th>
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</table>
| LA 4    | Each school system must keep daily attendance records for all children in the LA 4 Program. In order to be counted as present for attendance purposes, a student must be present a minimum of four (4) hours of the six (6) hour instructional period.  

Each month, the district will report to the department through its monthly enrollment report, the number of LA 4 funded children who were present for 74% of the scheduled school days each month. This data must be collected at the local level on a class by class basis. The monthly attendance percentage should be calculated using the following formula:
- Total # of school days in the month X 74% = # of days children need to attend to meet 74% attendance target
  - Example: If there are 17 school days in the month of October, 74% of the month would be 12.58 days. Therefore, children would need to attend school for at least 12 days (do not round up) in order to meet the 74% target.

If districts fail to meet the monthly attendance target, they must submit a corrective action plan (see Appendix A) explaining the cause of the attendance target not being met and how they intend to rectify the issue. If a district fails to meet the monthly attendance target after three consecutive months, then their monthly reimbursement will be reduced using the per pupil amount times the number of children who did not meet the attendance target for the third month.

School districts must develop a system to collect attendance data (TANF claim forms, class roll books, JPAMS, POWERSCHOOLS reports, etc.). All documentation of attendance must be maintained at the local level and does not need to be submitted to the department for the purposes of reimbursement.

Documentation for excused absences (doctor’s notes, funeral notices, parent notes, etc.) must also be kept on file. All such documentation should be submitted as part of the desk review monitoring process. Excused absences should not be calculated against a child’s monthly attendance percentage. In other words, if a child has an approvable, documented absence, then those days are not counted as “absent.”

A child may be dis-enrolled from the program, at the discretion of the district, if he/she fails to meet the 74% attendance requirement for two consecutive months due to unexcused absences. Suspensions or expulsions of children should be an action of last resort, and ONLY after the program has exhausted every means possible (counseling, mental health evaluation, SBLC meeting, etc.) to address challenges exhibited. |
<p>| NSECD | In order to be counted as present, a child must be present a minimum of four (4) hours of the six-hour instructional period. Children must also attend school for at least 74% of the month. Attendance must be reported daily. Absences will not be excused for reimbursement purposes. |</p>
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>COLLABORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 4</td>
<td>Programs are responsible for ensuring that collaborative meetings with other agencies that provide services for young children occur on at least a quarterly basis.</td>
</tr>
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</table>

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<thead>
<tr>
<th>PROGRAM</th>
<th>ELIGIBILITY, STUDENT FUNDING CRITERIA, AND VERIFICATION</th>
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<tbody>
<tr>
<td>LA 4</td>
<td>Programs make 6-hour educational classes available for children in the school system’s jurisdiction. Programs are responsible for verification and maintenance of documentation of student eligibility criteria.</td>
</tr>
</tbody>
</table>

Funds are available to children who meet eligibility requirements (185% or less of the Federal Poverty Level). Classes shall be provided at no cost except for the applicable lunch cost to the child or his family for any child who is eligible to receive reduced price meals. Once eligibility is determined, it is valid for a period of one year.

Tuition may be charged, for any child who does not meet eligibility requirements (185% or less of the Federal Poverty Level). Such children may be charged for all or part of the LA 4 class, in an amount not to exceed that necessary for the system to provide the LA 4 class to the child and, in any case, no more than the average amount expended per pupil on those children from whom no tuition may be required, excluding any amount attributable to the provision of classroom space and utility costs.

At the beginning of the year, or prior to its start, families in **districts NOT participating in the Community Eligibility Provision (CEP) program** must fill out the School Food Service Form accurately and completely. These forms are then submitted to the school for determination on whether or not a child qualifies for free or reduced price meals. Once a determination is made, district coordinators must determine how this documentation can be made available to Department of Education staff for review. This may include, but not be limited to:

1. Individual class rosters indicating LA 4 children who are coded as free/reduced or paying tuition
2. School rosters indicating LA 4 children who are coded as free/reduced or tuition paying
3. District/charter rosters indicating LA 4 children who are coded as free/reduced or paying tuition
4. Copies of approved individual School Food Service forms
5. Any other documentation provided by district School Food Service Office

For **districts participating in the Community Eligibility Provision (CEP) program**, staff will need to have parents complete the Early Childhood Programs Eligibility Survey to determine eligibility. Once surveys are completed, the LA 4 coordinator will be responsible for designating staff to review applications to determine eligibility. These surveys along with other eligibility documentation must be kept on file at the school and/or district office.

Documenting child eligibility is the responsibility of the School Food Service Personnel, District Coordinator, and/or teaching staff.
<table>
<thead>
<tr>
<th>Program</th>
<th>Eligibility, Student Funding Criteria, and Verification (Cont’d)</th>
</tr>
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<tbody>
<tr>
<td>NSECD</td>
<td>Funds are available to children who meet eligibility requirements (185% or less of the Federal Poverty Level). Once eligibility is determined it is valid for a period of one year, unless a child is dis-enrolled. Household income is verified at the time of enrollment with (2) recent pay stubs, letter from employer, or recent proof of eligibility for such services as SNAP, SSI, etc.)</td>
</tr>
<tr>
<td>8(g)</td>
<td>Funds are available to children who meet eligibility requirements (185% or less of the Federal Poverty Level). Classes shall be provided at no cost except for the applicable lunch cost to the child or his family for any child who is eligible to receive reduced price meals.</td>
</tr>
</tbody>
</table>
| Title I | For a Title I school operating a school wide program:  
- Reside in the attendance area of a Title I school operating a school wide program;  
- If a school wide program cannot serve all preschool-age children residing in the school attendance area, it must establish and apply selection criteria to ensure that  
  those children who are most at risk of failing to meet the State’s academic achievement standards are served. In this situation, the school must use multiple, educationally related, objective criteria, such as teacher judgment, interviews with parents, and developmentally appropriate measures of child development, to determine those preschool children most in need who will be serviced.  
- The use of family income is one factor that may inform whether a preschool child is most in need, but children should not be identified for services in a Title I Preschool Program solely on the basis of family income.  
For a Title I targeted assistance school:  
- Reside in the attendance area of a school operating a targeted assistance program who are identified as most at-risk of failing to meet the State’s academic achievement standards. (With respect to prekindergarten children, this determination must be made on the basis of multiple, educationally related, objective criteria, such as teacher judgment, interviews with parents, and developmentally appropriate measures of child development.)  
- The use of family income as one factor in determining eligibility is allowable, but children should not be identified for a Title I Preschool Program solely on the basis of family income.  
- In addition, children who participated in Head Start, or a Title I preschool program at any time during the two preceding years; children who received services under Part C of Title I (migrant education) in the prior two years; homeless preschool-age children; and children who are in a local institution for neglected or delinquent children and youth or attending a community-day program for these children are automatically eligible. |
Program services shall be administered according to an approved budget. All program expenses must be in accordance with the United States Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget (OMB) Circular A-87, A-102, and A-133 and the approved allocation between the LEA and the Department of Education.

**Administrative Costs**

As a general rule, administrative costs should be **no more than 10 percent** of an entity’s total allocation. The cost of salaries and related benefits should be calculated only for the percentage of time personnel works on LA 4 Prekindergarten-funded activities.

The following are considered **administrative costs**:

- General administration or coordination of program, including accounting and payroll functions;
- Salaries associated with performing administrative functions;
- Supplies, equipment*, travel, postage, utilities, and office space related to the administration of a program;
- Activities related to eligibility determinations;
- Preparation of program plan, budget and schedules; and
- Program monitoring

*No equipment can be purchased with TANF Federal Funds*

The following are **non-administrative costs**:

- Direct cost of providing program services including client activities, assessment, case management, etc.
- Salaries associated with performing service functions
- Supplies, equipment*, travel, postage, utilities and office space related to the performing of service functions
- Evaluations and audits of service functions
- Technology/management information systems not related to payroll, personnel or other administrative functions
- Stipends may be paid with **state funds only**

*No equipment can be purchased with TANF Federal Funds*

The following are **not considered allowable costs**, even if they are related to program operations:

- Purchase of vehicles
- Renovation, construction, or purchase of building used for program operation
- Payment of bad debts or interest payments as a result of credit arrangements
- Medical services
- Payment of stipends to program participants without prior authorization from DOA/DCFS
- Payment of ongoing basic needs (cash, food, or housing) beyond four months
- Services provided to elderly adults without minor children and single adults without children
- Purchase of alcohol
- Services or materials deemed inappropriate in relation to service delivery
<table>
<thead>
<tr>
<th>Program</th>
<th>Expenses – Allowable and Unallowable (cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 4 Cont’d</td>
<td>The funds provided under grants may not be expended for any sectarian purpose or activity, including sectarian worship or instruction. Any religious instruction offered at any LA 4 Prekindergarten site shall be funded with monies other than those provided through the LA 4 Prekindergarten allocation.</td>
</tr>
<tr>
<td>TANF funds shall:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Be used to supplement and expand existing programs, create new programs or continue service delivery of existing TANF-funded initiatives with satisfactory performance</td>
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<tr>
<td></td>
<td>o Be used only for the designated purposes. Any overpayments will be offset from future payments</td>
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<tr>
<td></td>
<td>o Be utilized according to the intent as specified in the legislation governing the program</td>
</tr>
<tr>
<td>TANF funds shall NOT:</td>
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</tr>
<tr>
<td></td>
<td>o Be used to supplant funds in existing programs</td>
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<tr>
<td></td>
<td>o Be used to fund programs with unsatisfactory performance, unsatisfactory financial management practices or entities who are prohibited from doing business within the state of Louisiana</td>
</tr>
<tr>
<td></td>
<td>o Be used as a match to draw down other federal funds</td>
</tr>
<tr>
<td></td>
<td>o Be used to purchase equipment (office furniture, computers, I-Pads, playground equipment, or other non-expendable items)</td>
</tr>
<tr>
<td></td>
<td>o Be used to fund stipends.</td>
</tr>
<tr>
<td>Title I</td>
<td>Allowable expenses may include:</td>
</tr>
<tr>
<td></td>
<td>• Salaries and benefits for the teacher and the aide</td>
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<tr>
<td></td>
<td>• Substitute pay</td>
</tr>
<tr>
<td></td>
<td>• Professional development activities</td>
</tr>
<tr>
<td></td>
<td>• Appropriate classroom materials, supplies, and equipment</td>
</tr>
<tr>
<td></td>
<td>• Classroom furnishings for children; TV and video equipment</td>
</tr>
<tr>
<td></td>
<td>• Small appliances (&lt;$100) for classroom cooking activities</td>
</tr>
<tr>
<td></td>
<td>• Computer hardware and software for classroom use</td>
</tr>
<tr>
<td></td>
<td>• Resource books and materials for the teacher</td>
</tr>
<tr>
<td></td>
<td>• Nutritious snacks for the children</td>
</tr>
<tr>
<td></td>
<td>• Field trips</td>
</tr>
<tr>
<td></td>
<td>• Parent involvement activities</td>
</tr>
<tr>
<td></td>
<td>• Travel expenses for teachers and paraprofessionals to participate in early childhood trainings and professional development activities</td>
</tr>
<tr>
<td></td>
<td>• Stipends for teachers and paraprofessionals to attend appropriate early childhood trainings</td>
</tr>
<tr>
<td></td>
<td>• Indirect costs</td>
</tr>
<tr>
<td></td>
<td>Non-allowable expenses may include:</td>
</tr>
<tr>
<td></td>
<td>• Renovation, construction, or purchase of building used for program operation</td>
</tr>
<tr>
<td></td>
<td>• Developmentally inappropriate materials, such as workbooks, ditto masters, etc.</td>
</tr>
<tr>
<td></td>
<td>• Services or materials deemed inappropriate in relation to service delivery</td>
</tr>
<tr>
<td>Program</td>
<td>Expenses – Allowable and Unallowable (cont’d)</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>Allowable expenses may include:</td>
</tr>
<tr>
<td></td>
<td>• Salaries and benefits for the teacher and the aide</td>
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<tr>
<td></td>
<td>• Substitute pay</td>
</tr>
<tr>
<td></td>
<td>• Professional development activities</td>
</tr>
<tr>
<td></td>
<td>• Appropriate classroom materials, supplies, and equipment</td>
</tr>
<tr>
<td></td>
<td>• Classroom materials for children</td>
</tr>
<tr>
<td></td>
<td>• Assistive computer hardware and software for classroom use</td>
</tr>
<tr>
<td></td>
<td>• Resource books and materials for the teacher</td>
</tr>
<tr>
<td></td>
<td>Non-allowable expenses may include:</td>
</tr>
<tr>
<td></td>
<td>• Renovation, construction, or purchase of building used for program operation</td>
</tr>
<tr>
<td></td>
<td>• Developmentally inappropriate materials such as workbook, ditto masters, etc.</td>
</tr>
<tr>
<td></td>
<td>• Service or materials deemed inappropriate in relation to service delivery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8(g)</th>
<th>Examples of allowable expenses that may be budgeted if essential to achieving project goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Salaries of classroom teachers and/or aides</td>
</tr>
<tr>
<td></td>
<td>• In-service training</td>
</tr>
<tr>
<td></td>
<td>• In-state conference fees</td>
</tr>
<tr>
<td></td>
<td>• Supplies and equipment</td>
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<tr>
<td></td>
<td>• Mobile Scoring Assistant (PDA)</td>
</tr>
<tr>
<td></td>
<td>• Printing, postage, maintenance</td>
</tr>
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<td></td>
<td>• Food for instructional purposes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8(g)</th>
<th>Examples of Non-Allowable expenses include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Salaries and stipends for any employee not engaged in classroom instruction (e.g. Principals, Facilitators, Coordinators, etc.)</td>
</tr>
<tr>
<td></td>
<td>• Stipends for teachers engaged in any activity that falls within the normal job description/duties of a classroom teacher</td>
</tr>
<tr>
<td></td>
<td>• Administrative equipment</td>
</tr>
<tr>
<td></td>
<td>• Out-of-state travel or training; out-of-state or in-state conference fees not directly related to early childhood</td>
</tr>
<tr>
<td></td>
<td>• Capital improvements, permanent, capital outlay type playground equipment</td>
</tr>
<tr>
<td></td>
<td>• Multi-year licenses and/or multi-year warranties</td>
</tr>
<tr>
<td></td>
<td>• Indirect costs</td>
</tr>
<tr>
<td></td>
<td>• Banquets, refreshments, articles of clothing (items used for incentive purposes)</td>
</tr>
<tr>
<td></td>
<td>• Classroom preparation time, scoring of tests or administrative functions</td>
</tr>
<tr>
<td></td>
<td>• Transportation and summer programs</td>
</tr>
</tbody>
</table>
### NSECD

For the purpose of data analysis and fiscal responsibility, the Provider shall submit an accurate **End-of-the-Year Report** in a timely manner to the Louisiana Department of Education. The report shall include the expenditure of NSECD funds detailing the following information:

- Salaries
- Professional development costs
- Field trip costs for NSECD program students
- Purchases of equipment and materials in NSECD Program classrooms
- Administrative costs covered by NSECD Program funds

Non-Allowable Expenses:

- School tuition/fees for private-paying students
- Before- and after-school program tuition/fees for private-paying students
- Funding for students enrolled in the LA 4 prekindergarten program, BESE 8(g) program, any Department of Children & Family Services program, and Head Start program
- Transportation other than student field trips
- Purchase of medicine or medical equipment

### PROGRAM REIMBURSEMENT REQUIREMENTS

**NOTE:** The State reserves the right to conduct on-site visits to any provider prior to approval.

The Department of Education shall provide reimbursements to the LEA for early education provided to attending eligible students based on district/charter total enrollment for children who are in attendance for 74% of the calendar month.

Local education agencies are awarded an allocation based on the number of children they anticipate serving during the school year. The total per pupil allocation for the 2015-2016 school year shall not exceed $4,580.00 per child for the 6-hour instructional day.

Once final allocations are determined, districts will submit a budget to the Department of Education Office of Management and Finance through the Electronic Grants Management System (eGMS). Budget revisions will also be submitted via eGMS. After budgets have been submitted, they are reviewed and approved by the departments finance staff and department early childhood staff.

**Mid-Year Reallocations:** Based on October enrollment for the 6-hour instructional program, allocations may be amended if the program does not fill 100% of their allocated number of slots. Programs serving more than their allocated number of students may be awarded supplemental funds if funds are available.

The total per pupil amount shall not exceed the amount allocated per child per school year. The payments required to the LEA shall be suspended at any time a determination is made that the LEA is not in compliance with state or federal regulations specified in this document or has falsified or not upheld signed assurance statements provided to the Department of Education at the time the application is submitted. Payments may be renewed upon guideline compliance being achieved and/or resolving problems related to signed assurance statements. Recovery of any payments lost during any period of suspension shall be at the discretion of the BESE pursuant to the BESE appeal system.

**Title I**

Funding of Title I Preschool Programs is discretionary and determined by the LEA.
<table>
<thead>
<tr>
<th>Program</th>
<th>Reimbursement Requirements (cont’d)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Special Education</td>
<td>Funding through IDEA, Part B.</td>
</tr>
<tr>
<td>8(g)</td>
<td>The project period must be concurrent with the current fiscal year. All goods and services shall be received and rendered within that fiscal year. 8(g) grants are awarded on a reimbursable basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.</td>
</tr>
<tr>
<td>NSECD</td>
<td>NOTE: The State reserves the right to conduct on-site visits to any provider prior to approval. The department shall provide reimbursements to the provider for early education services to attending eligible students based on total enrollment for children who are in attendance for 74% of the calendar month. Children must be in attendance four of the six hours of the instructional period; absences will not be excused for reimbursement purposes. Failure to comply with Provider Responsibilities may result in forfeiture of NSECD reimbursements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>REPORTING REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA 4</td>
<td>Child progress; student demographic information, program evaluation information, child attendance records, support services delivered, collaboration activities, funding/budget records, teacher certification types, and other information as requested by the department or BESE. <em>(See Appendix A for additional information.)</em></td>
</tr>
<tr>
<td>Title I</td>
<td>Child progress, demographic information, program evaluation information, teacher certification types, and other information as requested by the department or BESE.</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>Child progress, demographic information, program evaluation information, teacher certification types, and other information as requested by the department or BESE.</td>
</tr>
<tr>
<td>8(g)</td>
<td>Child progress, demographic information, mid-year progress to date on objectives, end of year report, and other information as requested by BESE.</td>
</tr>
<tr>
<td>NSECD</td>
<td>Child progress, student demographic information, program evaluation information, monthly provider invoice and classroom attendance log, support services delivered, enrollment data, intervention and disenrollment documents, class rosters, vision/hearing screening, parental involvement report, staff qualifications, provider end-of-the-year-report, and other information as specified by the department or BESE.</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>STAFF QUALIFICATIONS – LEAD TEACHER</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>LA 4</td>
<td>All lead teachers must meet at least one of the following requirements:</td>
</tr>
<tr>
<td>Title I</td>
<td>a) A valid and current Louisiana teaching certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.</td>
</tr>
<tr>
<td>8(g)</td>
<td>b) A Practitioner License in PreK-3;</td>
</tr>
<tr>
<td></td>
<td>c) A valid and current Louisiana teaching certificate in Elementary Education and an Out-of-Field Authorization to Teach (OFAT) in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.; or</td>
</tr>
<tr>
<td></td>
<td>d) An <em>uncertified teacher</em> with a baccalaureate degree and a Temporary Authority to Teach (TAT), Temporary Employment Permit (TEP), or an Out-of-State Certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped..</td>
</tr>
<tr>
<td>NSECD</td>
<td>All lead teachers must meet at least one of the following requirements:</td>
</tr>
<tr>
<td></td>
<td>a) A valid and current Louisiana teaching certificate in PK-3, Nursery School, Kindergarten, Early Interventionist Birth-5, or Noncategorical Preschool Handicapped.;</td>
</tr>
<tr>
<td></td>
<td>b) A Practitioner License in PreK-3;</td>
</tr>
<tr>
<td></td>
<td>c) A valid and current Louisiana teaching certificate in Elementary Education;</td>
</tr>
<tr>
<td></td>
<td>d) d) An <em>uncertified</em> teacher must have, at a minimum, a bachelor’s degree and current passing scores on Praxis I. An ACT composite score of 22, an SAT combined verbal and math score of 1030, or a Master’s degree may be used in lieu of Praxis I.</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>A valid and current Louisiana <em>teaching certificate</em> in Early Intervention or Noncategorical Preschool Handicapped.</td>
</tr>
<tr>
<td>PROGRAM</td>
<td>STAFF QUALIFICATIONS – PARAPROFESSIONALS/TEACHER ASSISTANTS</td>
</tr>
<tr>
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</tr>
<tr>
<td>LA 4</td>
<td>All paraprofessionals/teacher assistants must meet LEA specific requirements for employment and one of the following requirements:</td>
</tr>
<tr>
<td>Title I 8(g)</td>
<td>a) Meet the definition of “highly qualified,” which may include passing of the ParaPro test, achievement of a CDA or AA credential;</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>b) Possess a high school diploma or equivalent;</td>
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<tr>
<td></td>
<td>c) Have extended experiences of assuming responsibility and care for a group of preschool age children (children younger than five years of age); or</td>
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<td></td>
<td>d) Possess proficient oral and written communication skills.</td>
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<table>
<thead>
<tr>
<th>NSECD</th>
<th>Teacher assistants must meet the following requirements:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>a. Possess a high school diploma or equivalent; AND Have either a currently valid</td>
</tr>
<tr>
<td></td>
<td>i. Child Development Associate (CDA) credential,</td>
</tr>
<tr>
<td></td>
<td>ii. Associate degree in Early Childhood Education, Care and Development of Young Children, or related field which may be approved by the NSECD Office, OR</td>
</tr>
<tr>
<td></td>
<td>iii. Bachelor’s degree in the area of Child and Family Studies, Early Childhood Education or Elementary Education,</td>
</tr>
<tr>
<td></td>
<td>b. Incumbent staff may be currently enrolled in either a Child Development Associate credential program, accredited associate degree program in Early Childhood Education, accredited bachelor’s degree program in Early Childhood Education or Elementary Education,</td>
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<tr>
<td></td>
<td>c. Have extended experiences of assuming responsibility and care for a group of preschool age children (children younger than five years of age),</td>
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<tr>
<td></td>
<td>d. Possess proficient oral and written communication skills, and</td>
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<td></td>
<td>e. Meet all other Provider requirements for employment.</td>
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<thead>
<tr>
<th>PROGRAM</th>
<th>TRANSPORTATION REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSECD</td>
<td>NSECD funds cannot be utilized for transportation services. However, field trips are part of the instructional program and shall not be considered as transportation costs.</td>
</tr>
<tr>
<td></td>
<td>If a school or center chooses to provide transportation services, the parent is solely responsible for the cost and arrangements. The NSECD Program assumes NO responsibility for any accident or injury related to an NSECD student to and from a provider school or center.</td>
</tr>
</tbody>
</table>
APPENDIX D

Summary Information on Special Education Services

and

Options for Delivering Special Education Services to Children in Childcare Centers
Summary Information on Special Education Services

What is special education and what are related services?

According to the Individuals with Disabilities Education Act (IDEA), the term “special education” means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. The IDEA defines the term “related services” to mean transportation, and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education. Some other examples of related services are counseling services, interpreting services, physical and occupational therapy, and school health services.

In order to be eligible for special education and related services, students must be evaluated and found eligible for one or more of the following disabilities listed in the IDEA:

- Autism
- Developmental Delay
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

What does the special education process look like?

The special education process determines whether or not a child is eligible for special education and related services and if so, which of these are appropriate for your child. In Louisiana, the special education process consists of:

- Referral
- Evaluation
- Eligibility
- Development of the Individualized Education Program (IEP)
- IEP review
- Reevaluation

Referral

Each Local Education Agency (LEA) has an obligation called Child Find, which requires LEAs to ensure that all students with disabilities who may be in need of special education and related services are identified, located, and evaluated. LEAs may seek to perform an evaluation, or a parent/guardian may request an evaluation. Either way, the LEA must request parental consent to perform the evaluation.

The LEA can refuse a parent/guardian request to perform an evaluation, but must provide the parent or guardian with a written explanation of the reason the request was denied.

Evaluation

The LEA must provide the parent with a notice that explains the LEA’s evaluation procedures. The first evaluation is called an initial evaluation and it determines whether or not the child has a disability and needs special education and related services, and what the educational needs of the child are.

Evaluations use a variety of assessment tools and strategies to gather information about the child’s needs, including information from the parent/guardian, must not be discriminatory, should be provided in the child’s native language if at all possible, and should be administered by a trained and knowledgeable professional. A parent/guardian has a right to obtain an independent educational evaluation (IEE) if he/she disagrees with the evaluation obtained by the LEA.

*Evaluation must be completed by the LEA no later than 60 business days after the parent consents to the evaluation.*
Eligibility

Once the evaluation has been completed, there will be a meeting with the parent to review and discuss the evaluation results and to determine whether the child has a disability and determine the child’s educational needs. If it is determined that a child has a disability, parental consent must be received to begin special education and related services.

Development of the IEP (Individualized Education Program)

A meeting will be held to develop an Individualized Education Plan (IEP) for the child. The IEP is a document tailored to the unique needs of the child to help him/her reach educational goals.

*This meeting must be held no later than 30 days after a determination has been made that the student needs special education and related services.*

The IEP team at this meeting consists of the following people:

- Parent/guardian
- A special education teacher or other special education provider
- A general education teacher (when appropriate)
- A representative of the LEA who is knowledgeable about specially designed instruction, curriculum, and LEA resources
- Other people invited by parent or LEA

The IEP is designed to support the child and should include

- The child’s present levels of academic and functional
- IEP Goals – specific, measurable skills that the IEP team wants to see the child accomplish based on the child’s current levels of performance
- Description of how the goals will be measured and how the school staff will track your child’s progress
- Special education, related services, accommodations, and modifications the child will receive – the LEA must provide a free appropriate public education (FAPE) for your child in the least restrictive environment (LRE), meaning that, to the maximum extent appropriate, the team should figure out ways for the child to participate with children who do not have disabilities in a general education setting
- Other special factors to be considered, such as supports and strategies for behavior management; language needs; communication needs; health needs during the school day; assistive technology devices or services; transition services for the child before he or she reaches age sixteen; and extended school year services (ESYS)

*No later than 10 school days following the development of the IEP, special education and related services must begin for the child.*

IEP Review

An IEP meeting must be held annually to look at the child’s goals and determine whether or not they are being achieved. The IEP will be changed or updated to include new goals, new evaluation information, and any other relevant information. A parent/guardian may request an IEP review meeting in writing at any time in order to revise the child’s IEP. The LEA can refuse this request but must provide the parent/guardian with a written explanation of the reason the request was denied.

*The LEA must respond in writing to the parent/guardian no later than 10 calendar days after receiving the written request for an IEP review.*

Reevaluation

Either the parent or a member of the LEA can request a reevaluation to review the child’s educational and/or related service needs. The reevaluation will typically not occur more than once per year and should take place at least once every three years unless the parent/guardian and the LEA agree that a reevaluation is not necessary.
Additional Resources

Please consult the “Special Education Processes and Procedural Safeguards document produced by the Louisiana Department of Education for more detailed information and links to other helpful resources.

Options for Delivering Special Education Services to Children in Childcare Centers – July 2015

School Partner is responsible for ensuring that all students with disabilities assigned to their Center Partner through the OneApp process receive appropriate special education services. Options for doing so are identified below.

<table>
<thead>
<tr>
<th>Provision of Special Education Services*</th>
<th>Mechanism</th>
<th>Funding</th>
<th>10/1 &amp; 2/1 Enrollment Counts</th>
<th>SER Reporting</th>
<th>Preschool Expansion Grant Monthly Attendance Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Partner provides sped services by sending necessary therapists, early interventionists, etc. to the site to provide weekly service minutes and any other services required by the child’s IEP. School Partner may use employees or contractors to provide services.</td>
<td>School Partner should develop a written agreement w/ Center Partner outlining responsibilities of each to meet child’s special education needs.</td>
<td>School Partner receives MFP funds in the same amount it would receive for that student if he/she was a K-12 student. Center Partner and School Partner still receive the full amount of Preschool Expansion Grant funds (School Partner reimbursed for full teacher costs; Center Partner provided flat amount of funds for paraprofessional and classroom costs).</td>
<td>School Partner</td>
<td>School Partner</td>
<td>School Partner or Center Partner</td>
</tr>
<tr>
<td>School Partner enters into agreement with ReNEW Schools to provide special education services (ReNEW will send necessary therapists, early interventionists, etc. to the site to provide weekly service minutes and any other services required by the child’s IEP.)**</td>
<td>School Partner, ReNEW, and Center Partner enter into written agreement outlining responsibilities of each to meet child’s special education needs.</td>
<td>ReNEW Schools receives MFP funding in the same amount it would receive for that student if he/she was in K-12 at ReNEW school. Center Partner and School Partner still receive the full amount of Preschool Expansion Grant funds (School Partner reimbursed for full teacher costs; Center Partner provided flat amount of funds for paraprofessional and classroom costs).</td>
<td>ReNEW Schools</td>
<td>ReNEW Schools</td>
<td>School Partner or Center Partner</td>
</tr>
</tbody>
</table>

*Includes updating/modifying IEP, all SER reporting, and provision of services

** Contact Info for ReNEW Schools: Maya McLaughlin, Executive Director of Early Childhood, maya@renewschools.org

If you have questions, please contact:
- RSD School Partners: Holly Reid at holly.reid@rsdla.net
- OPSB School Partners: Sean Perkins at sean_perkins@opsb.us
APPENDIX E

Preschool Expansion Grant Special Education Form
Preschool Expansion Grant

Special Education Form

School Partner: ____________________         Center Partner: ____________________

Instructions: The School Partner is responsible for ensuring that all students with disabilities assigned to their Center Partner through the OneApp process receive appropriate special education services. The School Partner should answer the following questions and send the completed form by October 1st, 2015 to:

RSD School Partners: Holly Reid at holly.reid@rsdla.net
OPSB School Partners: Sean Perkins at sean_perkins@opsb.us

1) How many students are in the Preschool Expansion Grant Classroom?

2) How will services be provided to students with disabilities (check the applicable box)?

☐ School Partner will directly provide special education services
☐ ReNew will provide students with disabilities services through a formal agreement with School Partner
☐ For OPSB Partners only-OPSB will provide special education services
☐ Other (please explain in the space provided)

By signing this document, I certify that the information outlined above is accurate, and fully understand and expect that all students with disabilities under this partnership will be provided effective and appropriate services.

(School Partner Contact Printed Name and Title)         (Signed Name)

(Date)
APPENDIX F

Reporting and Monitoring Calendar
**Reporting and Monitoring Calendar**

*Submission Instructions:*

Submit RSD School Partners Special Education Form to: Holly Reid, holly.reid@rsdlal.net
Submit OPSB School Partners Special Education Form to: Sean Perkins, sean_perkins@opsb.us
All other One-Time Reports (other than State enrollment) may be submitted to: JoAnn Clarey, jclarey@agendaforchildren.org
Submit all Monthly Enrollment Reports to: JoAnn Clarey, jclarey@agendaforchildren.org
Submit all Monthly Reimbursement Reports to: Yolanda Brumfield, finance@agendaforchildren.org

<table>
<thead>
<tr>
<th>One-Time Reports</th>
<th>Monthly Enrollment and Reimbursement Reports</th>
<th>TS GOLD</th>
<th>CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting Period</td>
<td>Date Due</td>
<td>Finalized Checkpoints</td>
<td>Date Due to Agenda</td>
</tr>
<tr>
<td>Signed MOU</td>
<td>October 1, 2015</td>
<td>October 30, 2015</td>
<td>October 2, 2015</td>
</tr>
<tr>
<td>Special Education Form</td>
<td>August</td>
<td>October 5, 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>October 5, 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>September</td>
<td>October 5, 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>October</td>
<td>November 6, 2015</td>
<td></td>
</tr>
<tr>
<td>Proof of Income Checklist</td>
<td>November</td>
<td>December 4, 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td>December</td>
<td>January 7, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>January</td>
<td>February 5, 2016</td>
<td></td>
</tr>
<tr>
<td>Official State Enrollment</td>
<td>February</td>
<td>March 4, 2016</td>
<td></td>
</tr>
<tr>
<td>Counts</td>
<td>March</td>
<td>April 4, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>April</td>
<td>May 6, 2016</td>
<td></td>
</tr>
<tr>
<td>Screening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Official State Enrollment</td>
<td>February 1, 2016</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counts</td>
<td>May</td>
<td>June 6, 2016</td>
<td></td>
</tr>
<tr>
<td></td>
<td>June</td>
<td>July 6, 2016</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX G

Proof of Income Checklist,

Income Limits Information,

and

Early Childhood Programs Eligibility Survey
Appendix G
Proof of Income Checklist

In order for a student to be eligible for the Preschool Expansion Grant, he or she must meet the following eligibility requirements:
• Be a New Orleans resident
• Have an IEP and/or be eligible for Free and Reduced-Priced Lunch; and
• Be age four by September 30, 2015

In order to prove income eligibility for the Preschool Expansion Grant, the Center Partner or School Partner must make a copy of and keep on site one or more of the following documents to prove the family meets the Income Eligibility Guidelines (which are included in the third tab of this sheet):
• Most recent Social Security benefits statement;
• Most recent unemployment compensation statement;
• Alimony as shown in court decree or agreement;
• Most recent pension statements;
• Louisiana Purchase Card Budget Sheet or Benefits Statement;
• Last four consecutive paychecks;
• Letter from employer indicating: 1) Where you are employed, 2) Your hourly rate of pay, 3) Average hours worked a week; or
• Completed Early Childhood Eligibility Survey (included in packet)

Please fill out the proof of income checklist on the second tab, and submit the supporting documentation to JoAnn Clarey at jclarey@agendaforchildren.org no later than October 1, 2015, as specified by the Reporting and Monitoring Calendar. If parent or guardian is unable to provide the above documentation, the Early Childhood Eligibility Survey found on the following pages may be used as proof of eligibility.
Fill in green cells ONLY. Note: dropdown boxes in column B and C are provided for your convenience. Income Eligibility Guidelines are included in the next tab in this spreadsheet for your reference.

<table>
<thead>
<tr>
<th>Child</th>
<th>Does child meet income requirements?</th>
<th>Supporting Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 16</td>
<td></td>
<td></td>
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<tr>
<td>Student 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2015-2016 SCHOOL YEAR
### INCOME ELIGIBILITY GUIDELINES
(Effective January 22, 2015)

**Countable Income Limits – 185%**

<table>
<thead>
<tr>
<th>Household Size</th>
<th>Annual</th>
<th>Monthly</th>
<th>Twice-Monthly</th>
<th>Bi-Weekly</th>
<th>Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$21,775</td>
<td>$1,815</td>
<td>$908</td>
<td>$838</td>
<td>$419</td>
</tr>
<tr>
<td>2</td>
<td>29,471</td>
<td>2,456</td>
<td>1,228</td>
<td>1,134</td>
<td>567</td>
</tr>
<tr>
<td>3</td>
<td>37,167</td>
<td>3,098</td>
<td>1,549</td>
<td>1,430</td>
<td>715</td>
</tr>
<tr>
<td>4</td>
<td>44,863</td>
<td>3,739</td>
<td>1,870</td>
<td>1,726</td>
<td>863</td>
</tr>
<tr>
<td>5</td>
<td>52,559</td>
<td>4,380</td>
<td>2,190</td>
<td>2,022</td>
<td>1,011</td>
</tr>
<tr>
<td>6</td>
<td>60,255</td>
<td>5,022</td>
<td>2,511</td>
<td>2,318</td>
<td>1,159</td>
</tr>
<tr>
<td>7</td>
<td>67,951</td>
<td>5,663</td>
<td>2,832</td>
<td>2,614</td>
<td>1,307</td>
</tr>
<tr>
<td>8</td>
<td>75,647</td>
<td>6,304</td>
<td>3,152</td>
<td>2,910</td>
<td>1,455</td>
</tr>
</tbody>
</table>

**Monthly Income Calculation Table: How to Translate Income into a Monthly Figure**

<table>
<thead>
<tr>
<th>Pay Period</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hourly*</td>
<td>(Hourly wage x 40 hours per week) x 4.33</td>
</tr>
<tr>
<td>Monthly</td>
<td>Use gross salary</td>
</tr>
<tr>
<td>Twice Monthly</td>
<td>Gross salary x 2</td>
</tr>
<tr>
<td>Bi-weekly</td>
<td>(Gross salary ÷ 2) x 4.33</td>
</tr>
<tr>
<td>Weekly</td>
<td>Gross salary x 4.33</td>
</tr>
</tbody>
</table>

*Note: Use hourly rate and income formula whenever possible for the most accurate and consistent verification.*
INSTRUCTIONS FOR Early Childhood programs eligibility survey

A household member is any child or adult living with you.

IF YOUR HOUSEHOLD RECEIVES BENEFITS FROM THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP), THE FAMILY INDEPENDENCE TEMPORARY ASSISTANCE PROGRAM (FITAP), OR THE FOOD DISTRIBUTION PROGRAM ON INDIAN RESERVATIONS (FDPIR), FOLLOW THESE INSTRUCTIONS:

Part 1: List only household members and the name of each child’s school (if known).
Part 2: List the case number for any household member (including adults) receiving SNAP, FITAP, or FDPIR benefits.
Part 3: Skip this part.
Part 4: Sign the form.
Part 5: Answer this question if you choose.

Turn the form in to [Name of contact] at your school.

IF NO ONE IN YOUR HOUSEHOLD GETS SNAP, FITAP, OR FDPIR BENEFITS AND IF ANY CHILD IN YOUR HOUSEHOLD IS HOMELESS, A MIGRANT OR RUNAWAY, OR IN HEAD START FOLLOW THESE INSTRUCTIONS:

Part 1: List all household members and the name of each child’s school (if known). If any child you are applying for is homeless, migrant, or in Head Start or a runaway check the appropriate box and call [your school, homeless liaison, runaway, head start or migrant coordinator].
Part 2: Skip this part.
Part 3: Complete only if a child in your household isn’t eligible under Part 1. See instructions for All Other Households.
Part 4: Sign the form.
Part 5: Answer this question if you choose.

Turn the form in to [Name of contact] at your school.

IF YOU ARE APPLYING FOR A FOSTER CHILD, FOLLOW THESE INSTRUCTIONS:

If all children in the household are foster children:

Part 1: List all foster children and the school name for each child. Check the box indicating the child is a foster child.
Part 2: Skip this part.
Part 3: Skip this part.
Part 4: Sign the form.
Part 5: Answer this question if you choose.

Turn the form in to [Name of contact] at your school.

If some of the children in the household are foster children:

Part 1: List all household members and the name of each child’s school (if known). For any person, including children, with no income, you must check the “No Income” box. Check the box for each foster child. If any child you are applying for is homeless, migrant, in Head Start or a runaway check the appropriate box and if you have questions call your school.
Part 2: Skip this part.
Part 3: Complete only if a child in your household isn’t eligible under Part 1. See instructions for All Other Households.
Part 4: Adult household member must sign the form.
Part 5: Answer this question if you choose.

Turn the form in to [Name of contact] at your school.
ALL OTHER HOUSEHOLDS, INCLUDING WIC HOUSEHOLDS, FOLLOW THESE INSTRUCTIONS:

Part 1:  List all household members and the name of each child’s school (if known). For any person, including children, with no income, you must check the “No Income” box. If any child you are applying for is homeless, migrant, Head Start, a foster child or a runaway check the appropriate box and call [your school or appropriate official].

Part 2:  Skip this part.

Part 3:  Follow these instructions to report total household income from this month or last month.

  • Section 1–Name: List all household members with income.
  • Section 2–
    o Gross Income and How Often It Was Received: For each household member listed in section 1, list each type of income received for the month. You must tell us how often the money is received—weekly, every other week, twice a month or monthly.
    o Earnings: Be sure to list the gross income, not the take-home pay. Gross income is the amount earned before taxes and other deductions. You should be able to find it on your pay stub or your boss can tell you.
    o Income received from welfare, child support, and alimony: List the amount each person received.
    o Income received from retirement benefits, Social Security, Supplemental Security Income (SSI), Veteran’s benefits (VA benefits), and disability benefits: List the amount each person received.
    o All Other Income: List Worker’s Compensation, unemployment or strike benefits, regular contributions from people who do not live in your household, and any other income. Do not include benefits from WIC, Federal education and foster payments received by the family from the placing agency. For ONLY the self-employed, under Earnings from Work, report income after expenses. This is for your business, farm, or rental property. If you are in the Military Privatized Housing Initiative or get combat pay, do not include these allowances as income.

Part 4:  Adult household member must sign the form.
Part 5:  Answer this question if you choose.

Turn the form in to [Name of contact] at your school.
### Part 1. All Household Members

<table>
<thead>
<tr>
<th>Names of all household members (First, Middle Initial, Last)</th>
<th>Name of each child’s school /or indicate “NA” if child is not in school</th>
<th>Place a check in the box below if child is a foster, homeless, migrant, runaway, or Head Start child. If each child attending school is a foster, homeless, runaway, migrant or in Head Start, skip to part 4 to sign this form.</th>
<th>Place a check in the box if NO income</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Foster</td>
<td>Homeless</td>
</tr>
</tbody>
</table>

### Part 2. Benefits: If any member of your household receives SNAP, FDPIR or FITAP Assistance, provide the name and case number for the person who receives benefits and skip to Part 4. If no one receives these benefits, skip to Part 3.

**Name:** ________________________________

**Program Name:** ________________________________

**Case Number:** ________________________________ (Not EBT Card Number)

### Part 3. Total Household Gross Income (Before Deductions)

List all income on the same line as the person who receives it. Check the box for how often it is received. Record each income only once.

**1. Name**

(List only household members with income)

**2. Gross Income and How Often It Was Received**

<table>
<thead>
<tr>
<th>(Example) Jane Smith</th>
<th>Weekly</th>
<th>Every 2 Weeks</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Every 2 Weeks</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Every 2 Weeks</th>
<th>Monthly</th>
<th>Weekly</th>
<th>Every 2 Weeks</th>
<th>Monthly</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200</td>
<td>$</td>
<td>X</td>
<td>$150</td>
<td>X</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<td>$</td>
</tr>
</tbody>
</table>
An adult household member must sign the application.

I certify (promise) that all information on this application is true and that all income is reported. I understand that the school will get Federal funds based on the information I give. I understand that school officials may verify (check) the information. I understand that if I purposely give false information, my child may lose his/her enrollment in an early childhood program, and I may be prosecuted. I understand my child’s eligibility status may be shared as allowed by law.

Signature: ___________________________________________ Printed name: ___________________________________________

Date: ___________________________________________

Address: ___________________________________________ Phone Number: _____________________ Email: ___________________________

City: ___________________________________________ State: ___________________________ Zip Code: ___________________________

<table>
<thead>
<tr>
<th>Choose one ethnicity:</th>
<th>Choose one or more (regardless of ethnicity):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Hispanic/Latino</td>
<td>□ Asian</td>
</tr>
<tr>
<td>□ Not Hispanic/Latino</td>
<td>□ American Indian or Alaska Native</td>
</tr>
<tr>
<td></td>
<td>□ Black or African</td>
</tr>
<tr>
<td></td>
<td>□ White</td>
</tr>
<tr>
<td></td>
<td>□ Native Hawaiian or other Pacific Islander</td>
</tr>
</tbody>
</table>

DO NOT FILL OUT THIS PART. THIS IS FOR SCHOOL USE ONLY.

Annual Income Conversion: Weekly x 52, Every 2 Weeks x 26, Twice A Month x 24 Monthly x 12

Total Income: _________ Per: □ Week, □ Every 2 Weeks, □ Twice A Month, □ Month, □ Year Household size: _________

Child Eligibility Status: Free___ Reduced___ Denied___

Reason for denial: ________________________________________________________________

Determining Official’s Signature: ___________________________ Date: ______________
APPENDIX H

Vision and Hearing Screening Form
Vision and Hearing Screening Form

Instructions: Please fill out the below form and submit to JoAnn Clarey at jclarey@agendaforchildren.org no later than December 1, 2015.

School Partner: ___________________       Center Partner: ___________________

1) Date hearing screening provided to Preschool Expansion Grant class: ___________________

2) Date vision screening provided to Preschool Expansion Grant class: ___________________

3) Please attach to this form supporting documentation verifying that the screenings were provided.
APPENDIX I

Monthly Attendance Report Form
Appendix I
Monthly Attendance Report Form

Instructions: Each school must keep daily attendance records for all children in the Preschool Expansion Grant Program. In order to be counted as present for attendance purposes, a student must be present a minimum of four (4) hours of the six (6) hour instructional period. Each month, Preschool Expansion Grant Classrooms will report to Agenda for Children the number of Expansion Grant Program children who were present for 74% of the scheduled school days each month. This data must be collected at the local level on a class by class basis. The monthly attendance percentage should be calculated using the following formula:

Total # of school days in the month X 74% = # of days children need to attend to meet 74% attendance target
Example: If there are 17 school days in the month of October, 74% of the month would be 12.58 days. Therefore children would need to attend school for at least 12 days (do not round up) in order to meet the 74% target.

Documentation for excused absences (doctor’s notes, funeral notices, parent notes, etc.) must also be kept on file, and should be submitted if requested by Agenda for Children if requested. **Excused absences should not be calculated against a child’s monthly attendance percentage.** In other words, if a child has an approvable, documented absence, then those days are not counted as “absent”. A child may be dis-enrolled from the program through EnrollNOLA, at the discretion of Agenda for Children, if he/she fails to meet the 74% attendance requirement for two consecutive months due to unexcused absences. Suspension or expulsion of children should be an action of last resort, and ONLY after the program has exhausted every means possible (counseling, mental health evaluation, SBLC meeting, etc.) to address challenges exhibited.

If any child in the classroom fails to meet the meet the monthly attendance target, the corrective action plan included will be required to be filled out and submitted to Agenda for Children with the monthly attendance form. If a classroom fails to meet the monthly attendance target for any child after three consecutive months, the monthly payments to the Center Partner may be reduced using the per pupil amount times the number of children who did not meet the
Fill in **green** cells ONLY.

| School Partner: |  |
| Center Partner: |  |
| Attendance Month: |  |

# of Children enrolled in Preschool Expansion Grant Classroom this month: 0

If one or more children in the classroom DID NOT meet the minimum required attendance this month, you will also need to fill out the attached corrective action plan in the next tab.

<table>
<thead>
<tr>
<th>School Days This Reporting Month</th>
<th>Required % Attendance</th>
<th># of Days Child Must Attend Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>74%</td>
<td>0.74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child (Name or Unique ID)</th>
<th>Days in Attendance (excused absences counted as &quot;in attendance&quot;)</th>
<th>Required Attendance (Days)</th>
<th>Days Over/Under Required Attendance Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student 2</td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
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Fill in **green cells ONLY.**

| School Partner: |  |
| Center Partner: |  |
| Attendance Month: |  |
| Total # of Children who did NOT meet minimum attendance requirement this month: |  |

Fill out the table below for each child who did not meet the minimum attendance requirement this month.

<table>
<thead>
<tr>
<th>Child</th>
<th>Days in Attendance (excused absences counted as &quot;in attendance&quot;)</th>
<th>Reason for Low Attendance</th>
<th>Steps Planned to Increase Attendance</th>
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<tr>
<td>Student 10</td>
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</table>

Please Note: A child may be dis-enrolled from the program through EnrollNOLA, at the discretion of Agenda for Children, if he/she fails to meet the 74% attendance requirement for two consecutive months due to unexcused absences. If a classroom fails to meet the monthly attendance target for any child after three consecutive months, Agenda for Children may reduce the monthly payments to the Center Partner using the per pupil amount times the number of children who did not meet the attendance target for the third month.
APPENDIX J

Teacher Salary Reimbursement Form

and

Substitute Teacher Reimbursement Form
### Salary and Employment Taxes

<table>
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<th>Pay Date</th>
<th>Gross Salary Paid</th>
<th>TRSL %</th>
<th>#VALUE!</th>
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<table>
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<th>Pay Date</th>
<th>Medicare</th>
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### Health Insurance Cost

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### State Unemployment Insurance

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### Total Request #VALUE!

### Submit Request to:

Agenda for Children  
Attn: Finance Department  
8300 Earhart Blvd, Ste 201  
New Orleans, LA 70118  
Email: Finance@agendaforchildren.org  
Phone: 504-586-8509  
Fax: 504-586-8522
### Substitute Time Sheet

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**Total Request**

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<th>$ 12</th>
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Title 28
EDUCATION
Part CLXI. Bulletin 137—Louisiana Early Learning Center Licensing Regulations

Chapter 1. General Provisions

§101. Purpose and Authorization

A. The purpose of this bulletin is to set forth the rules and regulations necessary to implement the provisions of R.S. 17:407.31 et seq., that require the state Board of Elementary and Secondary Education (BESE) to establish statewide minimum standards for the health, safety and well-being of children in early learning centers, ensure maintenance of these standards, and regulate conditions in early learning centers through a program of licensing administered by the Department of Education, Licensing Division (Licensing Division).

B. The state superintendent of education (state superintendent), in order to carry out functions otherwise vested in the state superintendent by law, or by delegation of authority pursuant to law, is authorized to make, issue, rescind, and amend Licensing Division guidelines, interpretive guidance and procedures governing the early childhood licensing program administered by the Licensing Division.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.32.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:616 (April 2015), effective July 1, 2015.

§103. Definitions

Anniversary Date—the last day of the month in which the center’s original license was issued and the date by which the license must be renewed each year.

APA—Louisiana Administrative Procedure Act found at R.S. 49:950 et seq.

Behavior Management—the ongoing positive process of helping children develop inner control so that they can manage their own behavior in an appropriate and acceptable manner by using corrective action to change the inappropriate behavior.

BESE—Louisiana state Board of Elementary and Secondary Education.

Bureau—Louisiana Bureau of Criminal Identification and Information, part of the Office of State Police within the Department of Public Safety and Corrections.

Camp—any place or center operated by any institution, society, agency, corporation, person or persons, or any other group that serves only children ages five and older and operates only when schools are not in session for the summer months or school holidays.

Capacity—the number of children the provider is licensed to care for at any given time as determined by the Licensing Division.

CBC—criminal background check.

Center—see early learning center.

Center Staff—see staff.

Change of Location—change in physical address/location of the center.

Change of Ownership—a transfer of ownership of a currently licensed center that is in operation and caring for children, to another entity without a break in service to the children currently enrolled.

Child—person who has not reached age 18 or otherwise been legally emancipated.

Child Care Health Consultant—qualified health and safety professional approved by DHH to provide training, consultation, and technical assistance to out of home child care facilities and early childhood education staff (and parents) on health and safety topics.

Child Care Market Rate Survey—a survey that measures the prices charged by child care providers and paid by parents in a given child care market. The Child Care and Development Fund Programs require states to conduct child care market rate surveys.

Child Day Care Center—any place or center operated by any institution, political subdivision, society, agency, corporation, person or persons, or any other group for the purpose of providing care, supervision, and guidance of seven or more children, not including those related to the caregiver, unaccompanied by parent or legal custodian, on a regular basis for at least 12 1/2 hours in a continuous 7-day week.

1. If a child day care center provides transportation or arranges for transportation to and from the center, either directly or by contract with third parties, all hours that a child is being transported shall be included in the calculation of the hours of operation.

2. A child day care center that remains open for more than 12 1/2 hours in a continuous 7-day week, and in which no individual child remains for more than 24 hours in one continuous stay shall be known as a full-time child day care center.

3. A child day care center that remains open after 9 p.m. shall meet the appropriate regulations established for nighttime care.
Child Safety Alarm—an ignition-based alarm system that voice prompts the driver to inspect the vehicle for children before exiting the vehicle.

Clock Hour—60 minutes.

Complaint—an allegation that an owner, provider, or staff person is violating any provision of these standards or laws, or engaging in conduct, either by omission or commission, that negatively affects the health, safety, or well-being of any child for which the provider has responsibility.

DAL—Division of Administrative Law.

Day Care Center—see child day care center.

DCFS—Department of Children and Family Services.

Department—Department of Education.

DHH—Department of Health and Hospitals.

Director—the staff who is responsible for the day-to-day operation, management, and administration of the center. For the purpose of these regulations, the term “director” means director or director designee, if applicable.

Director Designee—the individual appointed by the director to act in lieu of the director when the director is not an on-site staff person at the licensed location. This individual shall meet director qualifications.

Direct Supervision—physically present with visual contact at all times and available to respond immediately to the emergency needs of children.

Discipline—see behavior management.

Disqualification Period—the prescriptive period during which a center shall not be qualified to submit an application for licensure after its license has been revoked, renewal has been refused or its license has been surrendered to avoid adverse action due to failure to comply with licensing laws, regulations or minimum standards.

Early Learning Center—any child day care center, early head start center, head start center, or stand-alone prekindergarten program that is not attached to a school.

Early Learning Staff—see staff.

Employee—all full or part time paid staff who perform services for the center and have direct or indirect contact with children at the center.

Extra-Curricular Personnel—see independent contractors.

Federal Food and Nutrition Programs—federal nutrition reimbursement programs funded by the U.S. Department of Agriculture through the Louisiana Department of Education, Division of Nutrition Support.

Foster Grandparents—a program organized by an agency that recruits and trains seniors to provide one-on-one attention to a child or to assist a group of children.

Full-Time—physical presence at the center Monday through Friday for at least 32 hours.

Head Start and Early Head Start Programs—federally-funded early childhood care and education programs that promote and teach school readiness to children ages birth to five from low-income families and provide services in the areas of education, social services for families, nutrition, family engagement, health and mental health, as well as providing the physical plant and instructional staff members for such purposes.

Independent Contractors—individuals who are not employees of the center, but who render professional, therapeutic, or enrichment services within an early learning center and who are not required to be under the supervision of center staff. Independent contractors include, but are not limited to, extra-curricular personnel (dance instructors, gymnastic or sports instructors, computer instructors, etc.), therapeutic professionals (speech therapists, nutritionists, early interventionists, nurses and other licensed health care professionals), local school district staff, Department of Education, Office of Early Childhood staff, contracted bus drivers, electricians and maintenance personnel, and other outside contractors.

Infant—a child who has not yet reached his/her first birthday.

License—any license issued by the Louisiana Department of Education, Licensing Division to operate an early learning center.

License Type—the type of license applied for or held by an early learning center, which include type I, type II, and type III licenses.

Licensing Division—Louisiana Department of Education, Licensing Division.

Mandated Reporter—professionals who may work with children in the course of their professional duties and who consequently are required to report all suspected cases of child abuse and neglect. This includes any person who provides training or supervision of a child, such as a public or private school teacher, teacher’s aide, instructional aide, school principal, school staff member, social worker, probation officer, any other child care institution staff member, licensed or unlicensed day care provider, any individual who provides such services to a child, or any other person made a mandatory reporter under Children’s Code article 603 or other applicable law.

Medication—all internally and externally administered drugs, whether over-the-counter or prescribed.

Monitor—staff with specific transportation-related responsibilities that include assisting the driver in ensuring the safety of children while they ride in, board, or exit a vehicle, and during transportation emergencies.

Nighttime Care—care provided after 9 p.m. and prior to 5 a.m. in which no individual child remains for more than 24 hours in one continuous stay.

Non-Vehicular Excursion—any activity that takes place outside of the licensed area (play yard and premises), that is within a safe, reasonable, walking distance, and that does not
require transportation in a motor vehicle. This does not include walking with children to and from schools.

Notice—written notice to an early learning center is considered given:

1. when it is sent by email or fax to the email address or fax number furnished by the center on the center’s current application for licensure or renewal;
2. when it is hand-delivered to a staff member at the center; or
3. on the fifth calendar day after it was mailed to the mailing address furnished by the center on the center’s current application for licensure or renewal.

Office of Early Childhood—Louisiana Department of Education, Office of Early Childhood.


Owner or Operator—the individual who exercises ownership or control over an early learning center, whether such ownership or control is direct or indirect.

Parent—parent or custodian.

Posted—prominently displayed in a conspicuous location in an area accessible to and regularly used by parents.

Prekindergarten Programs—

1. per R.S. 17:24.8(A), the youngest age at which a child may enter prekindergarten at a local public school is four years on or before September 30 of the calendar year in which the school year begins;
2. per R.S. 17:24.8(B), the youngest age at which a child may enter prekindergarten at a BESE-approved nonpublic school is 3 years old by September 30 of the year in which the child enrolls in prekindergarten.

Premises—buildings and land upon which buildings sit, including but not limited to play yards and parking areas.

Providers—all owners, operators and directors of a center.

Related or Relative—natural or adopted child or grandchild of the caregiver or a child in legal custody of caregiver.

Rest Time—a daily period for children over age 12 months during which children are placed on mats or cots or in cribs as age appropriate.

Staff—all full-time or part-time, paid or non-paid individuals that perform services for the early learning center and have direct or indirect contact with children at the center. Staff includes the director, child care staff, and any other employees at the center such as the cook, housekeeper, driver, substitutes, secretary, bookkeeper, and foster grandparents, but does not include extra-curricular personnel, therapeutic professionals and other independent contractors.

Staff-in-Charge—the on-site staff member appointed by the director as responsible for supervising the operation of the center during the temporary absence of the director or during nighttime hours.

State Central Registry—repository within the Louisiana Department of Children and Family Services (DCFS) that identifies any individual reported to have a justified (valid) finding of abuse or neglect of a child or children by DCFS.

State Superintendent—Louisiana state superintendent of education.

Student Trainee—a student who is at least age 16 and present in the center as an educational course requirement. A student trainee shall not be left alone with children and shall not counted in the child to staff ratio.

Supervision—the function of observing, overseeing, and guiding a child or group of children, that includes awareness of and responsibility for the ongoing activity of each child and being near enough to intervene if needed. Supervision requires physical presence, accountability for care of the children, knowledge of activity requirements, and knowledge of the abilities and needs of the children.

Temporary Absence—absence for running errands, attending conferences, etc.

Therapeutic Professionals—see independent contractors.

Time-Out—technique for temporarily separating a child when inappropriate behavior has occurred, and is intended to give a child time to calm down, thereby discouraging such behavior.

Transportation—the arranging or providing of transportation of children, whether center-provided, parent-provided, or contract-provided, for any reason, including daily transportation, transportation for field trips, or transportation for any other activity that takes place away from the licensed center.

Unlicensed Operation—the operation of any early learning center at any location, without a valid current license issued by the Louisiana Department of Education, Licensing Division.

Visitor—anyone who enters an early learning center other than the parent of an enrolled child, center staff, volunteers, extracurricular personnel, therapeutic professionals and other independent contractors, and in the case of a church or school, any other routine employees, including but not limited to a pastor, principal or teacher.

Volunteer—a full or part-time non-paid staff member.

Water Activity—a water-related activity in which children are in, on, near and accessible to, or immersed in, a body of water, including but not limited to a swimming pool, wading pool, water park, river, lake, or beach.

Water Play Activity—a water-related activity in which there is no standing water, including but not limited to fountains, sprinklers, water slip-and-slides and water tables.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.31 et seq.
Chapter 3. Licensure

§301. Requirement of Licensure

A. All early learning centers shall be licensed prior to beginning operations in Louisiana.

B. A prekindergarten program operated by a public school serving children in grades kindergarten and above, and in which all children have not reached age 4 by September 30 of the current school year, shall be licensed.

C. A prekindergarten program operated by a private school serving children in grades kindergarten and above, and in which all children have not reached age 3 by September 30 of the current school year, shall be licensed.


§303. Exemptions from Licensure

A. A public or non-public day school serving children in grades kindergarten and above, including any pre-kindergarten attached thereto, except as provided in §301.B and C, is exempt from the provisions of this bulletin.

B. Camps and all care given without charge are exempt from the provisions of this bulletin.

C. A center operated by a recognized religious organization that is qualified as a tax-exempt organization under §501(c) of the Internal Revenue Code and that does not operate more than 24 hours in a continuous 7-day week shall not be considered an early learning center for purposes of this bulletin.

D. Nothing in this bulletin shall apply to children in programs licensed or operated by the Department of Health and Hospitals (DHH) or the Department of Children and Family Services (DCFS).

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.35.


§305. Operating Without a License; Penalties

A. Whoever operates any early learning center without a valid license shall be fined by the Licensing Division not less than $1,000 per day for each day of such offense.

B. If an early learning center is operating without a valid license, the Licensing Division shall file suit for injunctive relief in the district court in the parish in which the center is located to enjoin the owner or operator from continuing the violation.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.37.


§307. Types of Licenses

A. A “type I license” is the type of license issued to an early learning center that is owned or operated by a church or religious organization that is qualified as a tax exempt organization under §501(c) of the Internal Revenue Code and that receives no state or federal funds directly or indirectly from any source.

1. Grandmothering Clause. A “type I license” is also the type of license issued to any early learning center holding a “class B” license on October 1, 2014, provided the center receives no state or federal funds directly or indirectly from any source. “Class B” licenses held by other than tax exempt church or religious organizations on October 1, 2014 shall be grandfathered in as type I centers for the life of the existing license. However, if a type I license held by other than a tax exempt church or religious organization expires, is revoked, or is terminated for any reason, or if a new license is required for any reason, including but not limited to a change in location or ownership, the center shall not be eligible for a new type I license and shall apply for either a type II or type III license.

2. No early learning center holding a type I license shall directly or indirectly receive any state or federal funds from any source.

3. If an early learning center holding a type I license directly or indirectly receives any state or federal funds, its license is immediately revoked.

B. A “type II license” is the type of license issued to an early learning center that either receives no state or federal funds directly or indirectly from any source or whose only source of state or federal funds is from U.S. Department of Agriculture’s food and nutrition programs, hereinafter referred to in this bulletin as “federal food and nutrition programs.”

1. No early learning center holding a type II license shall directly or indirectly receive any state or federal funds from any source, other than those funds received solely for federal food and nutrition programs.

2. If an early learning center holding a type II license directly or indirectly receives any state or federal funds from any source, other than those received solely for food and nutrition programs, its license is immediately revoked.

C. A “type III license” is the type of license issued to an early learning center that directly or indirectly receives state or federal funds from any source other than the federal food and nutrition programs.

1. Type III early learning centers shall meet the performance and academic standards of the Early Childhood Care and Education Network regarding kindergarten readiness as determined by BESE.

D. Nothing in this Section shall prevent an early learning center otherwise qualified for a type I license to voluntarily
seek a type II or type III license, or an early learning center otherwise qualified for a type II license to voluntarily seek a type III license, provided that such early learning center meets the standards set forth for such license.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.36.


§309. Term of License

A. The Licensing Division is authorized to determine the period for which a license shall be valid. A license is valid for the period for which it is issued unless it is revoked or suspended by the Licensing Division for non-compliance with the licensing laws, regulations or minimum standards.


§311. Posting of License

A. Each early learning center shall display its current license in a prominent place at the center.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.39(D).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:620 (April 2015), effective July 1, 2015.

§313. Annual Licensure Fee

A. There shall be an annual licensure fee for each early learning center based on the licensed capacity of the center.

B. Annual Licensure Fees

<table>
<thead>
<tr>
<th>Licensed Capacity</th>
<th>Annual License Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 or fewer children</td>
<td>$25</td>
</tr>
<tr>
<td>16-50 children</td>
<td>$100</td>
</tr>
<tr>
<td>51-100 children</td>
<td>$175</td>
</tr>
<tr>
<td>101 or more children</td>
<td>$250</td>
</tr>
</tbody>
</table>

C. Pursuant to R.S. 17:407.39(G), annual licensure fees shall not apply to type I centers operated by churches or religious organizations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.39(E).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:620 (April 2015), effective July 1, 2015.

§315. Inspections

A. The Licensing Division, through its duly authorized agents, shall inspect at regular intervals not to exceed one year, and as deemed necessary by the Licensing Division and without previous notice, all early learning centers subject to the provisions of this bulletin.

B. Whenever the Licensing Division is advised or has reason to believe that any person, agency or organization is operating a non-exempt early learning center without a license, the Licensing Division shall initiate an investigation to ascertain the facts.

C. Whenever the Licensing Division is advised or has reason to believe that any person, agency or organization is operating in violation of licensing laws, regulations or minimum standards, the Licensing Division shall complete a complaint investigation. All reports of mistreatment of children coming to the attention of the Licensing Division shall be referred to the appropriate agencies, and law enforcement personnel if applicable.

D. The Licensing Division may apply for an administrative search warrant to obtain entry to an early learning center, if necessary.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.43.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:620 (April 2015), effective July 1, 2015.


A. Effective immediately, any early learning center possessing a class B license that receives no state or federal funds directly or indirectly from any source is deemed to be a type I center and its current license remains valid for the term stated on the face of the license. A new license shall be issued upon renewal of the existing license.

B. Effective immediately, any early learning center possessing a class A or class B license that either receives no state or federal funds directly or indirectly from any source or whose only source of state or federal funds is from federal food and nutrition programs is deemed a type II center and its current license remains valid for the term stated on the face of the license. A new license shall be issued upon renewal of the existing license.

C. Effective immediately, any early learning possessing a class A or class B license that receives state or federal funds directly or indirectly from any other than the federal food and nutrition programs is deemed a type III center and its current license remains valid for the term stated on the face of the license. A new license shall be issued upon renewal of the existing license.

D. Nothing in this Section shall prevent an early learning center otherwise qualified for a type I license from voluntarily seeking a type II or type III license, or an early learning center otherwise qualified for a type II license from voluntarily seeking a type III license, provided that such center meets the standards set forth for such licenses.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:620 (April 2015), effective July 1, 2015.

§319. Waivers

A. The state superintendent, pursuant to authority delegated by BESE, may, in specific instances, waive compliance with a minimum standard or regulation if it is determined that the economic impact is sufficiently great to
make compliance impractical, as long as the health and well-being of staff and children are not imperiled. If it is determined that the center or agency is meeting or exceeding the intent of the standard or regulation, the standard or regulation may be deemed to be met.

B. Minimum licensing standards shall not be waived unless the state superintendent determines, upon clear and convincing evidence, that the demonstrated economic impact is sufficiently great to make compliance impractical for the center despite diligent efforts, and alternative means have been put in place that ensure the health, safety, and well-being of children and staff.

C. An application for a waiver shall be submitted in writing to the Licensing Division using the request for waiver form.

D. Any waiver is issued at the discretion of the state superintendent and may be revoked by the state superintendent at any time, either upon violation of any condition attached to it or upon the determination of the state superintendent that continuance of the waiver is no longer in the best interest of children in care.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.40(D).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:620 (April 2015), effective July 1, 2015.

§503. Individuals and Entities as Owners for Licensing Purposes

A. Individuals by organizational type who are considered owners for licensing purposes:

1. individuals—individual and spouse, unless the business is the separate property of the licensee acquired before his or her marriage, acquired through a judicial separation of property agreement or acquired via a judicial termination of the community of aquets and gains;

2. partnerships—all limited or general partners and managers, including but not limited to all persons registered as limited or general partners in the Secretary of State’s Corporations Division;

3. head start centers—individual responsible for supervising center directors;

4. church-owned, government entity, or university-owned—any clergy member or board member that is present in the early learning center during the hours of operation or when children are present. Clergy or board members not present in the early learning center shall complete a statement attesting to such;

5. corporations (includes limited liability companies)—

a. any person who has 25 percent or greater share in the ownership or management of the business; or

b. any person who has less than a 25 percent share in the ownership or management of the business and meets one or more of the following criteria:

i. has unsupervised access to the children in care at the center;

ii. is present in the center during hours of operation;

iii. makes decisions regarding the day-to-day operations of the center;

iv. hires or fires staff including the director; or

v. oversees staff or conducts personnel evaluations of the staff.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:621 (April 2015), effective July 1, 2015.

§505. Prohibitions

A. Criminal Offenses. No person who has been convicted of, or pled guilty or nolo contendere to any offense listed in R.S. 15:587.1(C), shall directly or indirectly own, operate, or participate in the governance of an early learning center.
B. Crimes of Fraud. In addition, neither an owner, nor a director, nor a director designee shall have been convicted of, or pled guilty or nolo contendere to any of the following crimes of fraud: 18 U.S.C. 287, 18 U.S.C. 1341, R.S. 14:67.11, R.S. 14:68.2, R.S. 14:70, R.S. 14:70.1, R.S. 14:70.4, R.S. 14:70.5, R.S. 14:70.7, R.S. 14:70.8, R.S. 14:71, R.S. 14:71.1, R.S. 14:71.3, R.S. 14:72, R.S. 14:72.1, R.S. 14:72.1.1, R.S. 14:72.4, R.S. 14:72.5, R.S. 14:73.5, and R.S. 14:133.

C. State Central Registry in DCFS. No individual whose name is recorded on the state central registry within DCFS as a perpetrator for a justified (valid) finding of abuse or neglect of a child pursuant to R.S. 46:1414.1 shall directly or indirectly own, operate, or participate in the governance of an early learning center, unless the individual has a current determination from DCFS indicating that he or she does not pose a risk to children.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.42.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:621 (April 2015), effective July 1, 2015.

§507. Criminal Background Checks for Owners

A. All owners of an early learning center shall provide the center documentation of a satisfactory fingerprint based criminal background check (CBC) or provide the center information, signatures and fingerprints necessary for the center to obtain a CBC. A copy of a CBC shall be submitted for each owner with an initial application for licensure and the center shall have copies of said documentation on-site at all times and available for inspection upon request by the Licensing Division.

1. CBC from Bureau. An early learning center may request a CBC from the Louisiana Bureau of Criminal Identification and Information (bureau) for any owner by submitting a request to the bureau that shall be made on a form prepared by the bureau, signed by a responsible officer or official of the center, and include a statement signed by the person about whom the request is being made giving permission for such information to be released and the person’s fingerprints in a form acceptable to the bureau.

2. Certified Copy of Individual’s CBC. An owner of a center may provide a certified copy of his/her CBC obtained from the bureau to the center, and it shall be accepted for a period of one year from the date of issuance by the bureau. Prior to the one year expiration of an owner provided certified CBC, a new satisfactory fingerprint based CBC shall be obtained by the center or the person is no longer eligible to own, operate, or participate in the governance of the center.

3. Affidavits for Specified Owners. If a person owns less than a 25 percent share in the ownership or management of an early learning center and does not meet one or more of the criteria listed in §503.A.5.b, said owner may submit a signed, notarized affidavit to the center in lieu of providing a CBC. The affidavit shall acknowledge that the individual has less than a 25 percent share in the ownership or management of the early learning center and does not meet any of the criteria listed in §503.A.5.b.

B. New members and owners that are to be added to a partnership, church, corporation, limited liability company or governmental entity, where such change does not constitute a change in ownership for licensing purposes, shall provide the center with documentation of a satisfactory CBC in the same manner as original owners and members.

C. A CBC is satisfactory for purposes of this Bulletin if it shows no arrests for any enumerated offense, or if an arrest is shown on the CBC for any excludable offense, the CBC or documentation from the jurisdiction of arrest affirmatively shows that the charges were disposed of without a conviction. A plea of guilty or nolo contendere shall be deemed to be a conviction.

D. If a CBC shows that any owner, operator or other participant in the governance of the center has been convicted of or pled guilty or nolo contendere of any enumerated offense under R.S. 15:587.1(C), or those crimes of fraud listed in §505.B, the center, upon receipt of the result, shall submit the information to the Licensing Division within 24 hours or no later than the next business day, whichever is sooner.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.42.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:621 (April 2015), effective July 1, 2015.

§509. State Central Registry Disclosure Forms for Owners

A. An early learning center shall obtain a copy of a completed state central registry disclosure form indicating no justified (valid) finding of abuse or neglect, or a current finding by the DCFS indicating that the individual does not pose a risk to children, for each owner with its initial application for a license, and the center shall have said documentation on-site at all times and available for inspection upon request by the Licensing Division.

B. All owners of an early learning center shall report on the state central registry disclosure form prior to being on the premises of the center, and shall update the report annually, and at any time upon request by the Licensing Division, whether or not the individual’s name is currently recorded on the state central registry for a justified finding of abuse or neglect, or shall submit a current finding by the DCFS indicating that the individual does not pose a risk to children.

C. Any state central registry disclosure form that is maintained by an early learning center is subject to the confidentiality provisions of R.S. 46:56(F) pertaining to investigations of abuse and neglect.

D. New members and owners to be added to a partnership, church, corporation, limited liability corporation or governmental entity, where such change does not constitute a change in ownership for licensing purposes, shall provide a completed state central registry disclosure
form or a current finding by the DCFS indicating that the individual does not pose a risk to children in the same manner as original owners and members.

E. Within 24 hours or no later than the next business day, whichever is shorter, of current owners receiving notice of a justified (valid) finding of child abuse and/or neglect against them, an updated state central registry disclosure form shall be completed by the owner and submitted to Licensing Division.

1. The owner shall request a risk evaluation assessment from DCFS in accordance with LAC 67:1.305 within 10 calendar days from completion of the state central registry disclosure form or the license shall be revoked.

2. Immediately upon the knowledge that a justified (valid) finding has been issued by DCFS, the owner, at any and all times when he/she is in the presence of a child or children, shall be directly supervised by a paid staff (employee) of the center. Under no circumstances may an owner with a justified finding be left alone and unsupervised with a child or children pending the determination by DCFS that the owner does not pose a risk to children.

3. Any owner with a justified (valid) finding of abuse and/or neglect on the state central registry must submit, together with the disclosure form required above either:
   a. a written, signed, and dated statement to Licensing Division acknowledging that they are aware of the supervision requirements and understand that under no circumstances are they to be left alone and unsupervised with a child and that they shall be directly supervised by a paid staff (employee) of the center; or
   b. a written, signed, and dated statement to Licensing Division that he/she will not be on the premises of the center at any time when a child is present nor during the center’s hours of operation.

4. If DCFS determines that the owner poses a risk to children, the center shall no longer be eligible for licensure and an existing license shall be revoked.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.41.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:622 (April 2015), effective July 1, 2015.

Chapter 7. Licensing Process and Procedures

§701. Initial Application Process

A. Forms. Applications for licensure of new early learning centers shall be made to the Licensing Division on forms furnished by the Licensing Division. See the Department of Education’s website for current forms and for directions as to how and where applications for licensure may be submitted.

B. Each center shall provide a current email address to the Licensing Division on its initial application for licensure. The center shall maintain a current email address and notify the Licensing Division immediately upon a change in such email address by submitting a change of email address form to amend the existing licensing application. All communication from the Licensing Division shall be sent via email to the most recent email address provided to the Licensing Division on the center’s current application for licensure or renewal.

C. Initial Licensing Packet. After the center’s location has been established, a completed initial licensing packet shall be submitted to the Licensing Division.

D. Review of Licensing Packet

1. If a submitted application is incomplete, the Licensing Division shall notify the applicant of the missing information.
   a. The applicant shall have 21 calendar days from receipt of notification to submit the additional information.
   b. If the Licensing Division does not receive the additional information within 14 calendar days of notification, the application shall be closed and the application fee shall be forfeited.
   c. Once an application has been closed, an applicant still interested in obtaining a license must submit a new application and application fee.

2. If the application is complete, the Licensing Division will notify the applicant and will request the Office of State Fire Marshall, city fire (if applicable), Office of Public Health, and Office of Early Childhood to make an inspection of the center, as per their standards. However, it is the applicant’s responsibility to obtain these inspections and approvals.
   a. Upon receipt of notification that an application is complete, the applicant has 45 calendar days in which to coordinate an on-site inspection of the center by the Licensing Division.
   b. If the applicant fails to coordinate the inspection within 45 calendar days, the application shall be closed and the application fee shall be forfeited.
   c. Once an application has been closed, an applicant still interested in obtaining a license must submit a new application and application fee.

E. Initial Licensure. A license shall be issued on a completed initial application when the following items have been met and written verification has been received by the Licensing Division:

1. Office of State Fire Marshal approval;
2. Office of Public Health approval;
3. city fire approval, if applicable;
4. zoning approval, if applicable;
5. Office of Early Childhood approval, if type III center;
6. full licensure fee paid.
7. licensure inspection verifying compliance with all minimum standards;

8. satisfactory criminal background check for all owners, operators, and staff; and

9. completed state central registry disclosure forms for all owners, operators, and staff indicating no justified (valid) finding of abuse and/or neglect, or documentation from DCFS indicating that the owner, operator, or staff person does not pose a risk to children.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.39.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:622 (April 2015), effective July 1, 2015.

§703. Initial Inspection Process

A. An initial licensing inspection, including a measurement of the indoor and outdoor enclosed space, shall be conducted at the center to assure compliance with all licensing laws, regulations and minimum standards.

1. If the center is in operation in violation of the law, the initial licensing inspection shall not be conducted, the application shall be denied and the Licensing Division shall pursue appropriate legal remedies.

2. If the initial inspection indicates that an early learning center is in compliance with all licensing laws, regulations and minimum standards, the Licensing Division may issue a license.

3. If an initial inspection indicates that an early learning center is in compliance with all minimum standards, the following, the center will be allowed 90 calendar days from receipt of the initial completed application to submit documentation of compliance with the following, and the application may be denied if the information is not received within the 90 calendar days:
   a. Office of State Fire Marshal approval;
   b. city fire approval, if applicable;
   c. Office of Public Health approval;
   d. Office of Early Childhood approval, if type III center;
   e. documentation of a satisfactory fingerprint based criminal background check for all staff not previously provided; and
   f. documentation of a completed state central registry disclosure form noting indicating no justified (valid) finding of abuse and/or neglect of a child or a finding from DCFS that the person does not pose a risk to children for all staff not previously provided.

B. Once it has been determined that a center is in compliance with all licensing laws, regulations and minimum standards, the Licensing Division shall notify the center of its total licensure fee based on its capacity.

1. The $25 application fee shall be applied towards the total licensure fee.

2. The total licensure fee shall be due prior to the issuance of a license, and no later than 90 calendar days from receipt of the initial completed application packet.

3. Pursuant to R.S. 17:407.39(G), the annual licensure fee shall not apply to type I centers owned or operated by churches or religious organizations.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.39.


§705. Access

A. An early learning center shall allow the Licensing Division staff access to the center, the children, and all files and records at any time during any hours of operation or any time a child is present.

B. Licensing Division staff shall be allowed to interview any center staff person deemed necessary by the Licensing Division.

C. Licensing Division staff shall be admitted into a center immediately and without delay and shall be given free access to all areas of a center, including its grounds.

D. If any portion of a center is set aside for private use by an owner of the center, Licensing Division staff shall be permitted to verify that no children are present in that portion of the center and that such private areas are inaccessible to children.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.43.


§707. Fees

A. All fees shall be paid by money order, certified check, government check, or electronic payment where available, and are non-refundable. Payments shall be made to the Louisiana Department of Education, Licensing Division.

1. Administrative Fees

   a. An administrative fee of $25 shall be submitted with each application for initial licensure. This fee shall be applied toward the total licensure fee, which is due prior to the issuance of an initial license, if applicable.

   b. An administrative fee of $25 shall be submitted for any change that requires the issuance of a new license or the reissuance of a current license outside of the regular renewal of the license. Some examples include changes in capacity, name, age range, and transportation.

   c. An administrative fee of $5 is required to issue a duplicate license with no changes.

   d. All early learning centers are required to pay administrative fees.
2. Annual Licensure Fees
   a. The full licensure fee based on licensed capacity, as provided in §313, shall be submitted prior to the issuance of an initial license and shall be submitted with all renewal applications.
   b. The full licensure fee based on licensed capacity shall be submitted with an application for a change of ownership, location or type of license.
   

   HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:624 (April 2015), effective July 1, 2015.

§709. Validity of Licenses
   A. A license shall apply only to the location stated on the license and shall not transfer from one location to another or from one owner to another.
   B. If the location or owner of an early learning center changes, the license becomes null and void.
   C. When a business is sold, discontinued, the operation has moved to a new location, or the license has been revoked, the current license immediately becomes null and void.
   D. A new application shall not be processed if an application or license is currently on file with the Licensing Division for the same location, with the exception of a change of ownership application.
   E. Two licenses shall not be issued simultaneously for the same physical address.
   F. All early learning care and education provided at a physical address shall be included under one license.
   G. If an early learning center operates summer and/or holiday camps at the location, such care shall be included under a single license for the location.
   H. All new construction or renovation of a center requires approval from the Office of State Fire Marshal, the Office of Public Health and the Licensing Division prior to occupying the new or renovated space.
   
   AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.39(C) and R.S. 17:407.40.

   HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:624 (April 2015), effective July 1, 2015.

§711. Renewal Applications
   A. A license must be renewed by the last day of the month in which the current license expires.
   B. An application for renewal of a license shall be submitted to the Licensing Division on a form furnished by the Licensing Division.
   C. Each center is solely responsible for obtaining the form to apply for renewal of a license and timely applying for renewal. Notice of time for renewal shall not be sent by the Licensing Division.
   D. Renewal applications should be submitted prior to the first day of the month in which the current license expires.
   E. If a complete renewal application, including the total annual licensure fee and all required documentation, is not received by or postmarked by the last day of the month in which the license expires, the license expires and shall not be renewed.
   F. If a license expires, the early learning center shall cease operation by close of business on the expiration date stated on the license. An application for a new license shall be required if the owner desires to resume operations at the center.
   

   HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:624 (April 2015), effective July 1, 2015.

§713. Renewal and Other Inspection Procedures
   A. Annual inspections and current approvals by the Office of Public Health, Office of State Fire Marshal, city fire (if applicable), Office of Early Childhood (if type III center) and the Licensing Division shall be required before the expiration of an existing license.
      1. Required approvals from these agencies may be extended by such authorized agencies through written communication with the center or the Licensing Division.
      2. A renewal inspection by the Licensing Division is similar to the initial licensing inspection.
   a. Documentation of the previous 12 months of activities at a center shall be available for review during renewal and other inspections.
   B. After initial licensure, inspections shall be conducted as deemed necessary by the Licensing Division at regular intervals not to exceed one year, and without notice to the early learning center.
   C. The director shall have an opportunity to review inspection deficiencies (if any) in consultation with Licensing Division staff.
      1. If the director is not present at the center or is unable or unwilling to review the inspection deficiencies, the Licensing Division staff shall review with any staff at the center.
      2. If Licensing Division staff is unable to conduct such a review due to the absence or refusal of staff to participate, the licensing staff shall leave a copy of the deficiencies at the center, and this shall constitute notice of the deficiencies to the center and its owners and director.
   
   AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.40.

   HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:624 (April 2015), effective July 1, 2015.
Chapter 9. Changes Requiring a New License

§901. Change in Location

A. Change in Location. When a center changes location, it is considered a new operation, and a new application and fee for licensure must be submitted and a new license obtained, prior to opening at the new location.

B. Temporary Change in Location

1. If a currently licensed center closes for reasons, including but not limited to fire on the premises or structural damages to the center, and the children are relocated to a temporary location until repairs have been made, it is considered a new operation and a new license is required prior to opening at the new temporary location.

2. The license at the existing location shall not transfer to the temporary location. The existing license shall be closed on the last day care was provided at that location.

3. Any change of location, however temporary, renders the license for the existing center null and void.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:625 (April 2015), effective July 1, 2015.

§903. Change of Ownership

A. When a center changes ownership, the current license is not transferable.

B. Prior to the ownership change, the new owner shall submit a new application and fee for licensure and obtain a new license.

C. Any of the following constitute a change of ownership:

1. change in federal tax ID number;
2. change in state tax ID number;
3. change in profit status;
4. any transfer of the center from an individual or juridical entity to any other individual or juridical entity;
5. termination of child care services by one owner and beginning of services by a different owner without a break in services to children; and
6. addition of an individual to the existing ownership on file with the Licensing Division.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:625 (April 2015), effective July 1, 2015.

§905. Change in License Type

A. Any early learning center holding a type III license that intends to change its license type at any time during the following calendar year shall notify the Licensing Division of its intent to change license type no later than December first of the preceding year.

B. When a center changes license type, the following information shall be submitted to the Licensing Division prior to the issuance of a new license:

1. written request from the center;
2. full licensure fee; and
3. verification of compliance with current early learning center regulations.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:625 (April 2015), effective July 1, 2015.

§907. Notification of Temporary or Permanent Closure

A. A center shall notify the Licensing Division in writing of a temporary closure (closure of more than 14 calendar days, but less than 30 calendar days) within one day of closure of the center.

B. The provider shall notify the Licensing Division in writing of a permanent closure of center (closure of more than 30 calendar days) within seven calendar days of closure of the center.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:625 (April 2015), effective July 1, 2015.

Chapter 11. Operating Violations and Incidents; Fines; Appeals

§1101. Non-Critical Operating Violations

A. When non-critical violations are identified during an on-site inspection, the Licensing Division may allow the center an opportunity to immediately remedy the violation or deficiency, if the Licensing Division determines that allowing such remedy does not endanger the health, safety, or well-being of any child. The Licensing Division may consider the remedy as acceptable corrective action.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:625 (April 2015), effective July 1, 2015.

§1103. Critical Incidents and Required Notifications

A. An early learning center shall make immediate notification to emergency personnel, law enforcement as applicable, and other appropriate agencies for the following types of critical incidents involving children in care:

1. death;
2. serious injury or illness that required medical attention;
3. reportable infectious diseases and conditions listed in LAC 51.II.105; and

4. any other significant event relating to the health, safety, or well-being of any child, including but not limited to a lost child, an emergency situation, fire or other structural damage, or closure of the center.

B. The parent shall be contacted immediately following any immediate notifications made under Subsection A.

C. The Licensing Division and other appropriate agencies shall be notified via email within 24 hours of the incident.

D. The Licensing Division shall be notified by written report within 24 hours of the incident or the next business day. This written notification shall be made on the Licensing Division’s critical incidents report form and shall contain all information requested on the form.

E. Reporting deadlines may be adjusted in the event of a natural catastrophe and/or disaster, as determined by the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.40.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:625 (April 2015), effective July 1, 2015.

§1105. Identified Critical Violations and Fines

A. For violations related to the following critical licensing standards, when such violation does not pose an imminent threat to the health, safety, rights, or welfare of a child, the Licensing Division may issue a written warning in lieu of revoking or refusing to renew the license:

1. supervision (§1713);
2. criminal history records check (§507, §1703);
3. state central registry disclosure (§509, §1705);
4. child to staff ratios (§1711);
5. motor vehicle passenger checks (§2107); and
6. failure to report critical incidents (§1103).

B. Where such a violation does not result in the revocation of or refusal to renew a license, the Licensing Division shall issue a written warning in lieu of revoking or refusing to renew the license:

1. a corrective action plan (CAP) that outlines the required actions which shall be implemented or completed immediately; and

2. notice that failure to timely take the required action may result in the assessment of a civil fine or the revocation of or refusal to renew the license, or both.

C. Second Violation or Deficiency. If the CAP is not timely implemented or if a second violation related to the same standard occurs within a 24-month period, and does not result in the revocation of or refusal to renew a license, the Licensing Division shall issue a written notice of violation that:

1. may include the requirement to take additional corrective action; and

2. may include the assessment of a civil fine of up to $250 per day for each day of the violation, not to exceed $2,000 within a consecutive 12-month period; and

   a. the factors to be used in determining the type of sanction imposed include the severity of the risk, actual harm and mitigating circumstances, failure to implement a corrective action plan, history of noncompliance, continuing and repeat deficiencies, good-faith effort to comply and any other relevant factors;

3. shall include notice of the right to request departmental reconsideration if a civil fine/sanction is assessed; and that failure to request departmental consideration shall result in the loss of any further right to appeal the civil fine/sanction.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.46.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:626 (April 2015), effective July 1, 2015.

§1107. Departmental Reconsideration of Assessment of Fine

A. A request for departmental reconsideration of an assessment of fine for a violation of the licensing standards listed in §1105.A must be received by the Licensing Division within 10 calendar days of the center’s receipt of a written notice of assessment of fine.

B. If a request for departmental reconsideration is not timely received by the Licensing Division, the center shall not have any further right to appeal the assessment of fine.

C. A request for departmental reconsideration shall:

1. include a copy of the original assessment of fine;

2. provide any new information, if applicable; and

3. provide specific reasons as to why the Licensing Division should reconsider the assessment of fine.

D. The Licensing Division shall provide notice to a center in writing of its decision after reconsidering the assessment of fine.

E. If the Licensing Division determines that the assessment of fine is justified, the Licensing Division shall provide the center with written notice of the decision that includes notice of the center’s right to request an appeal to the Division of Administrative Law (DAL) within 15 calendar days of receipt of said notice and the procedures for requesting an appeal.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.46.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:626 (April 2015), effective July 1, 2015.
§1109. Administrative Appeal of Assessment of Fine

A. A written request for an appeal to the Division of Administrative Law (DAL) of a civil fine for a violation of the licensing standards listed in §1105.A must be received by the Licensing Division within 15 calendar days of the center’s receipt of notice of the Licensing Division’s decision upon reconsideration.

B. The written request for an appeal to the DAL shall include:
   1. a copy of the original assessment of fine;
   2. a copy of the decision from the Licensing Division upon reconsideration; and
   3. the specific reasons the center believes the decision of the Licensing Division was reached in error.

C. The Licensing Division shall notify the DAL of an appeal request within 10 calendar days of receipt of the request.

D. The DAL shall conduct a hearing in the matter in accordance with R.S. 17:407.46 and the Administrative Procedure Act found at R.S. 49:950 et seq.

E. The appeal shall be suspensive.

F. During the pendency of an appeal, the center may continue to receive funding for services provided to those eligible children as determined by the department.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.46.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:626 (April 2015), effective July 1, 2015.

§1111. Payment of Fines

A. Fines for violations of critical licensing standards listed in §1105.A are due within 30 calendar days of receipt of written notice of assessment of fines, unless the center timely submits a request for departmental reconsideration.

B. If the Licensing Division notifies a center that its decision upon reconsideration is that the original decision is justified, the fine remains due within 30 calendar days of the original notice of assessment of fines or within 14 calendar days of notice of the decision upon reconsideration, whichever is later, unless the center timely submits a request for an administrative appeal to the Licensing Division.

C. If the department timely receives a request for an administrative appeal for an assessment of fines based on a violation of the critical licensing standards listed in §1105.A and said assessment is affirmed by the DAL, the fine shall be due and payable within 30 calendar days of receipt of notice of the decision by the DAL, unless the center timely seeks judicial review of the administrative decision.

D. If a center timely seeks judicial review of the administrative decision, and judicial review is denied or dismissed, the fines shall be due and payable within 30 calendar days of the denial or dismissal.

E. If a center does not timely pay a fine for a violation of the critical licensing standards listed in §1105.A:
   1. its license may be immediately revoked;
   2. the Licensing Division shall refer uncollected fines to the Office of the Attorney General for collection, and the organization owing the fine shall be assessed, and shall be required to pay, the additional collection fee assessed by the Office of the Attorney General;
   3. interest shall begin to accrue on a fine at the current judicial rate on the day following the day the fine becomes due and payable.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.46.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:626 (April 2015), effective July 1, 2015.

Chapter 13. Denial, Revocation or Non-Renewal of License

§1301. Reasons for Denial, Revocation or Refusal to Renew

A. The following is an illustrative, but not exclusive, list of reasons that an application for licensure may be denied or a license may be revoked or renewal refused:
   1. violation of any provision of R.S. 17:407.31 et seq.;
   2. violation of any rules and regulations in this bulletin;
   3. failure to meet any minimum standards in this bulletin;
   4. failure to take steps or actions reasonably necessary to ensure the health and safety and well-being of children in care;
   5. failure to timely comply with a corrective action plan approved by the Licensing Division;
   6. failure to obtain approval of any agency whose approval is required for licensure;
   7. failure to report a known or suspected incident of abuse or neglect to child welfare authorities;
   8. denial of center access to Licensing Division staff or failure or refusal to cooperate with Licensing Division staff in the performance of official duties;
   9. history of non-compliance with licensing laws, rules, or minimum standards;
   10. nonpayment of licensure fee;
   11. failure to submit application for renewal prior to the expiration of the license;
   12. if the owner or director is not reputable;
   13. if the owner, director, or a staff member is unsuited for the care of children in the center;
14. any validated instance of corporal punishment, physical punishment, cruel, severe, or unusual punishment, or physical or sexual abuse or neglect, if the owner is responsible or if the employee who is responsible remains in the employment of the center;

15. any act of fraud, such as the submission of false or altered documents or information; and

16. the center is closed and there are no plans for immediate reopening and no means of verifying compliance with licensing laws, regulations and minimum standards.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.44.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:627 (April 2015), effective July 1, 2015.

§1303. Notice of Denial, Revocation or Refusal to Renew

A. The Licensing Division shall provide written notice to a center of its reasons for the denial of an application for licensure or the revocation of or refusal to renew a license and of the right to appeal the decision to the Division of Administrative Law (DAL).

B. The denial, revocation or refusal to renew shall be effective on the last day for applying to appeal the action, if the action is not appealed.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.44.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:627 (April 2015), effective July 1, 2015.

§1305. Posting of Notice of Revocation

A. The Licensing Division shall prominently post notice of a revocation action at each public entrance of the center throughout the pendency of any appeals of the revocation.

B. Such notice of revocation shall remain posted and visible to parents of children at the center throughout the pendency of any appeals of the revocation.

C. The center shall not permit the destruction or removal of a notice of revocation action and shall ensure that the notice continues to be visible to any person entering the center throughout the pendency of any appeals.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.44.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:627 (April 2015), effective July 1, 2015.

§1307. Appeal of Denial, Revocation or Refusal to Renew

A. A center has 30 calendar days to request an appeal of the denial of its application for licensure and 15 calendar days to request an appeal of the revocation of or the refusal to renew its license.

B. The Licensing Division must receive a written request for an appeal within 30 calendar days of the center’s receipt of notice of the denial of its application and within 15 calendar days of the center’s receipt of notice of revocation of or refusal to renew its license.

C. A center may continue to operate during the appeals process, as provided by the Administrative Procedure Act found at R.S. 49:95 et seq.

D. A request for an appeal submitted to the Licensing Division shall include:

1. a copy of the written reasons for denial, revocation or refusal to renew; and

2. written identification of specific areas of the decision believed to be erroneous and/or specific reasons the decision is believed to have been reached in error.

E. The Licensing Division shall notify the Division of Administrative Law (DAL) within 10 calendar of receipt of a timely request for an appeal of the denial of an application or the revocation of or refusal to renew a license.

F. The DAL shall hold a hearing no later than 30 calendar days after receipt of such notice, with an administrative ruling provided to the center no later than 15 calendar days from the date of the hearing for revocation or refusal to renew a license, or within 30 calendar days from the date of a hearing for the denial of a license.

G. If the DAL affirms the decision of the Licensing Division, or if the appeal is dismissed, the center shall terminate operations immediately.

H. The Licensing Division shall have the right to seek judicial review of any final decision or order rendered by the DAL in any appeal hearing arising under this Chapter.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.45.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:627 (April 2015), effective July 1, 2015.

§1309. Disqualification Period Following Revocation or Refusal to Renew

A. If a license is revoked or renewal is refused due to failure to comply with licensing laws, regulations or minimum standards, or if a license is surrendered to avoid such adverse action, a center shall not be qualified to submit a new application for licensure for a minimum disqualification period of 24 months.

B. The minimum disqualification period shall begin on the later of:

1. the effective date of revocation, refusal to renew, or surrender to avoid adverse action; or
2. the day after all appeal rights have been exhausted.

C. Any unlicensed operation during the disqualification period shall interrupt running of the 24-month prescriptive period until the Licensing Division has verification that the unlicensed operations have ceased.
D. Any pending application by the same center shall be treated as an application for a new center for purposes of this Section and may be denied and subject to the disqualification period.

E. If the owner of a center has multiple licensed early learning centers and the license of one center is revoked, renewal is refused, or the license is surrendered to avoid adverse action, a capacity increase may be denied at any of the other existing licensed centers for the minimum disqualification period.

F. If the owner of a center has multiple licensed early learning centers, and a license is revoked, renewal is refused, or the license is surrendered to avoid adverse action for one center due to the actions on the part of the owner or a director who is responsible for more than one center, the licenses at all locations may be reviewed for possible revocation or refusal to renew.

G. If an applicant has a history of non-compliance with licensing laws, regulations or minimum standards, including but not limited operating without a license, or has been denied one or more previous applications for licensure, the Licensing Division may refuse to accept a subsequent application from the applicant for the minimum disqualification period after the effective date of the most recent adverse action.

H. An application for a new license for a center whose license has been revoked or renewal has been refused, or whose license has been surrendered to avoid adverse action, may be denied if the applicant is an affiliate of the center.

1. Affiliate for purposes of this Section means:
   a. each partner or member of a partnership or limited liability company;
   b. each officer, director and stockholder of a corporation;
   c. and with respect to a natural person:
      i. that person and any individual related by blood, marriage or adoption within the third degree of kinship to that person;
      ii. any partnership, together with any or all of its partners, in which that person is a partner; and
      iii. any corporation in which that person is an officer, director or stockholder, or directly or indirectly holds a controlling interest;
   d. with respect to any of the above, any mandator, agent or representative, or any other natural or juridical person acting at the direction or on behalf of the licensee or applicant; and
   e. the director of any such early learning center.

I. If a license is revoked due solely to the disapproval from any agency whose approval is required for licensure, the disqualification period may be partially or totally waived at the discretion of the Licensing Division.

   1. The Licensing Division may accept a subsequent application for a license that shall be reviewed by the Licensing Division prior to a decision being made to grant a license.

   2. The Licensing Division reserves the right to determine, at its sole discretion, whether to issue any subsequent license.

J. If an application for a license has been denied or a license revoked, renewal refused or the license surrendered to avoid adverse action, any owner, officer, member, manager, director or administrator of such licensee shall be prohibited from owning, managing, directing or operating another licensed center for a disqualification period of not less than 24 months from the date of the final disposition of the most recent adverse action.

   1. The lapse of 24 months shall not automatically restore eligibility to a person disqualified under this Subsection.

   2. The Licensing Division, at its sole discretion, may determine if a longer period of disqualification is warranted based upon the facts of each case.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:628 (April 2015), effective July 1, 2015.

§1311. Licensure Process Following Disqualification Period

A. Only centers and affiliates that have completed the 24-month disqualification period and/or other disqualification sanctions imposed by the Licensing Division, may apply for a new license in accordance with this bulletin.

B. Any application for a new license submitted after the minimum disqualification period shall be reviewed by the Licensing Division for any unresolved matters pertaining to the disqualification prior to making a determination to grant a license. The right to deny a subsequent application for licensure rests solely in the discretion of the Licensing Division.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:628 (April 2015), effective July 1, 2015.

Chapter 15. Minimum General Requirements and Standards

§1501. Operations

A. A center shall operate within the licensed capacity, age range, hours of operation and other specific services designated on its license.
§1503. General Liability Insurance Policy

A. A center shall maintain in force at all times current commercial liability insurance for the operation of the center to ensure medical coverage for children in the event of accident or injury.

B. A center is responsible for payment of medical expenses of a child injured while in the center's care.

C. Documentation of commercial liability insurance shall consist of the insurance policy or current binder that includes the name of the early learning center, physical address of the center, name of the insurance company, policy number, period of coverage and explanation of the coverage.

D. Parents shall not be required to waive the center's responsibility.

E. Parents may elect to use their own insurance.

§1505. Visitors

A. Any visitor, as defined in §103, to the center shall be accompanied by an adult staff person at all times.

§1507. Daily Attendance Records

A. Children. A daily attendance record for children shall be maintained that shall:

1. include the child's first and last name, arrival and departure times, and first and last name of person or entity to whom the child is released;
2. accurately reflect children on the center premises at any given time; and
3. be used to sign in and out if a child leaves and returns to the center during the day.

B. Staff and Owners. A daily attendance record for all staff members and owners shall be maintained that shall:

1. include the first and last name of the staff member or owner and arrival and departure times;
2. accurately reflect the staff members and owners on the center premises at any given time; and
3. be used to document staff members and owners who leave and return to the center during the day.

C. Independent Contractors. A daily attendance record for all extracurricular personnel, therapeutic professionals and other independent contractors, to include the first and last name, date of visit, arrival and departure times, and purpose of the visit.

D. Student Trainees. A daily attendance record for all student trainees to include the student's first and last name, school affiliation and date and arrival and departure times.

E. Visitors. A daily attendance record for all visitors to include the name, date of visit, arrival and departure times, and the purpose of the visit.

F. Daily attendance records shall be maintained for three years.

§1509. Policies

A. An early learning center shall establish in writing and implement the following policies and minimum provisions of such policies:

1. child abuse and neglect policy:
   a. as mandated reporters, all staff and owners shall report any suspected abuse or neglect of a child to the Louisiana Child Protection Statewide Hotline (855) 4LA-KIDS [(855) 452-5437];
   b. an early learning center shall not delay the reporting of suspected abuse or neglect to the Child Protection Statewide Hotline in order to conduct an internal investigation to verify the abuse or neglect allegations; and
   c. an early learning center shall not require staff to report suspected abuse or neglect to the center or management prior to reporting it to the Child Protection Statewide Hotline in order to conduct an internal investigation to verify the abuse or neglect allegations; and

2. non-discrimination policy that prohibits discrimination on the basis of race, color, creed, sex, national origin, handicap, ancestry or whether a child is being breastfed;

3. admissions policy that includes admission criteria;

4. disclosure of information policy that provides notice to parents of the licensing authority of the Licensing Division and the availability of licensing surveys/inspections, regulations and information regarding early learning centers from the Department of Education’s website;

5. complaint policy:
   a. parents shall be advised of the licensing authority of the Licensing Division along with the current telephone number and email address. Parents shall also be advised that they may call or write the Licensing Division should they have significant, unresolved licensing complaints;
6. parental access policy:
   a. parents shall be allowed to visit the center anytime during its regular hours of operation and when children are present;

7. parental involvement policy:
   a. parents shall be offered a minimum of two opportunities for involvement each year, which may include but are not limited to, an open house, parent education session, parent and staff conference, family pot luck dinner, holiday party or parent or grandparent’s day;

8. behavior management policy:
   a. each center shall develop and implement a written behavior management policy describing the methods of behavior guidance and management that shall be used at the center;
   b. the behavior management policy shall prohibit children from being subject to any of the following:
      i. physical or corporal punishment which includes but is not limited to yelling, slapping, spanking, yanking, shaking, pinching, exposure to extreme temperatures or other measures producing physical pain, putting anything in the mouth of a child, requiring a child to exercise, or placing a child in an uncomfortable position;
      ii. verbal abuse, which includes but is not limited to using offensive or profane language, telling a child to “shut up”, or making derogatory remarks about children or family members of children in the presence of children;
      iii. the threat of a prohibited action even if there is no intent to follow through with the threat;
      iv. being disciplined by another child;
      v. being bullied by another child;
      vi. being deprived of food or beverages;
      vii. being restrained by devices such as high chairs or feeding tables for disciplinary purposes; and
      viii. having active play time withheld for disciplinary purposes, except timeout may be used during active play time for an infraction incurred during the playtime;
   c. time out:
      i. time out shall not be used for children under age two;
      ii. a time out shall take place within sight of staff;
      iii. the length of each time out shall be based on the age of the child and shall not exceed one minute per year of age;
      iv. for children over age six, a time out may be extended beyond one minute per year of age, if a signed and dated statement, including a maximum time limit, from the parent granting such permission, is on file at the center;

9. electronic devices policy that provides that all activities involving electronic devices, including but not limited to television, movies, games, videos, computers and hand held electronic devices, shall adhere to the following limitations:
   a. electronic device activities for children under age two are prohibited; and
   b. time allowed for electronic device activities for children ages two and above shall not exceed two hours per day;

10. computer practices policy that requires computers that allow internet access by children to be equipped with monitoring or filtering software that limits access by children to inappropriate websites, e-mail, and instant messaging;

11. programs, movies and video games policy:
   a. programs, movies, and video games with violent or adult content, including but not limited to soap operas, television news, and sports programs aimed at audiences other than children, shall not be permitted in the presence of children;
   b. all television, video, DVD, or other programming shall be suitable for the youngest child present;
   c. “PG” programming or its television equivalent shall not be shown to children under age five;
   d. “PG” programming shall only be viewed by children age five and above and shall require written parental authorization;
   e. any programming with a rating more restrictive than “PG” is prohibited;
   f. all video games shall be suitable for the youngest child with access to the games:
      i. “E10+” rated games shall be permitted for children ages 10 years and older;
      ii. “T” and “M” rated games are prohibited.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:629 (April 2015), effective July 1, 2015.

§1511. Procedures

A. An early learning center shall establish in writing and implement procedures for:

1. physical activity:
   a. children under age two shall be provided time and space for age appropriate physical activity for a minimum of 60 minutes per day;
   b. children age two and older shall be provided a minimum of 60 minutes of physical activity per day that includes a combination of both teacher led and free play;

2. sleep/rest:
a. infants shall be allowed to sleep according to their individual schedules;
b. children under age four shall have daily rest time of at least 75 minutes in programs operating more than 5 hours per day;
c. children ages four and older shall be offered the opportunity for quiet time;
3. receiving and releasing a child from the center;
4. biting, treatment of bites and notifications to the parents of the children involved.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:630 (April 2015), effective July 1, 2015.

§1513. Schedules
A. An early learning center shall establish in writing and post the following schedules:
1. schedule of days and hours of operation, including scheduled days and holidays when center is closed; and
2. daily schedule that includes times of planned activities, including early learning activities, allowing for flexibility and change.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:630 (April 2015), effective July 1, 2015.

§1515. Child Records and Cumulative Files
A. Cumulative File. A cumulative file shall be maintained on each child that shall include the following records:
1. an information form signed and dated by the parent and updated as changes occur, that contains:
   a. name of child, date of birth, sex, date of admission;
   b. name of parents and the home address of both child and parents;
   c. phone numbers where parents may be reached while child is in care;
   d. name and phone number of person to contact in an emergency if parents cannot be located promptly;
   e. name and telephone number of child’s physician, if applicable;
   f. name and telephone number of the child’s dentist, if applicable;
   g. any special concerns, including but not limited to allergies, chronic illnesses, and any special needs of the child, if applicable; and
   h. any special dietary needs, restrictions or food allergies or intolerances, if applicable. See Paragraph 4;
2. written authorization signed and dated by the parent to secure emergency medical treatment; and
3. written authorization signed and dated by the parent noting the first and last names of individuals to whom the child may be released other than the parents, including any other early learning centers, transportation services, and any person or persons who may remove the child from the center:
   a. the parent may further authorize additional individuals via a text message or email to the center in unplanned situations and follow it with a written authorization;
   b. a child shall never be released to anyone unless authorized in writing by the parent;
   c. any additions and deletions to the list of authorized individuals shall be signed and dated by the parent;
   d. the center shall verify the identity of the authorized person prior to releasing the child;
4. special diets:
   a. unless the program is officially on the Child and Adult Care Food Program (CACFP), a parent may request special diet adjustments (i.e. no milk on a particular day);
   b. if a center is on the CACFP, a written statement from a health care provider is required when the child requires a special diet for medical reasons;
   c. a written statement from the parent is required when the child requires a modified diet.

B. Consent to Release. The center shall obtain written consent from the parent prior to releasing any information, recordings, or photographs from which the child might be identified, except to authorized state and federal agencies. This one-time written consent shall be obtained from the parent and updated as changes occur.
C. Confidentiality. The center shall maintain the confidentiality and security of all records of children. Center staff is prohibited from disclosing or knowingly permitting the disclosure of any information concerning the child or the family of the child, either directly or indirectly, to any unauthorized person.
D. Retention of Records. Records of children shall be maintained by a center for a minimum of three years from the date of termination of the child’s enrollment at the center.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.40.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:630 (April 2015), effective July 1, 2015.
Chapter 17. Minimum Staffing Requirements and Standards

§1701. Prohibitions

A. No person who has been convicted of, or pled guilty or nolo contendere to any crime included in R.S. 15:587.1(C) shall be hired by an early learning center as a volunteer, staff member, employee or independent contractor of any kind.

B. No individual whose name is recorded on the state central registry within DCFS as a perpetrator for a justified (valid) finding of abuse or neglect of a child shall be hired by a licensed early learning center as a volunteer or staff member unless the individual has a current finding from DCFS indicating that the individual does not pose a risk to children.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.42.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:631 (April 2015), effective July 1, 2015.

§1703. Criminal Background Checks for Volunteers, Staff, Visitors and Independent Contractors

A. Volunteers and Staff. An early learning center shall obtain documentation of a satisfactory fingerprint based criminal background check (CBC) for each volunteer, staff member, or employee of any kind, prior to the person being present at the center or performing services for the center, and the center shall have copies of said documentation on-site at all times and available for inspection upon request by the Licensing Division.

B. Visitors and Contractors. An early learning center shall obtain documentation of a satisfactory fingerprint based CBC for each visitor or independent contractor of any kind, prior to the person being present at the center or performing services for the center unless the visitor or independent contractor will be accompanied at all times while on the center premises by an adult, paid, staff member who is not being counted in child to staff ratios, and the center shall have copies of said documentation on-site at all times and available for inspection upon request by the Licensing Division.

1. Documentation of the paid, adult staff member not otherwise counted in child to staff ratios who accompanied a visitor or independent contractor at all times while the visitor or contractor was on the center premises shall include the date, arrival and departure time of the visitor or contractor, language stating that the visit or contractor was accompanied by the staff member at all times while on the premises, and the signature of both the contractor and the accompanying staff member.

C. Parents, Grandparents and Siblings

1. Parents of an enrolled child, or other persons authorized in writing by the parents to pick up their child, who are only bringing a child to or picking up a child from an early learning center are not required to have a CBC.

2. Parents, grandparents and siblings of an enrolled child who are attending a function at the center where center staff will be present and supervising all children are not required to have a CBC.

D. CBC from Bureau. An early learning center may request a CBC from the Louisiana Bureau of Criminal Identification and Information (bureau) for any applicant, volunteer or staff member or independent contractor by submitting a request to the bureau that shall be made on a form prepared by the bureau, be signed by a responsible officer or official of the center, and include a statement signed by the person about whom the request is being made giving permission for such information to be released and the person’s fingerprints in a form acceptable to the bureau.

1. A CBC shall be dated no earlier than 30 calendar days of the individual’s hire date at the center.

2. If staff leave the employ of the center for more than 30 calendar days, a new satisfactory CBC shall be obtained prior to the individual being rehired or present on the early learning center premises.

a. For CBC purposes, staff who are working at a center at the end of a school year, are off during the summer as part of the center’s scheduled yearly calendar dates of operation, and return to work at the same center for the beginning of the school year immediately following the summer they are off, are not considered to have left the employ of the center during the intervening summer.

3. A CBC is satisfactory for purposes of this Bulletin if it shows no arrests for any crime included in R.S. 15:587.1(C), or if an arrest is shown on the CBC for any excludable offense, the CBC or documentation from the jurisdiction of arrest affirmatively shows that the charges were disposed of without a conviction. A plea of guilty or nolo contendere shall be deemed to be a conviction.

E. Certified Copy of Individual’s CBC. If an applicant has previously obtained a certified copy of his/her CBC from the bureau, it shall be accepted for a period of one year from the date of issuance by the bureau. Prior to the one year expiration of the CBC, a new fingerprint based satisfactory CBC shall be obtained by the center in order for the individual to continue employment or providing services at the center. If a new CBC is not obtained prior to the one year expiration of the certified copy of the CBC, the individual is no longer allowed on the early learning center premises until a new satisfactory CBC is obtained.

F. CBC Affidavits/Annual Letters for Department of Education and Local School District Staff

1. First Year. Prior to being present and working with children at an early learning center, Department of Education and local school district staff for whom the department or the local school district, respectively, has previously obtained a CBC may submit to centers an original, completed, signed and notarized, affidavit (CBC affidavit) in lieu of providing a CBC.
§1705. State Central Registry Disclosure Forms for Volunteers and Staff

A. A completed state central registry disclosure form or a current determination from the DCFS indicating that the individual does not pose a risk to children, shall be obtained by the center for all volunteers and staff prior to an individual being present in or providing services to the center and the center shall have a copies of such forms on-site at all times and available for inspection upon request by the Licensing Division.

B. Any volunteer or staff member of an early learning center shall report on the state central registry disclosure form prior to being on the premises of the center, and shall update the report annually, at any time upon request by the Licensing Division.

C. If a current staff member receives notice of a justified (valid) finding of child abuse and/or neglect against him, he shall complete an updated state central registry disclosure form noting the existence of the justified (valid) finding. This updated form shall be submitted to the Licensing Division within 24 hours or no later than the next business day, or upon being on the child care premises, whichever is sooner. The staff member will have 10 calendar days from completion of the state central registry disclosure form to request a risk assessment evaluation from DCFS or shall be terminated immediately.

1. If the staff person will no longer be employed at the center, the center shall immediately submit to the Licensing Division a signed, dated statement noting the individual’s name and termination date.

2. Immediately upon receipt of the knowledge that a justified (valid) finding has been issued by DCFS and as a condition of continued employment, the staff person with the justified (valid) finding, when in the presence of children shall be directly supervised by a paid staff (employee) of the center. Under no circumstances may the staff person with the justified finding be left alone and unsupervised with a child. The center shall submit a written statement to Licensing Division acknowledging that the staff person with the justified finding will not be left alone and unsupervised with a child or children pending the disposition by DCFS that the staff person does not pose a risk to children. When the aforementioned conditions are met, the staff may be counted in child/staff ratio.

D. If DCFS finds the individual does pose a risk to children, the staff (employee/volunteer) shall be terminated immediately.

E. Any information received or knowledge acquired that a current or prospective volunteer or employee, has falsified a state central registry disclosure form shall be reported in writing to a Licensing Division as soon as possible, but no later than the close of business on the next business day.

F. Any state central registry disclosure form or finding by DCFS the a person poses no risk to children that is maintained in an early learning center file shall be confidential and subject to the confidentiality provisions of R.S. 46:56(F) pertaining to the investigations of abuse and/or neglect.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.41.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:632 (April 2015), effective July 1, 2015.

§1707. Required Staff

A. Director or Director Designee. Each center shall have a qualified director or qualified director designee.

1. The director or director designee shall be an on-site, full-time staff person at the center during the daytime hours of operation (prior to 9 p.m.).

2. The director or director designee shall be responsible for planning, managing, and controlling the center’s daily activities, as well as responding to parental concerns and ensuring that minimum licensing requirements are met.

B. Staff-in-Charge. When the director or director designee is not on the premises due to a temporary absence
or during nighttime care hours, there shall be an individual appointed as staff-in-charge.

1. The staff-in-charge shall be at least age 21.

2. The staff-in-charge shall have the authority to respond to emergencies, inspections, parental concerns, and have access to all required information.

C. Staff-in-Charge. When the director or director designee is not on the premises due to a temporary absence, or during nighttime care hours, there shall be an individual on-site appointed as the staff-in-charge.

1. The individual appointed as staff-in-charge shall be at least age 21.

2. The staff-in-charge shall have the authority to respond to emergencies, inspections, and parental concerns, and shall have access to all required information.

D. More than 42 Children in Care. When the number of children present at an early learning center exceeds 42, the duties of the director or director designee shall consist only of performing administrative duties or there shall be an individual present whose job duties consist solely of administrative duties and of ensuring that staff members working with children do not leave their classrooms to handle administrative duties.

E. Staff

1. Staff shall be age 18 or older.

2. A person age 17 may be included in the child to staff ratio if the person works under the direct supervision of an adult staff member.

3. In type I centers only, a person age 16 may be included in the child to staff ratios if the person works under the direct supervision of an adult staff member.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.40(A)(1) and (3).


§1709. Director Qualifications

A. The director/director designee shall be at least 21 years of age.

B. The director/director designee shall have documentation of at least one of the following upon date of hire as director or director designee:

1. a bachelor's degree from an accredited college or university with at least 12 credit hours of child development or early childhood education or elementary education or a related field, and one year of experience in a licensed early learning center or comparable setting, subject to approval by the Licensing Division;

2. an associate of arts degree in child development or a closely related area, and one year of experience in a licensed early learning center, or comparable setting, subject to approval by the Licensing Division;

3. a national administrator credential and one year experience in a licensed early learning center, or comparable setting, plus 6 credit hours in child care, child development or early childhood or 90 clock hours of training in child care, child development or early childhood, subject to approval by the Licensing Division;

4. a child development associate credential (CDA) and one year of experience in a licensed early learning center, or comparable setting, subject to approval by the Licensing Division;

5. a diploma from a post-secondary technical early childhood education training program approved by the Board of Regents or correspondence course approved by the Licensing Division and one year of experience in a licensed early learning center, or comparable setting, subject to approval by the Licensing Division; or

6. three years of experience as a director or staff in a licensed early learning center, or comparable setting, subject to approval by the Licensing Division; or

E. Future Minimum Child to Staff Ratios for Two-Year-Olds in Type II and Type III Centers. If the Louisiana Child Care Assistance Program subsidy rate reaches the 75
percentile of the 2012 Louisiana market rate survey rate for weekday care for toddlers by December 1, 2015, the child to staff ratios for two-year-olds shall decrease to 10:1 as of July 1, 2016.

F. Minimum Child to Staff Ratios for Type I Centers

<table>
<thead>
<tr>
<th>Ages of Children</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infants under 1 year</td>
<td>6:1</td>
</tr>
<tr>
<td>1 year</td>
<td>8:1</td>
</tr>
<tr>
<td>2 years</td>
<td>12:1</td>
</tr>
<tr>
<td>3 years</td>
<td>14:1</td>
</tr>
<tr>
<td>4 years</td>
<td>16:1</td>
</tr>
<tr>
<td>5 years</td>
<td>20:1</td>
</tr>
<tr>
<td>6 years and up</td>
<td>25:1</td>
</tr>
</tbody>
</table>

G. Mixed Age Groups—Minimum Child to Staff Ratios

1. An average of the child to staff ratios may be applied to mixed age groups of children ages two, three, four and five.

2. Child to staff ratios for children under age two are excluded from averaging.

3. When a mixed age group includes children younger than age two, the age of the youngest child determines the child to staff ratio for the group.

4. An average may be applied to a mixed age group consisting only of children ages five and older.

H. Rest Time—Minimum Child to Staff Ratios

1. Sufficient staffing needed to satisfy child to staff ratios shall be present on the premises during rest time and available to assist as needed.

2. Children ages one and older may be grouped together at rest time with one staff member in each room supervising the resting children. If two rooms share a common doorway, one staff member may supervise the resting children in both rooms.

3. If the view of the staff supervising the children is obstructed by an object such as a low shelving unit, children shall be checked by sight by staff circulating among the resting children.

J. Field Trips—Minimum Child to Staff Ratios

1. Minimum child to staff ratios, plus one additional adult, shall be met for all field trips.

2. An adult staff member from the center shall be present with each group of children.

3. At no time shall a child or group of children be left alone without an adult staff member present unless the child is supervised by the parent of the child or designated representative authorized in writing by the parent.

K. Non-vehicular Excursions—Minimum Child to Staff Ratios

1. Minimum child to staff ratio, plus one additional adult, shall be met for all non-vehicular excursions.

2. An adult staff member from the center shall be present with each group of children.

3. At no time shall a child or group of children be left alone without an adult staff member present unless the child is supervised by the parent’s or designated representative authorized in writing by the parent on the non-vehicular excursions.

L. Water Activities—Minimum Child to Staff Ratios

1. A minimum of two staff shall be present when children are engaged in water activities.

2. The following minimum child to staff ratios apply when children are engaged in water activities, excluding water play activities, unless the children are participating in swimming lessons with a certified water safety instructor.

M. Special Needs Children—Minimum Child to Staff Ratios

When the nature of a child with special health care needs or the number of children with special health care needs warrants added care, the center shall add sufficient staff as necessary.


§1713. Supervision

A. Children shall be supervised at all times in the center, on the playground, on field trips, on non-vehicular excursions, and during all water activities and water play activities.

B. Children shall not be left alone in any room, (except the restroom as indicated in Subsection G), outdoors, or in vehicles, even momentarily, without staff present.

C. A staff person shall be assigned to supervise specific children whose names and whereabouts that staff person shall know and with whom the staff person shall be physically present. Staff shall be able to state how many children are in their care at all times.

D. Individuals who do not serve a purpose related to the care of children or who hinder supervision of children in care shall not be present in the center.

E. While supervising a group of children, staff shall devote their time to supervising the children, meeting the needs of the children, and participating with them in their activities.
F. Staff duties that include cooking, housekeeping or administrative functions shall not interfere with the supervision of children.

G. Restrooms

1. Children who are developmentally able may be permitted to go to the restroom independently at an early learning center, provided that:
   a. a staff member is in proximity to the children to ensure immediate intervention to safeguard a child from harm while in the restroom; and
   b. individuals who are not staff members may not enter the center restroom area while in use by any child other than their own child.

2. A child age four and older may be permitted to go and return from the restroom without staff.

H. Play Yard. When children are at the play yard, the supervising staff member must be able to summon another adult staff member without leaving the children unsupervised.

I. Water Activities. Staff shall actively supervise children engaged in water activities and shall be able to see all parts of the swimming pool, including the bottom.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:634 (April 2015), effective July 1, 2015.

§1715. Staff Records and Personnel Files

A. Staff Members. Personnel files for each staff member shall be maintained at the center and shall include the following:

1. an application or staff information form containing the following information: name, date of birth, home address and phone number, training, work experience, educational background and hire date;
2. copy of a state or federal government issued photo identification;
3. upon termination or resignation of employment, the last date of employment and reason for leaving;
4. documentation of a fingerprint based satisfactory criminal background check; and
5. documentation of a current, completed state central registry disclosure form indicating no justified (valid) finding of abuse or neglect by the DCFS, or a current determination from the DCFS indicating that the individual does not pose a risk to children.

B. Records Retention. Staff records and personnel files shall be maintained for a minimum of three years from the date of termination of employment.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.40.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:635 (April 2015), effective July 1, 2015.

§1717. Records for Independent Contractors and Student Trainees

A. Independent Contractors. The following information shall be maintained for all independent contractors, including but not limited to therapeutic professionals, extracurricular personnel, contracted transportation drivers, Department of Education, Office of Early Childhood staff and local school district staff:

1. an information form that includes the person’s name, address and phone number;
2. a list of duties performed while present at the center; and
3. documentation of a fingerprint based satisfactory criminal background check dated prior to the individual being present at the center or documentation of the paid, adult staff member not otherwise counted in child to staff ratios that accompanied the contractor at all times while the contractor was on the center premises, to include the date, contractor arrival and departure time, language stating that the contractor was accompanied by the staff member at all times while on the premises, and the signature of both the contractor and the accompanying staff member.

B. Student Trainees. The following information shall be maintained for all student trainees:

1. an application or information form with the student’s name, date of birth, address and telephone number, name of the educational center and course instructor, and a job description that includes duties to be performed.

C. Records Retention. Records for independent contractors and student trainees shall be maintained for a minimum of three years from the date the contractor or student was last present at the center.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:635 (April 2015), effective July 1, 2015.

§1719. Orientation Training

A. Within seven calendar days of date of hire, and prior to assuming sole responsibility for any children, each staff member shall receive orientation to the policies and practices of the center that at a minimum shall include:

1. child abuse identification and reporting;
2. emergency preparation;
3. licensing regulations; and
4. safe sleep practices.

B. Within 30 calendar days of date of hire, each staff member shall receive orientation to the additional policies and practices of the center that at a minimum shall include:
1. child development;
2. child guidance;
3. learning activities;
4. health and safety;
5. shaken baby prevention; and
6. CPR and first aid, as applicable.

C. All staff members responsible for transporting children shall receive additional orientation training in the following areas prior to assuming their transportation duties:

1. transportation regulations, including the modeling of how to properly conduct a vehicle passenger check and demonstration by staff to director on how to conduct a vehicle passenger check;
2. proper use of child safety restraints required by state law;
3. proper loading, unloading, and tracking of children as required by state law;
4. location of first aid supplies; and
5. emergency procedures for the vehicle, including actions to be taken in the event of accidents or breakdowns.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.40(A)(1) and (3).

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:635 (April 2015), effective July 1, 2015.

§1721. Continuing Education

A. Early learning centers shall provide opportunities for continuing education of staff members. The center staff of type II and type III centers, excluding foster grandparents, shall obtain a minimum of 12 clock hours of training annually in the topics found in §1719.A and B conducted by trainers approved by the Licensing Division. The Licensing Division shall keep a registry of approved trainers. The center staff of type I centers, excluding foster grandparents, shall obtain a minimum of 3 clock hours of training annually in the topics found in §1719.A and B. Beginning July 1, 2015, type I center staff shall obtain a minimum of 6 clock hours of such training annually. Beginning July 1, 2016, type I center staff shall obtain a minimum of 9 clock hours of such training annually. Beginning July 1, 2017, type I center staff shall obtain a minimum of 12 clock hours of such training annually.

B. These hours are in addition to the 3 hours required for health and safety in the Louisiana Sanitary Code, found at LAC 51:XXI.301.A.9.

C. Copies of certificates of completion or attendance records shall be maintained at the center and available for inspection by the Licensing Division upon request.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:407.40(A)(1) and (3).

§1723. CPR and First Aid Certifications

A. Infant and child CPR. Fifty percent of staff members on the premises of a center and accessible to children, or at least four staff on the premises and accessible to children, whichever is less, shall have current certification in infant and child CPR.

B. Adult CPR. Fifty percent of staff members on the premises of a center and accessible to children, or at least four staff on the premises and accessible to children, whichever is less, shall have current certification in adult CPR, except for type I centers, which shall have at least one staff member on the premises and accessible to children trained in adult CPR if there is a child eight years or older on the premises. Beginning on July 1, 2016, type I centers shall have 50 percent of staff members on the premises of a center and accessible to children or at least four staff on the premises and accessible to children, whichever is less, certified in adult CPR.

C. Pediatric First Aid. Fifty percent of staff members on the premises of a center and accessible to children, or at least four staff on the premises and accessible to children, whichever is less, shall have current certification in pediatric first aid. Beginning on July 1, 2016, this Subsection shall apply type I centers.

D. Certification. A copy of the certification for each such staff member shall be on-site at all times and available for inspection by the Licensing Division.

E. First Responder. Staff members who maintain current certification as a first responder are considered to have current certification in CPR and pediatric first aid.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:636 (April 2015), effective July 1, 2015.

§1725. Medication Management Training

A. All staff members who administer medication shall have medication administration training.

B. Whether administering medication or not, each early learning center shall have at least two staff members trained in medication administration.

C. Such training shall be completed every two years with an approved child care health consultant.

D. A licensed practical nurse (LPN) or registered nurse (RN) with a valid nursing license shall be considered to have medication administration training.

E. Beginning on July 1, 2016, this Section shall apply to type I centers.

Chapter 19. Minimum Health, Safety, and Environment Requirements and Standards

§1901. General Safety Requirements

A. Telephones and Emergency Numbers

1. A working phone capable of incoming and outgoing calls shall be readily available at the center at all times. Cellular phones are not acceptable for this purpose.

2. When a center has multiple buildings and a phone is not located in each building where children are present, the center shall establish and follow written procedures for securing emergency help. The written procedures shall be posted in each building.

3. Centers located in schools and churches shall have a phone within the licensed area.

4. Appropriate emergency numbers, including but not limited to numbers for the fire and police departments, nearby hospitals and medical centers, Louisiana Poison Control and Child Protective Services, and the physical address of the center, shall be prominently posted on or near each phone.

B. Physical Separation. An early learning center, except one located in a church or school, shall be physically separated from any other business or enterprise, thereby preventing unauthorized access to children in care.

C. Lighting. Areas used by children shall be lighted in such a way as to allow visual supervision of the children at all times.

D. End-of-Day Check. The entire center and play yard shall be checked after the last child departs to ensure that no child is left at the center and this check shall be documented. Documentation shall include date, time of visual check, and signature of the staff conducting the visual check.

E. Sex Offender Registry. An early learning center shall register with the Louisiana State Police sex offender registry at www.lsp.org to receive updates when a sex offender moves within two miles of the center.

F. Centers shall not permit any individual convicted of a sex offense as defined in R.S. 15:541 to have physical access to the center.

G. The owner or director of an early learning center shall immediately notify law enforcement personnel and the Licensing Division if they have knowledge that a registered sex offender is on the premises of the center. The verbal report shall be followed by a written report to the Licensing Division within 24 hours.

H. All equipment used by children shall be maintained in a clean and safe condition and in good repair.

I. Moveable equipment shall be secured and supported so that it shall not fall or tip over.

J. Microwave ovens, bottle warming devices and crock pots are prohibited in areas accessible to children.

K. Items that can be harmful to children, such as medications, poisons, cleaning supplies and chemicals, and equipment, tools, knives and other potentially dangerous utensils, shall be kept in a locked cabinet or other secure place that ensures they are inaccessible to children.

L. Plastic bags, when not in use, regardless of purpose or use, shall be made inaccessible to children.

M. Construction, remodeling, and alterations of structures shall be done in such a manner so as to prevent hazards or unsafe conditions, such as fumes, dust and safety hazards.

N. Strings and cords, including but not limited to those found on equipment, window coverings, televisions and radios, shall be inaccessible to children under age four.

O. First aid supplies shall be kept at the center and shall be easily accessible to employees but not accessible to children.

P. The center shall prohibit the use of alcohol and tobacco and the use or possession of illegal substances, unauthorized potentially toxic substances, fireworks and firearms, and pellet and BB guns on the center premises and notice to this effect shall be posted.

Q. The personal belongings of center staff members shall be inaccessible to children.

R. The center shall post a copy of the current “The Safety Box” newsletter issued by the Louisiana Office of the Attorney General and shall immediately remove from the early learning premises any items listed as recalled.

S. Lawn cutting services shall not occur while children are on the playground or outside the early learning center.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:636 (April 2015), effective July 1, 2015.

§1903. Physical Environment

A. Exclusive Use of Space. Indoor and outdoor space shall be used exclusively by children in care and center staff during hours of operation.

1. Exceptions are allowed only for schools or churches regarding the shared use of kitchens, dining rooms, restrooms and outdoor space.

2. If a center is located in a school or church, the center shall have time designated for exclusive use of the outdoor play area.

B. Physical Separation. An early learning center, except one located in a church or school, shall be physically...
separated from any other business or enterprise, thereby preventing unauthorized access to children in care.

C. Indoor and outdoor areas shall be free of hazards.

D. Indoor Space

1. A minimum of 35 square feet of usable indoor space shall be available per child. The space shall not include toilet facilities, hallways, lofts, storage spaces, stairways, lockers, offices, storage or food preparation areas, rooms used exclusively for dining or sleeping, or rooms used exclusively for the care of ill children.

2. The maximum number of children in care at one time, whether on or off the premises, shall not exceed the capacity as specified on the current license, which shall be the lessor of the capacity determinations made by the Office of State Fire Marshal and the Office of Public Health.

3. Any room counted as play space shall be available for play for the duration of the hours of operation.

4. Indoor space shall include an area for dining, which may be in each classroom.

5. The number of children using a room shall be based on the 35 square feet per child requirement, except for dining, sleeping, and other non-routine activities such as film viewing and parties.

6. In rooms with cribs, there shall be adequate open floor play space available for crawling, walking, pulling up and playing that is free of routine care furniture.

7. An indoor area shall be maintained for the purpose of providing privacy for diapering, dressing and other personal care procedures for children beyond the usual diapering age.

E. Outdoor Space

1. A minimum of 75 square feet of outdoor play space per child using the play space at any one time shall be available.

2. The minimum outdoor play space shall be available for at least one third of the licensed capacity.

3. Outdoor play space shall be available through a direct exit from the center into the outdoor play space or shall be attached to the center in a manner that ensures children are continuously protected by a permanent fence or other permanent barrier while going to and from the center to the outdoor play space.

4. Children shall not enter or exit the center through the kitchen.

5. Outdoor play space shall be enclosed with a permanent fence or other permanent barrier in a manner that protects children from traffic hazards, prevents children from leaving the premises without proper supervision, and prevents contact with animals or unauthorized persons.

6. Crawlspace and mechanical, electrical, or other hazardous equipment shall be made inaccessible to children.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:637 (April 2015), effective July 1, 2015.

§1905. Nighttime Care for Children

A. All minimum standards for early learning centers apply to centers that care for children after 9 p.m. and prior to 5 a.m., and in which no individual child remains for more than 24 hours in one continuous day.

B. The following minimum standards also apply:

1. there shall be an employee on duty designated as staff-in-charge;

2. in addition to meeting all required staff to child ratios in §1711, there shall always be a minimum of two staff members present;

3. staff counted for purposes of meeting child to staff ratio shall be awake;

4. meals shall be served to children at ordinary meal times;

5. time for personal care routines and preparation for sleep, such as brushing teeth, washing hands and face, toileting and changing clothes shall be provided;

6. each child shall have a separate, age appropriate bed or cot with mat or mattress;

7. bunk beds are prohibited;

8. physical restraints shall not be used to confine children to bed; and

9. the center’s entrance and drop off zones shall be well lighted during hours of operation.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:637 (April 2015), effective July 1, 2015.

§1907. Furnishings and Equipment

A. High Chairs

1. The high chair manufacturer’s restraint device shall be used when children are sitting in a high chair.

2. Children who are either too small or too large to be restrained using the manufacturer’s restraint device shall not be placed in a high chair.

B. Eating Practices

1. Developmentally appropriate seating shall be used.

2. Chairs and tables of suitable size shall be available for each child.

3. Feeding tables may be used at mealtimes, if children’s feet are able to rest comfortably on a foot rest.
4. Feeding tables may also be used for occasional program activities that require a table surface for no longer than 30 minutes in one day in addition to mealtime minutes.

C. Sleeping Arrangements

1. Individual and appropriate sleeping arrangements shall be made available for each child age one and older.

2. Individual sleeping accommodations shall be assigned to a child on a permanent basis and labeled, unless the cots or mats are sanitized daily.

3. For programs serving children ages four and above only, individual and appropriate sleeping arrangements shall be made available for a child that requests a rest time.

D. Bed Coverings

1. A labeled sheet for covering the cot or mat and a labeled sheet or blanket for covering the child shall be provided by either the center or the parent, unless the cots or mats are covered with vinyl or another washable surface.

2. Sheets and coverings shall be changed immediately when soiled or wet.

3. Routine laundering shall occur at least weekly.

E. Cribs

1. A safety-approved crib shall be made available for each infant in accordance with the Louisiana Sanitary Code found at LAC 51:XXI.105.H.

2. Each crib shall meet U.S. Consumer Product Safety Commission requirements for full-size cribs as defined in 16 CFR 1219, or non-full-size cribs as defined in 16 CFR 1220.

3. Children are prohibited from sleeping in playpens or cribs with mesh sides.

4. Cribs shall be free of toys and other soft or loose bedding, including comforters, blankets, sheets, bumper pads, pillows, stuffed animals and wedges when the child is in the crib.

F. Prohibited items:

1. infant walkers;

2. toy chests, storage bins and other equipment with attached lids;

3. latex balloons for children under age three;

4. trampolines; and

5. culverts.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:638 (April 2015), effective July 1, 2015.

§1909. Safe Sleep Practices

A. Only one infant shall be placed in a crib.

B. All infants shall be placed on their backs for sleeping.

1. Written authorization from a physician is required for any other sleeping position.

2. Written notice of the specifically authorized sleeping position shall be posted on or near the crib.

C. Infants shall not be placed in positioning devices, unless the center has written authorization from a physician to use a positioning device.

D. Written authorization from a physician is required for a child to sleep in a car seat or other similar device and shall include the amount of time that the child is allowed to remain in said device.

E. “Back To Sleep” signs shall be posted in the room where infants sleep.

F. Infants who use pacifiers shall be offered their pacifier when they are placed to sleep, but it shall not be placed back in the mouth once the child is asleep.

G. Bibs shall not be worn by any child while asleep.

H. Nothing shall be placed over the head or face of an infant.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:638 (April 2015), effective July 1, 2015.

§1911. Care of Children

A. Diapers shall be changed when wet or soiled.

B. Children shall be changed and cleaned immediately following a toileting accident.

C. Staff shall respond promptly to a request from a child for toileting assistance.

D. While awake, children shall not remain in a crib, baby bed, swing, high chair, carrier or playpen for more than 30 consecutive minutes.

E. Daily Reports for Infants. Written reports that include the liquid intake, food intake, disposition, bowel movements and eating and sleeping patterns shall be given to the parents of infants on a daily basis. Reports shall be kept current throughout the day.

F. Children shall not be held by a staff member when the staff member is removing a bottle from a warming device.

G. Pacifiers attached to strings or ribbons shall not be placed around the neck or attached to the clothing of a child.

H. Hot liquids shall not be consumed in the presence of children.

I. Staff members shall adhere to proper techniques for lifting a child.

J. Staff members shall not lift a child by one or both arms.

K. Staff and children shall wash their hands using soap at least at the following times: upon arrival at the center, before
preparing or serving meals, before giving medication, after playing in water used by more than one person, after toileting, after helping a child use a toilet or changing diapers, after wiping noses or cleaning wounds, after handling pets and other animals, after playing in sandboxes, before eating meals or snacks, upon coming in from outdoors, after cleaning or handling garbage and anytime hands become soiled with body fluids, such as urine, saliva, blood or nasal discharge.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:638 (April 2015), effective July 1, 2015.

§1913. Water Activities

A. The center shall obtain written parental authorization for a child to participate in any water activities or water play activities as those activities are defined in §103.

B. Children under age three shall not engage in water activities due to the risk of contamination and disease.

C. The use of saunas, spas or hot tubs is prohibited.

D. Swimming, wading and boating is prohibited in lakes, ponds and other similar bodies of water.

E. The center shall have written procedures describing the method staff shall use to account for children and ensure their safety while engaged in water activities.

F. When children use a pool or other body of water with a depth of more than 2 feet, a certified lifeguard shall be present and supervising the children and may be counted in the child to staff ratio.

1. For on-site water activities, the center shall have documentation of the current certification of the lifeguard.

2. For off-site water activities, the center shall have documentation of the current certification of the lifeguard, whether the lifeguard is furnished by the center or the off-site water location.

G. A center shall have at least two staff members who are responsible for supervising children in swimming or wading pools or in other water activities, whether on-site or off-site, who are certified in infant, child, and adult CPR and pediatric first aid and shall maintain documentation of such certification.


§1915. Health Services

A. Observation. Upon arrival at the center, the physical condition of each child shall be observed for possible signs of illness, infections, bruises or injuries, and when something is observed, it shall be documented and such documentation shall include an explanation from the parent or child.

B. Reporting. Incidents, injuries, accidents, illnesses, and unusual behavior shall be documented and reported to the parent no later than when the child is released to the parent or authorized representative on the day of the occurrence.

C. Immediate Notification. The parent shall be immediately notified in the following circumstances:

1. blood not contained in an adhesive strip;
2. head or neck or eye injury;
3. human bite that breaks the skin;
4. animal bite;
5. impaled object;
6. broken or dislodged teeth;
7. allergic reaction skin changes (e.g. rash, spots, swelling, etc.);
8. unusual breathing;
9. symptoms of dehydration;
10. temperature reading over 101° oral, 102° rectal, or 100° axillary; or
11. injury or illness requiring professional medical attention.

D. The center shall not delay seeking care while attempting to contact a parent if emergency medical attention is required.

E. Information regarding the medical condition of a child may be posted in public view if the center obtains a signed and dated statement from the parent granting such permission.

F. Influenza Information. Centers shall provide each parent information concerning the influenza immunization by November first of each year. The Licensing Division shall provide information about influenza annually to each licensed center.


§1917. Medication Administration

A. Written Authorization. No medication or special medical procedure shall be administered to a child unless authorized in writing by the parent. Such authorization shall include:

1. name of child;
2. drug name and strength;
3. date(s) to be administered;
4. directions for use, including the route (oral, topical), dosage, frequency, time and schedule and special instructions, if any. It is not acceptable to note “as indicated on bottle”; and
5. signature of parent and date of signature.

B. Required Container/Packaging

1. For prescription medication to be administered at the center, the center shall maintain the original pharmacy container with the complete pharmacy label.

2. For non-prescription medication to be administered, the center shall maintain the original bottle packing for the medicine or a printed document from the manufacturer’s website, which shall include the drug name and strength and clear directions for use.

C. All medication shall be sent to the center in its original container, shall not have an expired date, and shall be clearly labeled with the name of the child to ensure that medication is for individual use only.

D. If a non-prescription medication label reads “consult a physician,” the early learning center shall also maintain a written authorization from a licensed health care provider for the child to take the medicine.

E. Aerosol. All aerosol medications shall be delivered to the center in pre-measured dosages.

F. Topical. The center shall not apply topical ointments, sprays or creams without a written authorization signed and dated by the parent.

G. Self-Administration. Children shall not administer their own medications without written authorization from the parent and such children shall administer medication in the presence of a staff person.

H. Records. Medication administration records shall be maintained for all children regardless of who administers the medication. Records shall include the following:

1. name of the child and medication name and dosage administered;
2. date and time medication administered;
3. documentation of telephone contact with parent prior to giving “as needed” medication;
4. signature of person administering medication or witnessing the child administering own medication;
5. signature of person completing the form; and
6. when a parent administers medication to his/her own child on center premises, the medication administration record shall be documented by either the parent or a staff member.

I. Authorization for “as needed” prescription and non-prescription medication shall be updated as necessary or at least every six months by the parent, and shall include circumstances for administering “as needed” medication and any applicable special instructions.

J. Medical Procedures. Children that require medical procedures such as tube feeding shall have specific instructions from a health care provider as part of the overall care plan for the child.

1. Administration of feedings or medications through a tube-feeding apparatus shall be performed by a staff member trained and authorized by the parent or individual designated by the parent.

2. Parental authorization and training shall be documented and shall include the name of child, date of training, name of staff trained, signature of staff trained, and signature of parent.

3. Documentation of feedings and medications administered shall include the name of child, date, time, what was administered, and signature of administering staff member.

K. Emergency Medications

1. Children who require emergency medications, such as an EpiPen or Benadryl, shall have a written plan of action that shall be updated as changes occur or at least every six months, and shall include:
   a. method of administration;
   b. symptoms that indicate the need for the medication;
   c. actions to take once symptoms occur;
   d. description of how to use the medication; and
   e. signature of parent and date of signature.

2. Medication administration records for emergency medication shall be maintained and include the following:
   a. symptoms that indicated the need for the medication;
   b. actions taken once symptoms occurred;
   c. description of how medication was administered;
   d. signature of administering staff member; and
   e. phone contact with the parent after administering emergency medication.


§1919. Food Service and Nutrition

A. All meals and snacks provided by the center, and their preparation, service and storage, shall meet the requirements for meals of the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) and 7 CFR 226.20 and the Louisiana Sanitary Code, Title 51, Part XXIII, found at LAC 51:XXXIII. For the current CACFP meal patterns, contact the Louisiana Department of Education, Division of Nutrition Support.

B. The weekly menu shall:

1. be planned for each day of the week and list the specific food items served;
2. be prominently posted by the first day of each week and remain posted throughout the week; and
3. have substitutions or additions posted on or near the menu.

C. Information regarding food allergies and special diets of children shall be posted in the food preparation area with special care taken to ensure that individual names of children are not in public view. If a parent chooses to allow the center to post the child’s name and allergy information in public view, the center shall obtain a signed and dated authorization from the parent.

D. A minimum of a breakfast or morning snack, lunch, and afternoon snack shall be served to children, and meals and snacks shall be served not more than three hours apart.

1. Centers who do not serve breakfast shall have nutritious food available for children who arrive in the morning without having eaten breakfast.
2. Children under age four shall not have foods that are implicated in choking incidents. Examples of these foods include, but are not limited to: whole hot dogs, hot dogs sliced in rounds, raw carrot rounds, whole grapes, hard candy, nuts, seeds, raw peas, hard pretzels, chips, peanuts, popcorn, marshmallows, spoonsful of peanut butter, and chunks of meat larger than what can be swallowed whole.
3. Children shall be allowed a reasonable time to eat each meal and snack. Children shall not be forced to finish all their food.
4. Food shall be given to children on individual plates, napkins, paper towels or in cups, as appropriate.
5. Drinking water shall be readily available indoors and outdoors to children at all times. Water shall be given to infants only with written instructions from parents or a physician.

E. Parents shall be allowed to provide breast milk.

F. Centers may allow parents to bring food into the center.

G. Parents of all children in a class with a child with allergies shall be advised to avoid any known allergies in class treats or food brought into the center.

H. Infants that cannot hold a bottle shall be held while being bottle-fed. A child shall not be placed lying down on a mat or otherwise with a bottle, sippy cup, etc. A bottle shall not be propped at any time.

I. Microwave ovens shall not be used for warming bottles or infant food.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:407.40(A)(4).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 41:640 (April 2015), effective July 1, 2015.

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**§1921. Emergency Preparedness and Evacuation Planning**

A. Emergency and Evacuation Plan. The director shall consult with appropriate state and local authorities and shall establish and follow a written multi-hazard emergency and evacuation plan to protect children in the event of emergencies that at a minimum shall:

1. address any potential disaster related to the area in which the center is located;
2. include procedures for sheltering in place, lockdown and evacuation to a pre-determined site for potential threats to the safety, health and well-being of children in care;
3. include specific procedures for handling infants through two year olds;
4. include specific procedures for handling children with special needs, including the evacuation and transportation of children in wheelchairs;
5. include a system to account for all children;
6. include a system, and a back-up system, for contacting parents and authorized third party release caretakers;
7. include a system to reunite children and parents following an emergency;
8. include procedures for providing information about the emergency plan to parents at the time of enrollment and when changes occur;
9. be reviewed annually for accuracy and updated as changes occur; and
10. be reviewed with all staff at least once per year.

B. Individualized Emergency Plan. An individualized emergency plan shall be in place for each child with special needs and shall include medical contact information and additional supplies and equipment as needed.

C. Evacuation Pack. The center shall have an evacuation pack, the location of which is known to all staff, that at a minimum shall contain:

1. a list of area emergency phone numbers;
2. a list of emergency contact information and emergency medical authorization for all enrolled children;
3. an emergency pick up form;
4. first aid supplies, hand sanitizer, wet wipes, and tissue;
5. diapers for children who are not toilet trained and plastic bags for diapers;
6. a battery powered flashlight and radio and batteries;
7. food for children under the age of 4, including infant food and formula; and
8. disposable cups and bottled water.

**AUTHORITY NOTE:** Promulgated in accordance with R.S. 17:407.40(A)(4).

**HISTORICAL NOTE:** Promulgated by the Board of Elementary and Secondary Education, LR 41:640 (April 2015), effective July 1, 2015.
D. Records. A center shall maintain a copy of records, documents, and computer files necessary for its continued operation following an emergency in either a portable file or at an off-site location.

E. Fire Drills. Fires drills shall be conducted at least once per month at various times of the day necessary to include all children, in accordance with the NFPA 101, 2012 Life Safety Code, sections 17.71-17.13.3, and shall be documented.

F. Tornado Drills. Tornado drills shall be conducted at least once per month in the months of March, April, May, and June at various times of the day necessary to include all children and shall be documented.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:641 (April 2015), effective July 1, 2015.

Chapter 21. Minimum Transportation Requirements and Standards

§2101. General Requirements (Center-Provided, Parent-Provided or Contract Transportation)

A. These general transportation rules apply to all transportation, whether for field trips or daily transportation.

1. Transportation arrangements shall conform to all state laws, as amended, including but not limited to those requiring the use of seat belts and child restraints.

2. Only one child shall be restrained in a single safety belt.

3. The number of persons in a vehicle shall not exceed the manufacturer’s recommended capacity.

4. Children shall never be left unattended in a vehicle.

5. Each child shall enter and exit a vehicle from the curb side of the street or shall be escorted across the street.

6. Children shall not be transported more than 1 1/2 hours per trip on a routine basis.

7. Children shall not be transported to prevent the center from being over capacity.

8. Vehicles shall be maintained in good repair.

9. Each vehicle shall have evidence of a current safety inspection.

10. First aid supplies shall be located in each center vehicle or contracted vehicle. First aid supplies (at least one per trip) shall be available for each field trip when parents provide transportation.

11. Center emergency information shall be prominently posted in each vehicle and shall provide the name of the director and the name, phone number and address of the center.

12. The use or possession of alcohol or tobacco in any form, illegal substances, unauthorized toxic substances or firearms of any kind is prohibited in any vehicle used to transport children.

13. The center shall maintain a copy of a valid appropriate Louisiana or other state-issued driver's license for all individuals who drive vehicles used to transport children, whether said drivers are staff members or contracted drivers.

14. Centers shall maintain at all times current commercial liability insurance for the operation of center vehicles to ensure medical coverage for children in event of accident or injury. This policy shall extend coverage to any staff member who provides transportation for any child in the course and scope of his/her employment. The provider is responsible for payment of medical expenses of a child injured while in the center’s care. Documentation shall consist of the insurance policy or current binder that includes the name of the early learning center, the name of the insurance company, policy number, period of coverage and explanation of coverage. If transportation is provided by parents for field trips or transportation is provided by contract, whether daily of field trip, a copy of the current liability insurance shall be maintained on file at the center.

15. Centers using contract transportation shall maintain a copy of the written contract that includes an express provision stating that the contractor shall comply with all state laws and regulations, as amended, regarding motor vehicles, including but not limited to seat belts and child restraints.

16. Child Safety Alarm. In accordance with R.S. 32:295.3.1, a center may have a child safety alarm installed in any vehicle that has a seating capacity of six or more passengers in addition to the driver. This vehicle has to be owned or operated by the early learning center, its owner, operator, or employees and used to transport children to or from the early learning center. The child safety alarm is an ignition-based alarm system that voice prompts the driver to inspect the vehicle for children before exiting the vehicle and shall be installed by a person or business that is approved by the manufacturer of the child safety alarm. An owner or director of an early learning center who elects to have a child safety alarm installed in a vehicle owned or operated by the early learning center shall ensure that the child safety alarm is properly maintained and in good working order each time the vehicle is used for transporting children to or from an early learning center.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:641 (April 2015), effective July 1, 2015.

§2103. Daily Transportation (Contract or Center Provided)

A. Written authorization shall be obtained from a parent to transport a child on a regular basis. Such authorization shall include the name of the child, the type of transportation provided.
(to and from school, to and from home) and the names of individuals, schools, or other entities to whom the child may be released.

B. A staff person shall be present when a child is delivered to the center.

C. When children are picked up or dropped off at the center by a public or private school bus, staff shall be present to safely escort children to and from the bus.

D. Vehicle Staff

1. When transporting children under age four, the driver and one staff person shall be in each contracted or center provided vehicle at all times.

2. When transporting children age four and older, the driver plus one staff member shall be in each contracted or center provided vehicle at all times, unless the vehicle has a communication device which allows the driver to contact emergency personnel, in which case only the driver is needed.

E. Master Transportation Log

1. A copy of the current master transportation log shall be maintained on file at the center and shall include the names of the children, the pickup and drop off locations, and the authorized persons to whom the children may be released. Documentation shall be maintained whether transportation is provided by the center or contracted.

2. Each driver or monitor, whether provided by the center or through a contractor, shall be provided a current master transportation log.

F. Passenger Log

1. A current passenger log for each trip shall be used to track children and staff during transportation.

2. The log shall be maintained on file at the center and a copy shall be provided to the driver or monitor.

3. The following shall be recorded in the passenger log:
   a. date the transportation is provided;
   b. name of the child;
   c. name of driver and staff members;
   d. pick up and drop off locations;
   e. time child was placed on the vehicle;
   f. time child was released and name of the person or entity to whom child was released; and
   g. signature of staff person completing the log.


   HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:642 (April 2015), effective July 1, 2015.

§2105. Field Trips

A. The center shall obtain and maintain a signed parental authorization for each field trip.

B. At least two staff, one of whom may be the driver, shall be in each vehicle, unless the vehicle has a communication device and the child to staff minimum ratio is met in the vehicle.

C. If transportation is provided by parents, a planned route shall be provided to each driver and a copy maintained in the center if any parent is transporting a child in addition to their own child.

D. Children shall be supervised during the boarding and exiting of vehicles by an adult who remains outside of the vehicle.

E. A written record for each field trip shall be maintained and shall include the following:
   1. date, destination(s) and method of transportation;
   2. names of all the children being transported in each vehicle;
   3. names of the driver, staff members and other adults being transported in each vehicle;
   4. names of other adults who joined the field trip at the destination(s) to assist with supervision of children; and
   5. the presence of each child each time the children enter or exit the vehicle.


   HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:642 (April 2015), effective July 1, 2015.

§2107. Motor Vehicle Passenger Checks

A. A visual passenger check of a vehicle is required to ensure that no child is left in the vehicle.

1. A staff person shall physically walk through the vehicle and inspect all seat surfaces, under all seats, and in all enclosed spaces and recesses in the interior of the vehicle.

2. The staff member shall record the time of the visual passenger check and sign the log, indicating that no child was left on the vehicle.

B. For field trips, each vehicle shall have a visual passenger check and a face-to-name count conducted at all of the following times:
   1. prior to leaving center for destination;
   2. upon arrival at and prior to departure from each destination; and
   3. upon return to center.

C. For daily transportation services, the vehicle shall have a visual passenger check made at the completion of each trip or route, prior to the staff member exiting the vehicle.
§2109. Non-Vehicular Excursions

A. Written parental authorization shall be obtained for all non-vehicular excursions. Authorization shall include the name of the child, type and location of the activity, date and signature of the parent, and shall be updated at least annually.

B. Centers shall maintain records of all non-vehicular excursion activities to include the date, time, list of children, staff, and other adults, and type of activity.

C. Children shall not be taken on any vehicular or non-vehicular excursion to prevent the center from being over capacity. Children on excursions shall be included when determining whether the center is within its licensed capacity.

D. See §1711.K for child to staff minimum ratios applicable to non-vehicular excursions.


HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 41:642 (April 2015), effective July 1, 2015.
APPENDIX L

Criminal Background Check Affidavit
STATE OF LOUISIANA
PARISH OF ____________

CRIMINAL BACKGROUND CHECK AFFIDAVIT (LAC 28:CLXI:1703.H)

BEFORE ME, the undersigned notary public, personally came and appeared ____________________________, who after being duly sworn, did depose and say:

(name)

1. That he or she is the:
   (check one)
   □ Local School Superintendent or Designee
   □ State Superintendent of Education or Designee
   □ Secretary of DHH or Designee
   □ Director of the Type III Early Learning Center or Designee

For the:
   □ Local School District- District Name ________________________________
   □ Department of Education
   □ Department of Health and Hospitals
   □ Type III Early Learning Center - Center Name ____________________

2. That ____________________________ is a current employee of the:
   (name of employee)
   □ Local school district
   □ Department of Education
   □ Department of Health and Hospitals
   □ Type III Early Learning Center and is providing classroom observations in Early Childhood Care and Education classrooms pursuant to Chapter 5 of BESE Bulletin 140

   for the ____________ (ex. 2015-2016) school year (August 1 - July 31);

3. That as a prerequisite of employment, this employee underwent a criminal background check pursuant to R.S.17:15, R.S.17:407.42 or R.S.15:587.1; and

4. That according to that criminal background check, the employee has not been convicted of, or pled guilty or nolo contendere to any of the criminal offenses set forth in La. R.S.15:587.1(C).

SWORN TO AND SUBSCRIBED, before me, the undersigned Notary Public, on this ______ day of ____________, 20__ , in ________________________, Louisiana.

____________________________________
WITNESS

____________________________________
AFFIANT

WITNESS

____________________________________
NOTARY PUBLIC

9/1/15