

Head Start Monthly Report January 2024

Conduct of Responsibilities –

Each Head Start agency shall ensure the sharing of accurate and regular information for use by the **Governing Body and Policy Council**, about program planning, policies, and Head Start agency operations, including:

- (A) Monthly financial statements, including credit card expenditures;
- (B) Monthly program information summaries
- (C) Program enrollment reports, including attendance reports for children whose care is partially subsidized by another public agency;
- (D) Monthly reports of meals and snacks provided through programs of the Department of Agriculture;
- (E) The financial audit;
- (F) The annual self-assessment, including any findings related to such assessment;
- (G) The communitywide strategic planning and needs assessment of the Head Start agency, including any applicable updates;
- (H) Communication and guidance from the Secretary;

In accordance with the New Head Start Performance Standards that went into effect on November 7, 2016:

1301.2 (b) Duties & Responsibilities of the Governing Body -

(1) The governing body is responsible for activities specified at section 642©(1)€ of the Head Start Act.

(2) The governing body must use ongoing monitoring results, data on school readiness goals, and other information described in 1302.102, and information described at section 642(d)(2) of the Act to conduct its responsibilities.

Please see Program Information Summary & attachments to this monthly report for monitoring reports.

A. Monthly Financial Statements including credit card expenditures: \$3,264.49

12/4/23	\$48.00	Teachers Pay Teachers	Education
12/5/23	\$43.20	SQ OBBA ISHAGH	Esser & Searight
12/15/23	\$65.92	Friendly Market	Policy Council
12/8/23	\$702.72	Hilton	Esser
12/8/23	\$702.72	Hilton	Searight
12/8/23	\$43.20	Curb NOLA	Esser & Searight
12/18/23	\$150.30	Marriott	Parent Ambassador
12/20/23	\$347.81	American Airlines	Esser
12/20/23	\$347.81	American Airlines	Policy Council
12/20/23	\$347.81	American Airlines	Parent Ambassador
12/26/23	\$155.00	Kalahari	Education
12/26/23	\$155.00	Kalahari	Education
12/26/23	\$155.00	Kalahari	Education

B. Program Information Summary

December marked the beginning of FY 24 for MCHS. With December being a short service month and the holiday season, much focus was targeted towards wellness. Director met with various staff regarding internal concerns.

MCHS held its second Mental Health Wellness Day in December. This event was funded utilizing base grant funds. Staff learned about personal wellness from Nationwide in the morning and then enjoyed a putt around town learning about local service providers in the community for the afternoon. The event received positive feedback. It is our intention to maintain such an event next program year as well.

In December, the Director worked on multiple committees at the state and national level on the Notice of Proposed Rule Making comments due on January 19th. Also, the program received the official underenrollment letter, placing MCHS on a 12 month plan for the full enrollment initiative.

District affiliated events Director participated in include: Admin, Safety upgrade meeting with Superintendent & Tech Director

Community affiliated events Director participated in include: FCFC, Mtg w/ Coldwater Schools

External committees / meetings affiliated with Head Start – Weekly Directors meetings, OHSAI Executive Board, OHSAI Futures Group, Higher Education Committee, OHSAI NPRM, NHSA MPRM, OHSAI CLASS mentoring project, ODE / ECE

Internal committees / meetings –Policy Council meetings, Administrative meetings, Recruitment, Staff Activity committee, School Readiness Summit, Fiscal Consultant,

Trainings provided – NPRM

Training received – NHSA Parent & Family Engagement Conference, Full Enrollment Initiative

Education – Licensing was completed for Education Complex

Mental Health – 2 children accomplished their modified schedule plan successfully and are now attending full time, 3 referrals were made for adults for MH services in December

Disabilities – 14 children have been served on IEPs

Health – please see attached report

Family Engagement – Parent groups continue to have new parents participating at each event

C. Enrollment / Attendance

Cumulative Enrollment reported is 125.

Enrollment by Program Option:

Half Day PY Head Start	45
Full Day School Year Ed Complex	62
Full Day School Year Rockford	12

Attendance by Program Option:

Half Day PY Head Start	74%
Full Day School Year Ed Complex	84%
Full Day School Year Rockford	89%

D. CACFP report – CACFP claimed meals

Month Served	December 2023
Total Days Attendance	Rockford - 1 Ed Complex PD - 1 Ed Complex FD - 1
Total Breakfast	962
Total Lunches	1133
Total Snacks	888
Total Meals	2983

E. Financial Audit – Will be starting soon

F. Annual Self-Assessment

- Planning begins March 2024

G. Community Assessment –

H. Communication and guidance from the Secretary –

Attachments to report:

Health

Parent Engagement Report

Respectfully submitted,

Amy Esser

Executive Director

Intangible Supports the Power of Connections

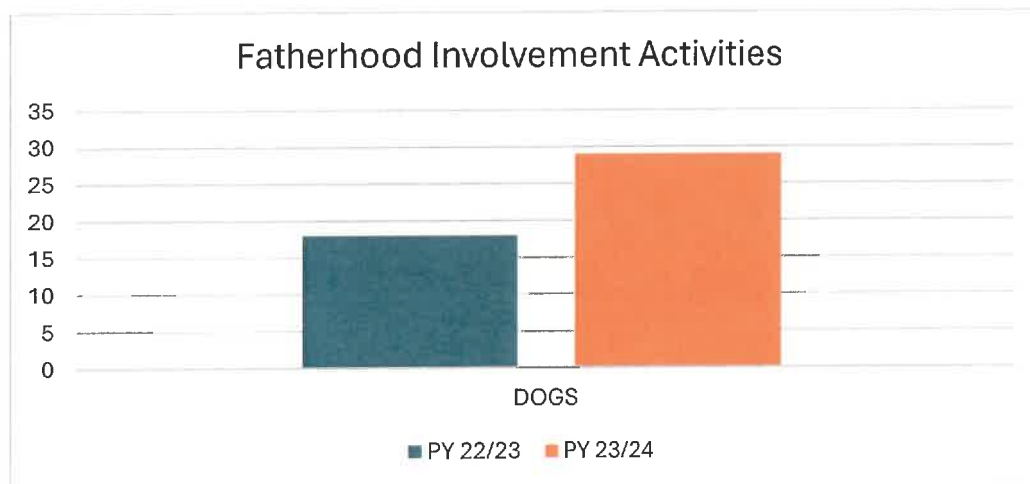
“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.” “Having a parent who listens creates a child who believes he or she has a voice that matters in this world.” “The way we talk to our children becomes their inner voice.”

At MCHS, we have given parents a platform to be involved in their child’s life without judgment.

DOGS (Dads of Great Students) – Comprised of dads and other male role models of our children, they meet one Saturday each month. The program provides the environment and materials for activities. The adult males serve as a support to each other and engage with their children. Since the beginning of the year we have had 29 adult male participants in 4 activities.

MOMs (Moms supporting Moms) – Comprised of a group of mothers of enrolled children. These mothers were looking for a safe place to affirm their role as mothers, learn new skills, and create a support system. This group meets once a month while their children are in class. The program has had 16 participants in 4 events.

Parent / Child Activities – MCHS conducts four large family events each year. Thus far, we have completed two, a fall festival and winter program. One hundred adults have participated in our two events. The focus of the events is to educate parents on child development and prepare them for future school events such as assemblies.



Additional Filtering

Currently Enrolled ▼

Filter

View All

Mercer County Head Start ▼

All Sites ▼

All Classes ▼

Agency: All

Currently Enrolled= 125

406 - EPSDT status Report

	Up-To-Date	Not Up-To-Date
Anemia (HCT/HGB) (Mandated)	70	55
Blood Pressure (Mandated)	90	35
Dental	64	61
Growth (Mandated)	115	10
Hearing (Mandated)	113	12
Lead Screening (Mandated)	82	43
Physical (Mandated)	120	5
Vision (Mandated)	115	10

Up-to-Date / Not Up-to-Date on ALL Mandated Exams

Up-To-Date	Not Up-To-Date
49	76

Notes:

- 1- Numbers do not include unborn children
- 2- For Currently Terminated children, Up To Date status is calculated based on Termination Date (instead of Today's date). These children are marked with a RED asterisk in sub-reports.
- 3- If Class End Date is prior to Today's date, Up To Date status is calculated based on Class End Date (instead of Today's date). These children are marked with two RED asterisks in sub-reports.

AMY ESSER
5563-7580-0004-9768

CREDITS
\$0.00

PURCHASES
\$3,264.49

CASH ADV
\$0.00

TOTAL ACTIVITY
\$3,264.49

ACCOUNTING CODE:

Purchasing Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-04	12-01	55429503335719080140651	TEACHERSPAYTEACHERS.CO 6465880910 NY	48.00
12-05	12-04	55432863338204763169632	SQ *OBBA I\$HAGH NEW ORLEANS LA P.O.S.: 00023058430189181 SALES TAX: 0.00	43.20
12-15	12-14	05140483348720212077194	FRIENDLY MARKET CELINA OH	65.92
Total Purchasing Activity				\$157.12

Travel Activity

Post Date	Tran Date	Reference Number	Transaction Description	Amount
12-08	12-07	55436873342173426160131	HILTON HOTELS NEW ORLEANS LA 4193374 ARRIVAL: 12-04-23	702.72
12-08	12-07	55436873342173426167581	HILTON HOTELS NEW ORLEANS LA 4193372 ARRIVAL: 12-04-23	702.72
12-08	12-07	55500363342046842787203	CURB NOLA TAXI QUEENS NY	43.20
12-18	12-14	55432863350208798388888	COLUMBUS MARRIOTT NW DUBLIN OH M35131 ARRIVAL: 12-14-23	150.30
12-20	12-19	59174203353634001156996	AMERICAN 0012101360977 FORT WORTH TX ESSER/AMY DEPART: 01-21-24 P.O.S.: SALES TAX: \$0.00 DAY MQ G DCA MQ S DAY	347.81
12-20	12-19	59174203353634001157002	AMERICAN 0012101360978 FORT WORTH TX JETT/MARCY DEPART: 01-21-24 P.O.S.: SALES TAX: \$0.00 DAY MQ G DCA MQ S DAY	347.81
12-20	12-19	59174203353634001157010	AMERICAN 0012101360979 FORT WORTH TX GUINGRICH/DEBORAH DEPART: 01-21-24 P.O.S.: SALES TAX: \$0.00 DAY MQ G DCA MQ S DAY	347.81
12-26	12-22	75120713357900013257253	KALAHARI RESORT- OH - SANDUSKY OH 786ECGZD ARRIVAL: 12-22-23	155.00
12-26	12-22	75120713357900013257261	KALAHARI RESORT- OH - SANDUSKY OH A3VLQKPX ARRIVAL: 12-22-23	155.00
12-26	12-22	75120713357900013257279	KALAHARI RESORT- OH - SANDUSKY OH VRB12QDE ARRIVAL: 12-22-23	155.00

HEAD START - 2023 GRANT

	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	
Federal Revenue		163,000.00	148,000.00	109,000.00	117,000.00	113,000.00	120,000.00	109,000.00	135,000.00	160,000.00	130,000.00	140,000.00	200,000.00	1,644,000.00
CACFP Revenue						9,976.12	5,854.54		575.52	1,314.80	11,924.70		24,911.91	97,895.13
Other Local														
Refund prior year exp														
Board advance														
Total		163,000.00	148,000.00	109,000.00	117,000.00	122,976.12	125,854.54	109,000.00	135,575.52	161,314.80	141,924.70	140,000.00	224,911.91	1,880,794.81

REVENUE

EXPENDITURES

Salary	75,594.14	72,289.80	72,083.52	68,744.14	67,974.10	60,092.81	61,192.09	64,826.49	101,203.52	71,189.95	80,157.24	118,603.96	1,732.25	915,593.81
Fringe Benefits	61,409.66	59,382.85	44,531.02	49,124.51	42,030.50	41,624.12	42,542.13	52,453.62	50,500.66	40,987.23	44,468.31	33,681.92	29,225.64	575,913.87
Programming	13,961.28	4,467.17	4,392.64	5,707.51	4,039.73	12,396.64	8,770.49	3,405.76	6,043.39	5,587.63	8,179.86	34,242.91	35,536.84	148,127.85
Supplies	7,392.57	10,412.48	2,444.03	10,293.74	9,890.40	12,766.81	2,863.24	6,098.39	2,894.11	11,498.80	13,424.95	28,104.41	97,477.63	215,710.87
Capital Outlay														
Other Expenditures	2,000.00		238.00	75.00	1,000.00	621.00								5,653.80
PAZZ subtotal	162,537.65	146,532.10	123,663.21	127,358.90	124,994.73	128,051.38	114,858.95	126,534.48	160,671.89	130,273.31	147,371.77	204,633.20	164,032.36	5,653.80
Training & Technical Services (job code 400)		1,270.50	1,375.00	420.00	349.70	1,922.09	148.00	5,086.00		648.79	2,315.04	2,176.00	400.00	11,650.20
Training & Technical serv (CBJ 419)			2,044.72	433.71	610.49	1,822.09		2,656.51		816.73	2,740.04	986.92	190.66	12,605.66
Start out of town travel (CBJ 439)		1,270.50	3,419.72	853.71	960.19	1,822.09	148.00	7,742.51		816.73	2,740.04	3,142.92	590.66	24,255.66
Subtotal Purch Service														
Training & Technical Supplies				105.00	287.34	498.61		60.82			419.65			1,371.42
Training & Tech Supplies				105.00	287.34	498.61		60.82			419.65			1,371.42
Subtotal Supplies														
T&A -PA20		1,270.50	3,419.72	958.71	1,247.53	2,420.70	148.00	7,803.33	648.79	816.73	3,159.69	3,142.92	590.66	108,899.66
Return of Board Advance														1,996,596.66
TOTALS		162,537.65	147,802.60	127,108.93	128,897.61	126,242.26	130,472.68	115,006.95	134,337.79	161,320.47	239,929.72	156,531.46	207,776.12	1,996,596.66

131,030.04

Expenses CACFP & return of advance

1,887,895.98

HEAD START - 2024 GRANT

525-9924

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	1,079,253.00	-	1,079,253.00	-	1,079,253.00
CACFP Revenue	-	100,000.00	100,000.00	-	100,000.00
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	1,079,253.00	100,000.00	1,179,253.00	-	1,179,253.00

EXPENSES

As of 12/31/2023

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	488,134.00	-	488,134.00	77,711.90	410,422.10	-	410,422.10
Fringe Benefits	373,011.00	-	373,011.00	16,310.23	356,700.77	-	356,700.77
Programming	122,309.00	-	122,309.00	868.01	121,440.99	17,678.29	103,762.70
Supplies	81,277.00	58,687.00	139,964.00	5,075.48	134,888.52	10,861.71	124,026.81
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	2,635.00	-	2,635.00	2,000.00	635.00	1,175.00	(540.00)
PA22 subtotal	1,067,366.00	58,687.00	1,126,053.00	101,965.62	1,024,087.38	29,715.00	994,372.38

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Training & Technical Services	5,475.00	-	5,475.00	-	5,475.00	574.50	4,900.50
Staff out of town travel	5,091.00	-	5,091.00	-	5,091.00	5,713.94	(622.94)
Subtotal Purch Service	10,566.00	-	10,566.00	-	10,566.00	6,288.44	4,277.56

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Training & Tech Supplies	1,321.00	-	1,321.00	420.00	901.00	132.00	769.00
T&TA -PA20	1,321.00	-	1,321.00	420.00	901.00	132.00	769.00

Return of Board Advance	-	-	-	-	-	-	-	Federal Grant Expenditures
TOTALS	1,079,253.00	58,687.00	1,137,940.00	102,385.62	1,035,554.38	36,135.44	999,418.94	102,385.62

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES		(102,385.62)	
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HEAD START - 2023 GRANT

525-9923

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	2,002,713.00	-	2,002,713.00	1,644,000.00	358,713.00
CACFP Revenue	-	115,000.00	115,000.00	97,895.13	17,104.87
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	108,899.68	(108,899.68)
Total	2,002,713.00	115,000.00	2,117,713.00	1,850,794.81	266,918.19

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	As of 12/31/2023 ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	989,588.00	-	989,588.00	915,503.81	74,084.19	-	74,084.19
Fringe Benefits	746,723.00	-	746,723.00	575,913.37	170,809.63	6,075.98	164,733.65
Programming	184,655.00	-	184,655.00	149,275.85	35,379.15	19,886.72	15,492.43
Supplies	192,929.00	-	192,929.00	215,710.87	(22,781.87)	14,701.73	(37,483.60)
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	11,186.00	-	11,186.00	5,655.80	5,530.20	-	5,530.20
PA22 subtotal	2,125,081.00	-	2,125,081.00	1,862,059.70	263,021.30	40,664.43	222,356.87

Training & Technical Services

Training & technical serv (job code 400)	419	11,863.00	-	11,863.00	11,650.20	212.80	485.00	(272.20)
Staff out of town travel	439	19,552.00	-	19,552.00	12,605.66	6,946.34	1,650.06	5,296.28
Subtotal Purch Service		31,415.00	-	31,415.00	24,255.86	7,159.14	2,135.06	5,024.08

Training & Tech Supplies

T&TA -PA20		2,009.00	-	2,009.00	1,371.42	637.58	159.75	477.83
Return of Board Advance		2,009.00	-	2,009.00	1,371.42	637.58	159.75	477.83

TOTALS

		2,158,505.00	-	2,158,505.00	1,996,586.66	161,918.34	42,959.24	118,959.10
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TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES (145,791.85)

Federal Grant Expenditures 1,789,791.85

145,791.85

Category	Rate	Hours	Total	Comments
Policy Council	45.98	6.75	310.37	
At-home Activities				
Anchors Away	19.76	36.5	721.24	
Captain's Crew	19.76	46.75	923.78	
Lakeside Learners	19.76	46.75	923.78	
Lighthouse Leaders	19.76	15.75	311.22	
Rockford	19.76	15	296.4	
Starboard Seacaptains	19.76	45	889.2	
Turtle Troop	19.76	20	395.2	
Total			4,460.82	
HSAC				
Nursing Students				
Kitchen	13	13.76	178.88	
Parent Vol				
Comm Vol	3	18.65	25.59	
Total			204.47	
Four U				
Donated Goods			50	
Total			50	
ECE				
Utilities			2142	
Total			6475.34	
CCS Personnel				
IT			737.74	
Asst. Treasurer I			506.34	
Asst. Treasurer II			373.09	
Supt. Sec			444.17	
Custodial			2520.25	
Maintenance			1261	
Total			5,842.59	
CCS Fringe				
CCS Benefits			524.17	
			6359.95	
			6884.12	
Speech Therapist				
Momentum			150.00`	
Total			24,227.71	
YTD Total			270,034.29	

Full Enrollment Initiative Preliminary Plan

- I. Possible causes for low enrollment
 - A. Location of service provider
 - B. Increase in local wages makes applicants not eligible
 - C. Increased transience amongst the most vulnerable populations
- II. Strategies to address low enrollment
 - A. Move a classroom to the southern part of the county
 - B. Target recruitment strategies for lower paying employers
 - C. Make programming more appealing for transient populations
- III. Resources needed to address low enrollment
 - A. Partnership with another school district
 - B. Marketing strategies and fiscal resources
 - C. Social media footprint and technological advancements
- IV. Options to combat funding loss
 - A. 100% enrollment
 - B. Cut slots
 - C. Change programming options
 - D. Diversify service delivery
- V. Results
 - A. Maintain program as is. No increases of any kind.
 - B. Change program design, possible increases in salaries and services.
 - C. Decrease in part day availability
 - D. Reach more families
- VI. Positives to change
 - A. No change to anything including wages
 - B. Increase salaries and target service delivery
 - C. Focus service delivery on model most prominent
 - D. Serve families in their closest area
- VII. Negatives to change
 - A. Staff wages remain lower than competitors
 - B. Decrease the amount of children and families served
 - C. Transition time to support the change
 - D. Administration spread thinner, more satellite locations

Celina City Schools — Mercer County Head Start

Job Description

Phone: (419)268-0301 Fax: (419)268-0017 www.mercerheadstart.org

Job Title: Head Teacher	Supervisor: Early Childhood Services Director
Position Summary:	
Provides all Head Start educational services to ensure compliance with Head Start Performance Standards, federal, state, and local guidelines and regulations, and Mercer County Head Start policies.	
Qualifications and Requirements:	
Education/Certifications:	
<ul style="list-style-type: none">• Minimum of Associates Degree in Early Childhood Education / Bachelor of Science or Arts in Early Childhood Education or related field (preferred)• ODE Early Childhood Education licensure (preferred / not required)• Associate Degree requires Associates Licensure• Possess a valid Ohio Driver's License and liability insurance	
Knowledge/Skills:	
<ul style="list-style-type: none">• Demonstrate knowledge of early child education, child observation and documentation• Able to work as a team and provide guidance for teacher assistant• Sensitivity and awareness of family cultural diversity• Flexible, adaptable and self-motivated• Strong verbal and written communication skills and basic computer skills• Ability to lift at a minimum 40 pounds with safety precautions• Walk, run, bend, kneel, reach overhead and able to work on the floor with young children• Active supervision and engagement with children• Ability to work with at-risk children with social — emotional concerns and / or children with identified disabilities• Lesson planning and classroom organization• Previous experience with preschool-aged children or previous Head Start experience (preferred)	
Employment Conditional upon Results of the Following:	
<ul style="list-style-type: none">• Complete and pass (5) background checks prescribed by ODJFS• Three Personal References• Successful Physical Capacities Examination and TB screening results• Policy Council and Board of Education approval	
Essential Job Responsibilities:	
<ul style="list-style-type: none">• Carry forth the Mission Statement of Mercer County Head Start to support the quality management principles, and work toward agency and program goals.• Demonstrate and support core values of the program.• Demonstrate and support Standards of Conduct.• Adhere to Head Start Performance Standards, and agency policies and procedures.	

- Maintains a physical environment that is conducive to promoting optimal growth and development via positive social interaction of preschool children.
- Maintains classroom environment and evaluates developmental progress and maintains records for each child, including progress and attendance patterns.
- Plan and implement daily lesson plans individualized per child's individual style and pace of learning.
- Support IEP goals prepared by Special Education teachers and / or therapist to set individual goals for all children.
- Maintains accurate attendance and CACFP documentation.
- Work as a team with Family Engagement staff to provide parent engagement activities both in the classroom and through family special events, family-teacher conferences, home visits, and ongoing communication.
- Generate and collect in-kind activities of families and volunteers.
- Maintaining accurate records and documentation through daily observation and documentation via computer database program.
- Completes accurate documentation in a timely manner (ie. timesheets, COPA, Kiosk, CACFP, cleaning records, etc.)
- Achieve reliability status while maintaining CLASS score at or above National threshold through on-site classroom observations.
- Respond in accordance with Ohio Law regarding suspected child abuse and/or neglect.
- Respond to crises or emergencies that may occur.
- Provide emergency first aid as indicated.
- Demonstrate on-going professionalism, work as a team, have a positive and professional attitude toward fellow staff and families by attending trainings (15 hours minimum, annually), workshops, conferences, and meetings as requested by supervisor, necessary for successful implementation of program and to meet requirements of Professional Development Plan.
- Regular and prompt attendance to provide quality supportive services to children, families, and community partners.
- Meet or exceed the SUTQ required training hours benchmark of 20 hours in 2 years.
- Perform other duties as assigned by supervisor to ensure compliance with federal, state and local regulations.

*At any time you may be reassigned to meet the parameters of the program needs.

The statements indicated on this job description describe the general purpose and responsibilities assigned to this job and are not an inclusive list of all responsibilities and duties that may be assigned or skills that may be required. All employees are expected to participate in ongoing professional development as indicated by changing roles and responsibilities.

Head Teacher Signature

Date

Early Childhood Services Director Signature

Date

Mercer County Head Start Policies and Procedures

P/P Topic:	CACFP Accountability (Child and Adult Care Food Program)	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>D. Health Program Services</i>	Last Reviewed Date:	
Section Title(s):	Child Nutrition	Implementation Responsibility:	Nutrition Staff Health & Safety Mgr
Related Performance Standard(s):	1302.44	Monitoring Responsibility:	Executive Director

(A) Policy	Head Start will comply with the Child and Adult Care Food Program (CACFP) guidelines for program accountability at all sites.
(B) Responsibility	Nutrition Staff, Health & Safety Manager
(C) Procedure	<p>1. All meals provided by the participating centers will meet USDA required meal patterns.</p> <ul style="list-style-type: none"> • The Head Cook under the supervision of the H & S Mgr is responsible for menu planning and monitoring meal production records. • The Head Cook is responsible for meal preparation and completing all required paperwork affiliated with meal preparation, storage, inventory, and disbursement. • The USDA Food Buying Guide, standardized recipes and Child Nutrition (CN) labels are used to ensure servings meet meal pattern requirements. • The meal production records are reviewed on a monthly basis by the H & S Mgr for accuracy. <p>2. Civil Rights requirements will be met.</p> <ul style="list-style-type: none"> • The Health & Safety Mgr is responsible for ensuring that Civil Rights training requirements are met and that appropriate documentation is in place. • All staff involved in meal counts, food service, or other key areas attend annual training. • New employees attend training at new employee orientation prior to assuming any duties affiliated with the CACFP. • Notices from the Child and Adult Care Food Program are posted at each childcare center that state no child will be discriminated against because of race, color, sex, national

origin, age, or disability.

- Federal contact addresses are posted for discrimination complaints.

3. Complete and accurate recordkeeping are kept for enrollment, attendance, participant eligibility, meal counts, meal production and monthly claims.

- The Health & Safety Mgr is responsible for training designated employees in enrollment, attendance, eligibility, and meal count requirements.
- The H & S Mgr will train designated employees in completing the meal production record, meal patterns, and meal service requirements.
- Daily meal counts are completed at time of meal service by teachers and assistants.
- An Administrative Assistant enters the attendance and meal service data into a computerized program which produces daily, weekly, and monthly attendance counts, meal counts and participant eligibility counts.
- Counts are verified by the H & S Mgr prior to submitting the monthly claim for reimbursement so that only claims for eligible meals are submitted.
- Claims will be submitted online and no later than the 15th of the month for the preceding month.
- Invoices for meals from the contracted sites are verified for accuracy by the Executive Director prior to payment.
- The H & S Mgr verifies the meal production records for completeness and accuracy.

Training

The H & S Mgr and the Executive Director provide training to program staff based upon staff members' current responsibilities prior to staff assuming CACFP duties.

Training is provided annually or as needed to all staff who perform CACFP duties according to the following training plan.

- H & S Mgr will provide training to new program staff who perform key CACFP activities **prior** to beginning these key activities.
- The areas and subtopics to be covered will be based on current CACFP training guidelines.
- H & S Mgr will provide training annually to program staff that performs key CACFP activities. The topics to be included in the training will be based on current CACFP training guidelines.
- All new employees are trained at new employee orientation in the appropriate area before assuming any duties related to the CACFP.

- H & S Mgr and the Executive Director update their knowledge of CACFP guidelines through policy alerts or training if available.

Monitoring Schedule/Plan

The HCSM is responsible for monitoring reviews for the Child and Adult Care Food Program (CACFP) according to the following guidelines:

Form 1606, Monitor Review, is the tool used to review all participating centers to ensure compliance with the CACFP requirements.

CACFP Accountability

- Each center is monitored a minimum of three times per year according to CACFP guidelines.
- During the first and second monitoring visits a meal (breakfast or lunch) is observed and the third is either a snack or a meal.
- There must be at least two unannounced visits (one of the three may be announced but it is suggested that all reviews are unannounced) conducted each year.
- An additional review is conducted each year using Form 1529, Food Service Management Company/Vendor Monitor Review. This review may be done in conjunction with the on-site monitoring reviews.
- Findings and recommendations are reviewed with the site's food service staff and with the site director.
- These findings and recommendations are either corrected immediately on site or a corrective action plan is established.
- A copy is sent to the site director and a copy is kept on file by the H & S Mgr.
- All documentation of reviews is kept on file for a minimum of three years from the last day of the program year to which they pertain.

Financial Monitoring at Program Level

- The Executive Director verifies invoices for accuracy and marks them "ok to pay" prior to submission to Accounts Payable in the Treasurer's office.
- The Executive Director and Treasurer's office monitors the invoices from the food service management company and the reimbursements from CACFP and compares them to ensure fiscal integrity and accountability.

Mercer County Head Start Policies and Procedures

P/P Topic:	Child Assessment	P/P #:	
Part:	Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education and Child Development program Services</i>	Last Reviewed Date:	2/10/2022
Section Title(s):	<i>Child Screening & Assessments</i>	Implementation Responsibility:	Education Staff
Related Performance Standard(s):	1302.33(b)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>((b) Assessment for individualization.</p> <p>(1) A program must conduct standardized and structured assessments, which may be observations-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u>. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization within the program year.</p>
(B) Responsibility	Education Staff
(C) Procedure	<p>Teaching staff utilize information received from parents, professionals, and screenings through direct assessment tools or observations from the time of entry throughout the duration of the child’s enrollment in the program for overall assessment of the child’s developmental progress.</p> <p>MCHS utilizes Teaching Strategies GOLD as the assessment system. It is a licensed research-based software system. Additionally, in state-funded classrooms, the ELA assessment model is utilized as prescribed by state standards. The Heggerty Literacy curriculum and assessment is utilized in support of the CCS school district Literacy goals. HATCH literacy assessment has been added to support ongoing literacy development in students.</p> <p>TSGOLD is aligned with <i>Creative Curriculum</i>, <u>Head Start Early Learning Outcomes Framework: Ages Birth to Five</u>, and ODE’s Standards.</p> <p>ELA is aligned to the ODE Standards.</p>

Curriculum supports the individual interests and learning styles of children and allows for flexibility of use enabling children to develop emerging skills and practice existing skills at their own individual rates.

Curriculum and assessment systems provide a variety of activities for families to use in the home to develop and strengthen the child's skills.

Emerging skills in the areas of early literacy, early numeracy, reasoning, problem solving, choice, and decision making will be supported throughout the day by providing materials, activities, stimulating environment and adult interaction based on the developmental level of each child.

Staff will encourage children to interpret and represent their experiences, understandings, and ideas through drawing, writing, and other art media; language, and movement, and music activities.

Staff will record a minimum of four observation notes per child per week. This does NOT include group / batch notes.

Dated and initialed observation notes will be clear, concise, objective, and adequately describe the skill of the child.

These recorded observations will be used as supporting documentation on assessments and to determine school readiness goals for each child in partnership with parent / guardian.

A variety of children's work (i.e. writing samples, art, photographs of child, etc.) will be kept in a portfolio for each child and used as documentation of the child's progress and interests. These portfolios will be shared throughout the year with parents, and Early Childhood Services Director.

Individual Child Report will identify child growth and developmental progress in the classroom. The Data & Quality Secretary will run these reports for the teaching staff to review every 2 weeks. Teaching staff will utilize these reports to determine individualization and group needs. Teachers will ensure that parent / guardian has an individual child report at each parent teacher conference / home visit.

Program environment will be assessed to respond to children's developmental needs, abilities, and modes of learning. Additional materials and activities will be incorporated depending on individual needs.

Mercer County Head Start Policies and Procedures

P/P Topic:	Child Guidance and Discipline	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	I – Human Resources Management	Last Reviewed Date:	3/10/22
Section Title(s):	Personnel Policies	Implementation Responsibility:	Early Childhood Services Director
Related Performance Standard(s):	1302.90(c)	Monitoring Responsibility:	Executive Director

(A) Policy	<p>(c) Standards of Conduct.</p> <p>(1) A program must ensure all staff, consultants, contractors, and volunteers abide by the program’s standards of conduct that:</p> <p>(i) Ensure staff, consultants, contractors, and volunteers implement positive strategies to support children’s well-being and prevent and address challenging behavior;</p> <p>(ii) Ensure staff, consultants, contractors, and volunteers do not maltreat or endanger the health or safety of children</p>
(B) Responsibility	All staff, volunteers, consultants, contractors
(C) Procedure	<p>Positive Social / Emotional Environment</p> <ul style="list-style-type: none"> • The environment is set up to maintain a developmentally appropriate space • Classroom traffic pattern minimizes wide open spaces to run, but provides ample space and boundaries for learning centers • Staff will ensure each child is within their sight and hearing at all times • A picture schedule is displayed at child’s eye level and is implemented consistently the majority of the time, providing a predictable, well-balanced schedule of large / small group and quiet / active activities • Children assist in creating classroom / bus / school rules <p>General Early Childhood Practices</p> <ul style="list-style-type: none"> • Staff and volunteers will build, nurture, and maintain positive relationships with children through communication, conversation at meals, showing interest in their work, etc. • Staff and volunteers will communicate with children at eye level as possible • Staff and volunteers will verbally interact with children

during routines and activities (staff are not to be on computers or telephones when children are present)

- Staff and volunteers will participate in children's play during center play
- Staff will provide a variety of materials in all learning centers to support child interests, preferences, and needs
- Staff will prepare all children for changes in the day or schedule
- Staff will provide warnings and expectations to encourage smooth transitions, ensuring wait time is held to a minimum
- Staff and volunteers will demonstrate active listening with all children, demonstrating empathy, acceptance, and sensitivity to children's feelings and needs
- Staff and volunteers will encourage independence and self-help skills in all children
- Staff will create a planned method of problem solving in the classroom

Positive Guidance Techniques

- Staff will speak to children with respect, using sentences and modeling positive behaviors at all times
- Staff will adapt the environment, routine, and activities to the needs of individual children
- Staff will maintain consistent reasonable expectations, including the classroom rules
- Staff and volunteers will use environmental and verbal cues what will happen next and allow time for transition, assisting individual children to transition as needed
- Staff and volunteers will model and teach social skills such as turn-taking, cooperation, waiting, treating others respectfully, and conflict resolution
- Staff and volunteers will model and teach emotional skills, such as identifying and recognizing feelings
- Staff will utilize the skills, supports, and strategies of the program-approved social emotional Curriculum (Conscious Discipline)
- Staff will recognize and respect each child's energy level, learning style, temperament, developmental ability, including stage of play and capacity
- Staff and volunteers will redirect children to appropriate activities that match the child's needs and preferences
- Staff will assist children in solving peer difficulties through problem solving
- Staff will be mindful of and seek out causes and patterns in behavior

Intervention

- Staff will assist children in finding replacement skills for inappropriate behaviors
- Staff will refer children to the agency-contracted Mental

	<p>Health Consultant for an individual observation.</p> <ul style="list-style-type: none"> • Staff will consult with the Early Childhood Services Director concerning the implementation of any individualized interventions. <p>Unacceptable Guidance Practices</p> <ul style="list-style-type: none"> • There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to punching, pinching, shaking, spanking, or biting. • No discipline shall be delegated to any other child. • No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as a protective hug, so the child may regain control. • No child shall be placed in a locked room or confined in any enclosed areas such as a closet, a box, or similar cubicle. • No child shall be subjected to profane language, threats, and derogatory remarks about the child or the child's family or other verbal abuse. • Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents. • Techniques of discipline shall not humiliate, shame, or frighten a child. • Discipline shall not include withholding food, rest, or toilet use. • Separation when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space. • The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the program. <p>During each employee's orientation and updated annually, an employee will receive a review of the policy, sign a Child Guidance and Discipline acknowledgement form, receive a copy, and the original placed in the employee's file.</p>
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Employee Signature _____

date _____

Mercer County Head Start Policies and Procedures

P/P Topic:	Collaborative Services with ESC	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education & Child Development Program Services</i>	Last Reviewed Date:	1/12/17
Section Title(s):	<i>1302.33 Child Screening & Assessment</i>	Implementation Responsibility:	Teaching Staff
Related Performance Standard(s):	<i>1302.33(a)(4)</i>	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	If a child is determined to be eligible for services under IDEA, the program must partner with parents and the local agency responsible for implementing IDEA, as appropriate, and deliver the services in subpart F of this part.
(B) Responsibility	Teaching Staff, Family Advocate
(C) Procedure	<p>Mercer County Head Start will participate in meetings, per parental request throughout the ETR process. If it is in the best interest of the child, Mercer County Head Start will advocate that the child remain in the Head Start program with supportive education / specialized services provided by the local ESC services.</p> <p>Mercer County Head Start will incorporate all aspects of the IEP into the child’s services provided by the program.</p> <p>Family Advocates will provide all family and community engagement services to the family.</p> <p>Mercer County Head Start and Mercer County ESC currently have an MOU in place that outlines the specialized services offered by both programs.</p> <p>The ESC provides a consultative model of itinerant services for children receiving IEP services.</p> <p>Local school districts may opt to provide specialized preschool services directly to children enrolled in the Head Start program.</p> <p>If Head Start is deemed to NOT be the best placement for the child due to the needs of the child or lack of resources by the program, Head Start staff will support the family in identifying and enrolling in a program that best meets the needs of the child.</p> <p>LEAs including the ESC MUST comply with all licensing and Head Start regulations to provide services to children enrolled in the Head Start center.</p>

Mercer County Head Start Policies and Procedures

P/P Topic:	Curriculum Alignment	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	10/12/2017
Section Title(s):	<i>Curricula</i>	Implementation Responsibility:	Education staff
Related Performance Standard(s):	1302.32 (a)(1)(ii)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula , including additional curricular enhancements, as appropriate that:</p> <p>Are aligned with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and,</p>
(B) Responsibility	Education staff
(C) Procedure	<p>All center and home-based sites utilize an evidence based curriculum that is written with an understanding of how children learn and focuses on developmentally appropriate practices. At the time of this policy MCHS utilizes Creative Curriculum 6th Edition.</p> <p>The Creative Curriculum aligns with the Head Start Early Learning Outcomes Framework.</p> <p>Additionally, the Early Childhood Services Director provides education staff with an alignment tool that aligns Creative Curriculum, HSELOF, TSGOLD, and ODE Early Learning Standards.</p>

Mercer County Head Start Policies and Procedures

P/P Topic:	Curriculum Implementation	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Curricula</i>	Implementation Responsibility:	Education staff
Related Performance Standard(s):	1302.32 (a)(1)(i)(iii)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula , including additional curricular enhancements, as appropriate that:</p> <p>Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation;</p> <p>Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.</p>
(B) Responsibility	Education staff
© Procedure	<p>All center and home-based sites utilize an evidence based curriculum that is written with an understanding of how children learn and focuses on developmentally appropriate practices. At the time of this policy MCHS utilizes Creative Curriculum 6th Edition. The curriculum allows for flexibility in planning for individual children by using a developmental progression that focuses on:</p> <ul style="list-style-type: none"> ➤ Language ➤ Literacy ➤ Mathematics ➤ Social and Emotional Functioning ➤ Approaches to Learning ➤ Science ➤ Physical Skills ➤ Creative Arts <p>The Creative Curriculum provides study guides and Mighty Minutes to support teachers in lesson planning and individualization.</p> <p>All education staff are trained in the use of Creative Curriculum.</p>

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P/P Topic:	Data Dialogue	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education & Child Development Program Services</i>	Last Reviewed Date:	12/12/2019
Section Title(s):	<i>1302.33 Child Screening & Assessment</i>	Implementation Responsibility:	Teaching Staff
Related Performance Standard(s):	<i>1302.33(b)(2)</i>	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>(2). A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant to determine a child’s strengths and needs, inform and adjust strategies to better support individualized learning and improve teacher practices in center-based and family child care settings, and improve home visit strategies in home-based models.</p>
(B) Responsibility	Teaching Staff, Early Childhood Services Director
(C) Procedure	<p>Teachers run individual and class reports from the TSGOLD system to help individually and collectively plan for lessons. Classrooms that utilize the state ELA assessment model collect on-going data from the ELA to support individual and collective planning for lessons.</p> <p>Management staff run program-wide and classroom reports to support program improvements periodically throughout the year.</p> <p>After each checkpoint, Early Childhood Services Director provides teaching staff with TSGOLD reports (snapshot, growth, school readiness goals) to review. Classrooms that utilize the state ELA assessment model aggregate on-going data simultaneously with the TSGOLD timelines. Individual teaching teams review educational data as well as demographic data provided by COPA to determine strengths and opportunities for individual children and the classroom collectively.</p> <p>Teaching staff then document classroom improvement plans on implementation plan forms. The Early Childhood Services Director reviews each plan and meets with education staff to identify supports needed to meet goals and objectives.</p>

Mercer County Head Start Policies and Procedures

P/P Topic:	Developmental & Behavioral Screenings	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	10/12/2017
Section Title(s):	<i>Child Screening and Assessment</i>	Implementation Responsibility:	Education staff, Family Advocates
Related Performance Standard(s):	1302.33 (a)(1)(2)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>In collaboration with each child’s parent and with parental consent, a program must complete or obtain developmental screening to identify concerns regarding a child’s development, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program, or for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.</p> <p>A program must use one or more research-based developmental standardized screening tools to complete the screening. A program must use as part of the screening additional information from family members, teachers, and relevant staff familiar with the child’s typical behavior.</p>
(B) Responsibility	Family Advocates, Teachers
(C) Procedure	<p>MCHS utilizes the ASQ – 3 and ASQ-SE. Both tools are research-based. Both tools utilize information garnered from the parent (parent-report) and secondly information from the teaching staff. During enrollment, Family Advocates provide parents with the ASQ-3 and ASQ-SE to complete. Both tools cover screenings for child development, behavioral, motor, language, social, cognitive, and emotional skills. These screening tools are designed to be age-appropriate and garner input from the parent.</p> <p>If a parent fails to provide a completed ASQ – 3 and ASQ- SE within the first 30 days of the child’s enrollment, the child’s primary teacher will be responsible to complete both the ASQ-3 and ASQ-SE by the 45-day deadline.</p> <p>Once a child is enrolled the primary teacher is responsible to complete the Brigance screening and DECA screening once the child has been in for 30 days and before the 45 day deadline. Information is reported in the COPA database and shared with</p>

	<p>parent / guardian at PTC / HV.</p> <p>All academic / developmental scores are monitored by the Data & Quality secretary with oversight provided by the Early Childhood Services Director. Scoring information as well as annotations by the child's primary teacher and parent are used to make determinations regarding the need for additional referrals for further assessments and or evaluations.</p> <p>All social emotional / developmental scores are monitored by the Data & Quality Secretary with oversight provided by the mental Health Manager. Scoring information as well as annotations by the child's primary teacher and parent are used to make determinations regarding the need for additional referrals for further assessments and or evaluations.</p> <p>.</p>
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Mercer County Head Start Policies and Procedures

P/P Topic:	Education Monitoring Tool	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	10/12/17
Section Title(s):	<i>Purpose</i>	Implementation Responsibility:	Early Childhood Services Director
Related Performance Standard(s):	1302.30, 1302.32(2)	Monitoring Responsibility:	Executive Director

<p>(A) Policy</p>	<p>All programs must provide high-quality early education and child development services, including for children with disabilities that promote children’s cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interaction. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the <u>Head Start Early Learning Outcomes Framework: Birth to Five</u> and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum the elements contained in 1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in 1302.33 and 1302.35</p> <ul style="list-style-type: none"> (a). Teaching and learning environment (b). Effective Teaching Practices (c). Learning environment (d). Materials and space for learning (e). Promoting learning through approaches to rest, meals, routines, and physical activity. <p>A program must support staff to effectively implement curricula</p>
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	and at a minimum monitor curriculum implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and professional development.
(B) Responsibility	Early Childhood Services Director
(C) Procedure	<ul style="list-style-type: none"> • The Early Childhood Services Director will develop an education monitoring tool to ensure compliance with high-quality comprehensive early childhood educational services. • The educational monitoring tool will include: monitoring for lesson plan completion and quality, ECERS, CLASS, environmental quality standards, curriculum fidelity, assessment fidelity, training, active supervision, compliance with licensing regulations, parent teacher conference, home visits, parent education on child development, transitions, parent educational events, data pulls from TSGOLD and COPA. • The monitoring tool will designate specific due dates, and forms used in monitoring to delineate a cyclical review of all aspects of education. • The Early Childhood Services Director will meet periodically throughout the year with the management team and Executive Director to discuss any strengths or concerns. • The monitoring tool results will be utilized annually in the program self-assessment.

Mercer County Head Start Policies and Procedures

P/P Topic:	Family Style Dining	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	C. Education & Child Development program Services	Last Reviewed Date:	
Section Title(s):	Teaching & learning Environment	Implementation Responsibility:	Education staff
Related Performance Standard(s):	1302.31(e)(2)	Monitoring Responsibility:	H & S Mgr, Early Childhood Services Director

(A) Policy	(e)(2) A program must implement snack and meal times in ways that support development and learning. For bottle-fed infants, this approach must include holding infant during feeding to support socializations. Snack and meal times must be structured and used as learning opportunities that support teaching staff-child interactions and foster communication and conversations that contribute to a child's learning, development, and socialization. Programs are encouraged to meet this requirement with family style meals when developmentally appropriate. A program must also provide sufficient time for children to eat, not use food as reward or punishment, and not force children to finish their food.
(B) Responsibility	Education staff

(C) Procedure

- Activities within the daily schedule will provide an opportunity to relate meaningful experiences to their peers and teachers.
- Staff will actively participate with children at all meal times. (staff will sit at the table and engage in conversation with children)
- Wherever possible, meals will be served in a relaxed family style atmosphere, which includes self-service by children. Children will participate in all aspects of mealtime components which includes:
 - √ Washing tables;
 - √ Setting tables;
 - √ Serving foods;
 - √ Cleaning tables.
- Children will be offered and serve themselves a portion of each food available.
- Extra silverware, napkins, tissues and a container of soapy water with dish cloth or sponge will be placed near eating area for use when needed.
- Staff will serve themselves a sample portion of all food being served. (not a full serving for staff)
- Positive conversation including nutrition information will be a customary part of mealtimes. Portions of food not served will be made available to children if they request additional food.
- Staff will sample the same menu, model appropriate table manners, and socialize with the children during mealtimes.
- Staff and volunteers will not express negative opinions or actions in regards to meals.
- Staff will give positive encouragement to children for trying new foods.
- Menus will incorporate a variety of foods.
- Nutrition activities may be used to introduce culturally diverse foods.
- Families will be encouraged to share cooking experiences with children and staff.
- Home visitors will plan food preparation activities with parent/guardians to conduct with children in the home.
- Staff will not withhold food or use food as a punishment or reward.
- Children will be encouraged to try new foods but not forced to eat them.
- Staff will understand that children may require a number of exposures to a new food before they will accept it.
- Staff will discuss program policies and the program's approach to food and mealtimes with parent/guardian.
- Children will be allowed sufficient time to eat at their own pace
- When finished, children will assist with cleanup and will be

directed toward an alternative activity.

- Staff and volunteers will actively participate with children at mealtimes serving themselves a sample portion of all foods being served, eating the same menu, modeling appropriate table manners, and socializing with the children. No additional food or drink will be allowed by staff at the table or at any time in the presence of children.
- If a child is served a special diet, this is explained and used as a positive learning experience.
- For Preschool: A complete setting of child size eating utensils (including knife, fork, and spoon) will be at each place setting for lunch.
- A variety of nutritional foods, including ethnic food, will be prepared during classroom activities throughout the program year and served in addition to the meal or snack.
- The classroom environment (toys, books, posters, dramatic play area) will encourage discussions about food and mealtime activities among children and staff.
- Guided by the curriculum, staff will support the experiences of children as they relate to nutrition by the use of puzzles, books, puppets, field trips, nutritious cooking activities and other appropriate resources.
- All children attending centers for the morning session will receive breakfast and lunch.
- All children attending centers for the afternoon session will receive lunch and a snack.
- All children attending centers all day will receive breakfast, lunch, and afternoon snack.
- Breakfast is served to children upon arrival for the morning session.
- Children who arrive late and/or hungry will receive a mid-morning snack.

Mercer County Head Start Policies and Procedures

P/P Topic:	Hand Washing	P/P #:	
Part:	C. Program Operations	PC Approval Date:	1/4/24
Subpart:	D. Health program Services	Last Reviewed Date:	
Section Title(s):	Safety Practices	Implementation Responsibility:	All Staff
Related Performance Standard(s):	1302.47 (6)(i) 1302.31 €(3)	Monitoring Responsibility:	H & S Mgr, Early Childhood Services Director

(A) Policy	<p>(6) Hygiene practices. All staff systematically and routinely implement hygiene practices that at a minimum ensure:</p> <p>(i) Appropriate toileting, hand washing, and diapering procedures are followed</p> <p>(3) A program must approach routines, such as hand washing and diapering, and transitions between activities, as opportunities for strengthening development, learning, and skill growth.</p>
(B) Responsibility	All Staff
(C) Procedure	<ol style="list-style-type: none"> 1. Children, staff and volunteers wash their hands with liquid soap and running water, using friction for 10 – 20 seconds (about the length of time it takes to fully sing the ABC song at a normal pace). 2. Children, staff and volunteers wash the palms, back of hands, between fingers, wrists, and under the fingernails. 3. Hands are rinsed off with a stream of running water and dried with disposable paper towels. 4. Children, staff and volunteers wash their hands with soap and running water, at least during the following times: <ol style="list-style-type: none"> a. After diapering, toilet use or assisting child in changing soiled clothing b. Before eating, handling food, or any other food related activity c. Whenever hands are contaminated with blood or other bodily fluids d. After handling pets or other animals e. After outdoor play

	<ul style="list-style-type: none">f. After wiping noses and mouthsg. Before and after giving medication or before and after medical proceduresh. Before and after giving first aidi. After wiping noses, mouths, bottoms, or soresj. After cleaning surfaces soiled with body fluidsk. After taking off disposable gloves
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Mercer County Head Start Policies and Procedures

P/P Topic:	Individualization	P/P #:	
Part:	Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education and Child Development Program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Child screenings and assessments</i>	Implementation Responsibility:	Education Staff
Related Performance Standard(s):	1302.33(b)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>A program must conduct standardized and structured assessments, which may be observation-based or direct, for each child that provide ongoing information to evaluate the child’s developmental level and progress in outcomes aligned to the goals described in the <u>Head Start Early Learning Outcomes Framework</u>. Such assessments must result in usable information for teachers, home visitors, and parents and be conducted with sufficient frequency to allow for individualization with the program year.</p> <p>A program must regularly use information from paragraph (b)(1) of this section along with informal teacher observations and additional information from family and staff, as relevant, to determine a child’s strength and needs, inform and adjust strategies to better support individualized learning and improve teaching practices in center-based and family child care settings, and improve home visit strategies in home-based models.</p>
(B) Responsibility	Education Staff
(C) Procedure	<p>Education staff collect a myriad of information on children daily. Education staff are to utilize the information gathered to enter into the child’s assessment via Teaching Strategies. Education staff are to document individualized activities for children on lesson plans. Individualization is driven not only by assessment data but also by goals established with the parent during home visits and conferences.</p> <p>Individualization should be fluid and everchanging as the child develops skills and achieves goals.</p>

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P/P Topic:	Interpreter Services	P/P #:	
Part:	Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education and Child Development Program Services & E – Family and Community Engagement Program Services</i>	Last Reviewed Date:	3/10/22
Section Title(s):	<i>Teaching & Learning Environment, Family Engagement</i>	Implementation Responsibility:	Family Advocates Education Staff
Related Performance Standard(s):	1302.31 (b)(2), 1302.33 (c) 1302.50 (b)(2)(5)	Monitoring Responsibility:	MH Mgr Early Childhood Services Director

(A) Policy	<p>For dual language learners, a program must recognize bilingualism and biliteracy as strengths and implement research-based teaching practices that support their development. Programs must work to identify volunteers who speak children’s home language /s who could be trained to work in the classroom to support children’s continued development of the home language.</p> <p>A program must develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.</p> <p>Conduct family engagement services in the family’s preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe.</p>
(B) Responsibility	Family Advocates, Education Staff

(C) Procedure

At the time of application and or enrollment the Family Advocate will identify with the family their home language, their language preference, and the need for interpreter to complete all required paperwork and conduct necessary Head Start business.

If it is determined by the Family Advocate and / or requested by the parent to have an interpreter support the parent and or child in Head Start activities, then an interpreter will be located and scheduled at the earliest convenience of all parties (when available).

If an interpreter is needed to complete application, enrollment, or social services paperwork, complete a social service home visit, or support a family during a Head Start required medical appointment then the Family Advocate is responsible to locate and schedule the interpreter.

If an interpreter is needed to complete an educational home visit or parent teacher conference, or to support a child or family member in the classroom setting then the Head Teacher or Teacher Assistant is responsible to schedule the interpreter.

MCHS currently utilizes Propio as the interpreter service provider. Interviews can be conducted via telephone or video conference. All contracts must be signed by the Executive Director.

Mercer County Head Start Policies and Procedures

P/P Topic:	Lesson Plan	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	10/15/2017
Section Title(s):	<i>Teaching and Learning Environment, Curricula</i>	Implementation Responsibility:	Education staff
Related Performance Standard(s):	1302.31(a)(b)(c)(d)€ 1302.32 (a)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>All programs must provide high-quality early education and child development services, including for children with disabilities that promote children’s cognitive, social, and emotional growth for later success in school. A center-based or family child care program must embed responsive and effective teacher-child interaction. A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the <u>Head Start Early Learning Outcomes Framework: Birth to Five</u> and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum the elements contained in 1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in 1302.33 and 1302.35</p> <p>(a). Teaching and learning environment</p> <p>(b). Effective Teaching Practices</p> <p>(c). Learning environment</p> <p>(d). Materials and space for learning</p> <p>(e). Promoting learning through approaches to rest, meals, routines, and physical activity.</p>
(B) Responsibility	Education staff

<p>© Procedure</p>	<ul style="list-style-type: none"> ● Lesson plans are written based on observation of children and being responsive to children’s individual needs. The plan will include experiences provided in the indoor and outdoor environments, child – initiated and adult – facilitated activities, and daily schedule. ● Lesson plans will be written weekly based on a selected topic of project / study and include individualized activities for children based on observations, child interests, and individual needs. ● Lesson plans are to be written in support of the overall project that may last at a minimum 4 weeks and up to 8 weeks or as long as the child(ren) maintain interest. Education staff may utilize the study starters provided by Teaching Strategies, Creative Curriculum to support project work. ● The environment is as important as the content of the lesson plan. The environment should reflect the lesson plan goals and objectives as well as display the child’s work. Please see Classroom Environment policy for more detail. ● Lesson plans will be turned into the Early Childhood Services Director no later than 8 a.m. Monday morning. ● Lesson plan activities will include objectives / standards that promote school readiness goals. ● Individualized activities, schedules, and experiences for children on Individualized Education Plan (IEP) will be incorporated into weekly lesson plans to support specific goals and objectives. ● Individualization will occur weekly for every child. ● Individualization activities are based upon but not limited to: IEP goals, data collection from TSGOLD individual child reports, classroom observations, and parental concerns. ● Lesson plans will reflect skills and supports of Conscious Discipline throughout the daily schedule and physical supports throughout the entire classroom. ● Teaching staff are to utilize the Conscious Discipline CD set, Shubert puppets and books as well all other Conscious Discipline Supports every day. ● Teaching staff are to utilize I am Moving I am Learning activities, music, and literacy supports daily. ● Teaching staff are to have at a minimum 2 cooking activities per month. ● On a quarterly basis, a random sampling of lesson plans will be reviewed by the Early Childhood Services Director. ● Early Childhood Services Manager will provide feedback to staff about content, intentionality, appropriateness, and completeness of lesson plans during on-site visits, after
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home visits, TSG, and COPA at a minimum on a quarterly basis.

- Children with disabilities will be encouraged to participate in all activities with modifications being made necessary.
- Staff will receive training as needed to help them recognize developmental delays and develop plans for working with children with special needs.
- If the IEP / physician / diagnostician report indicates a need for special equipment and / or supplies, the Early Childhood Services Director will notify the Executive Director and every effort will be made to accommodate the child. Training for staff and parent / guardian in specific techniques for use of equipment will be made available if needed / is available.
- Classroom activities demonstrate a genuine respect for each child's family, culture, and lifestyle.
- Activities will foster children's primary language while supporting continued development of the English language.
- Parent / guardian of children and community volunteers who communicate in a language other than English will be encouraged to volunteer on a regular basis to assist staff in developing language skills to better serve English language learners.
- With parental guidance, activities will be incorporated into lesson plans to build children's individual ethnic pride, i.e. stories about ethnic groups, family traditions, and cooking experiences with ethnic foods.
- Activities will be incorporated into lesson plans to help a child focus on his /her own family composition. These activities also assist all children in learning about and respecting similarities and differences in families (Photos, drawings, stories, experience charts, graphs, tape recordings, etc)
- Together with the parent / guardian, staff will identify learning opportunities in the home including how to adapt activities and household routines in response to children's interest, strengths, and needs.
- Group times for children will be planned to include literacy activities, music and movement activities, recording ideas, writing experience stories, project work, and children sharing about their day.
- Small group times for children will include a variety of intentionally planned activities that provide hands on learning opportunities that build on children's skill and interest.
- Parent / guardian will be given the opportunity to have input into the center lesson plans through parent committee meetings, home visits, and parent teacher conference.
- Children will be involved in establishing classroom and

playground rules which staff will routinely review and consistently enforce.

- Opportunities will be provided for children to express feelings, be listened to and given a response to their cues and other cues.
- Staff will encourage and foster children's responsibilities to the classroom environment (job helpers)
- Efforts will be made to communicate with children in their home language.
- Activities will be planned to correspond with the developmental levels of children.
- Staff will verbally support and guide children to do as much for themselves as possible recognizing cultural preferences. Staff will encourage children to try new tasks to enhance their self-help skills while promoting positive self-esteem and learning.
- Materials will be provided in an environment that encourages children to express feelings through role-play, puppets, drawing, writing, water play, and play-doh. Staff will use books, stories, puppets, and other experiences to reinforce positive social behaviors and expression of feelings.
- Learning environment, classroom atmosphere, and daily schedule will contribute to child's sense of independence, self-worth, self-control, sense of comfort, and expression of feelings.
- Emphasis will be placed on enriching and understanding the cultural heritage of children, families, and community through everyday learning experiences. Activities and use of materials such as books, pictures, music, clothing, currency, writing samples, use of home language and translation, and by encouraging parent / guardian to share information from their diverse backgrounds will support children in recognizing and appreciating similarities and differences in all people, particularly those around them.
- Transitions will happen with purpose and waiting time will be minimal.
- Teachers will be trained in the philosophy that active learning is the accepted and expected approach. Intentional planning and teaching will provide children with opportunities for learning through hands on experiences that promote experimentation, observation, exploration, and a natural sense of wonder.
 1. Within interest areas, materials for preschoolers will be provided to promote experimentation, inquiry, observation, play, and exploration.
 2. Science experiences will occur through activities within the study project with emphasis on exploring "what will happen next" approach. Making predictions, graphs, and charts will be encouraged.

	<p>3. Staff will plan experiences for children of all ages to learn the functions and properties of objects and to classify materials into groups.</p> <p>4. Staff will have conversations with children to expand their language and learning.</p> <ul style="list-style-type: none"> • Time and opportunities will be provided daily for children to be introduced to and use new and interesting vocabulary. • Engaging and appropriate activities will be provided through lesson planning, in areas of the classrooms, and through the daily schedule. Appropriate activities documented on lesson plans include charts, graphs, and photos. • Self-expression and creativity will be encouraged through a wide variety of materials such as art, drawing, and writing materials, music, props for gross motor skills as well as the use of one's own body. Positive and supportive conversation will be used. • Children will be encouraged to participate in activities that support and expand their vocabulary by means of role-playing, songs, games, stories, and poems. • Staff will reflect ideas back to children to give them broad exposure to words. • Developmentally appropriate literacy / writing materials are available through the classroom. Examples: books and printed materials such as menus, phone books, recipe books, word wall, letter lines, clipboards, pencils, markers, paper, poster board, tape, tablets, ruler, stencils, etc. • Being sensitive to each child's developmental level and interest, children will be encouraged to explore varied writing materials (pencils, paper, markers, chalk, stencils, inkpads, stamps, notebooks, rulers, hole punch, etc.) in order to promote pre-writing / pre-reading skills. • Language activities will be provided daily, such as reading to children, singing, conversing with children, children dictating to adults their comments and stories, writing and spelling children's names, graphs, charts, etc. • Computer programs will provide specific language and math activities and will be available throughout work time. • Classroom environment will include alphabet letters and environmental print, use of the child's name on art work, functional print, labeling of materials through the classroom using different modes of representation (pictures, words, tracings, and actual items). • Opportunities will be provided through the classroom that encourages numeracy awareness. Naturally occurring activities through the daily routines including but not limited to calendar, transitions, mealtimes, attendance will reinforce mathematic and other concepts. • Materials to stimulate the understanding of cause and effect, numeracy, learning schemes, and spatial
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relationships will be provided in the center and home environment.

- All classrooms have adequate space for indoor / outdoor large muscle development including equipment, materials, and activities that promote, creeping, crawling, rolling sitting, walking, and trying new activities to develop gross motor skills.
- Lesson plans will reflect gross / motor activities for both indoor and outdoor times.
- Children will be encouraged to use their body through activities such as balancing, obstacle course, dance, and moving to music.
- All centers will provide developmentally appropriate equipment and materials for developing fine motor skills including but not limited to blocks, scissors, play-doh, puzzles, Legos, beads, lacing, writing utensils and other toys and table top games. These materials will increase in complexity for use by children at different developmental levels.
- Staff will provide support in helping children select materials that will enhance their fine motor skills and provide guidance through conversation, modeling and redirection.
- Building and classroom accommodations will be made as necessary where possible to meet the needs of individual children with disabilities / developmental delays.
- Materials and equipment will be provided to enable children with disabilities / developmental delays to participate in classroom activities.
- Staff will provide daily opportunities through materials and activities that encourage sensory and motor experiences both indoors and outdoors.
- Staff will physically interact and engage children through the offering and changing of materials to stimulate all senses and enhance natural curiosity and wonder.
- Physical environment will include sensory and motor materials that encourage opportunities for choices, observations, exploration, curiosity and success.
- Staff will support children in their use of appropriate materials that serve to challenge the learning process.
- Children's successes will be recognized verbally and with positive physical contact.
- Staff will plan and implement individual activities, which promote success taking into account different rates of development.
- Emerging skills in the areas of literacy, numeracy, reasoning, problem solving, choice, and decision making will be supported throughout the day by providing materials, activities, stimulating environment and adult

	<p>interaction based on the developmental level of each child.</p> <ul style="list-style-type: none">• All parts of the daily schedule will be considered learning opportunities for children in preparation for learning and school readiness.• Staff will provide open-ended activities and materials that promote through-provoking questions and enhance children’s problem solving skills.• Staff will model and guide children in proper hand washing, face washing, and tooth brushing techniques, using the agency selected physical approach to promote physical well-being.• Staff will support the experiences of children as they relate to family style dining, good food choices, cooking activities, and nutrition by the use of books, charts, graphs, puzzles, puppets, field trips, cooking activities, and other age appropriate resources.• Curriculum supports large and small group activities that focus on cooperative play, expression of feelings and working in groups.• Through individual and group activities, adults encourage children’s self-awareness by using photos, drawings, and recordings of children and families.• Through pictures, activities, field trips, and program functions, children will be provided with opportunities to learn about themselves as a member of the group and the community.
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Mercer County Head Start Policies and Procedures

P/P Topic:	Parent Teacher conferences / Education Home Visits	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C. Education and Child Development Program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Parent and family engagement in education and child development services.</i>	Implementation Responsibility:	Teachers
Related Performance Standard(s):	1302.34(b)(3)(7)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>Engaging parents and family members. A program must offer opportunities for parents and family members to be involved in the program’s education services and implement policies to ensure:</p> <p>(3) Teachers hold parent conferences, as needed, but no less than two times per program year, to enhance the knowledge and understanding of both staff and parents of the child’s education and developmental progress and activities in the program.</p> <p>(7) Teachers, except those described in paragraph (b)(8) of this section, conduct at least two home visits per program year for each family, including one before the program year begins, if feasible, to engage the parents in the child’s learning and development, except that such visits may take place at a program site or another safe location that affords privacy at the parent’s request, or if a visit to the home presents significant safety hazards for staff.</p>
(B) Responsibility	Teachers
(C) Procedure	<p>Home Visits are scheduled two times per year. The first Home Visit is scheduled with parents prior to the child attending the first day of center or within 30 days of entry. For all students who start on the traditional first day of school the home visit is to occur prior to entry. For those children entering the program after the school year has started, the Family Advocate will work with the family and teacher to transition the child into the program. The home visit is a part of that transition process.</p> <p>Child screening and assessment information is to be discussed during home visits. Teachers are to educate and provide information about the at-home activity sheets and opportunities to be involved in the center.</p>

The teacher will complete the Educational Home Visit / Parent Teacher conference form with the parent. Two educational goals are to be identified by the parent and recorded on the document. The teacher documents information in the COPA database and keeps the Educational Home Visit / Parent Teacher conference form in the child's physical file.

The second home visit is conducted between January 1 and March 30, annually.

Teaching staff have scheduled parent teacher conference 2 times a year. These typically occur between October and January 1, and April thru May each year annually. During PT conferences & HVs staff are addressing the child's developmental progression and seeking input from parents about their child's development in the home.

During the second parent teacher conference, teacher are to be focused on the child's transition plan to the next setting.

The expectation for best practice is that home visits are conducted in the child's home with the parent(s) / guardian(s). Home visits are to be conducted with non-custodial parents. It is preferable to conduct these meetings with both parents present unless a court order prevents such acts. While the HSPPS allows for other environments to conduct home visits, home visits will be conducted in the child's home unless a specific request is made by the parent / guardian. This request must be documented in child case notes and reviewed with the Early Childhood Services Director. Educational home visits (with the exception of enrollment completed after the beginning of the traditional school year) are completed by educational staff ONLY. Family Advocates shall conduct their home visits at different times. Families are receiving a great deal of information from staff and visits should be conducted with the aim of providing the highest quality most poignant service possible. Meeting with a parent at pick up or drop off does not constitute a "home visit". Per HSPPS and federal review guidelines, educational home visits estimated allotted time is 60 minutes.

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P/P Topic:	Payor of last resort	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>D. Health Program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Child health status and care</i>	Implementation Responsibility:	FAs, H & S Mgr
Related Performance Standard(s):	1302.42(e)(2)	Monitoring Responsibility:	Executive Director

(A) Policy	<p>Use of funds.</p> <p>(2) A program may use program funds for professional medical and oral health services when no other source of funding is available. When program funds are used for such services, grantee and delegate agencies must have written documentation of their efforts to access other available sources of funding.</p>
(B) Responsibility	Family Advocates, H & S Mgr
(C) Procedure	<p>To demonstrate adequate attempts to garner funds to cover the costs of medical and oral health services staff must first determine that the family has no medical coverage and is unable to receive medical coverage in a timely fashion (30 days) to cover the cost of services. Efforts / conversation are to be documented in COPA.</p> <p>Staff are to utilize local resources to cover the cost of medical and / or oral health services. Local resources are listed in the program Family Resource Guide.</p> <p>Staff are to contact a minimum of three resources asking for assistance in covering costs.</p> <p>Staff are to document efforts on the Payor of Last Resort form.</p> <p>Once three local resources have been contacted and no local resources can be utilized, staff may request a case conference which includes the MH Mgr, H & S Mgr, and Executive Director for decision making.</p>

Staff are to bring completed forms and case notes which clearly outline all efforts to support family in obtaining financial assistance.

Family advocates are responsible to ensure all case notes including case conference are in COPA system.

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P/P Topic:	Referral for ETR	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education & Child Development Program Services</i>	Last Reviewed Date:	12/16/21
Section Title(s):	<i>1302.33 Child Screening & Assessment</i>	Implementation Responsibility:	Education Staff, Family Advocates, DQ Secretary
Related Performance Standard(s):	<i>1302.33(a)(3)(i)(ii), 1302.6, 1302.14(b)(1)</i>	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>(a) In collaboration with each child’s parent and with parental consent, a program must complete or obtain a current developmental screening to identify concerns regarding a child’s developmental, behavioral, motor, language, social, cognitive, and emotional skills within 45 calendar days of when the child first attends the program or, for the home-based program option, receives a home visit. A program that operates for 90 days or less must complete or obtain a current developmental screening within 30 calendar days of when the child first attends the program.</p> <p>(3) If warranted through screening and additional relevant information and with direct guidance from a mental health or child development professional, a program must, with the parent’s consent, promptly and appropriately address any needs identified through:</p> <p>(i) Referral to the local agency responsible for implementing IDEA for a formal evaluation to assess the child’s eligibility for services under IDEA as soon as possible, and not to exceed timelines required under IDEA; and,</p> <p>(ii) Partnership with the child’s parents and the relevant local agency to support families through the formal evaluation process.</p>
(B) Responsibility	Teaching Staff, Family Advocate

(C) Procedure

The Family Advocates will have the parent/guardian complete the age appropriate ASQ-3 and ASQ:SE-2 at time of enrollment/orientation. Refer to the online ASQ Calculator to determine which questionnaire to use based on birthdate and date completed. The website is: <https://agesandstages.com/free-resources/asq-calculator/>. The questionnaires should be completed prior to leaving the Head Start Facility; it should not go home. In the event that the parent/guardian fails to complete the questionnaires, they will need to be completed by the Teacher within the first 45 days of enrollment. Once completed, the ASQ-3 and ASQ-SE will be turned into the Early Childhood Services Director.

Once a child has crossed the threshold for programming, the teacher will complete the Brigance screening tool no later than 45 days from the time of enrollment. A teacher will complete the DECA screening tool on a child no earlier than 30 days and no later than 45 days* from the time of enrollment.

In addition, the SLP assigned to the program will be evaluating / observing children upon entry into the program.

Using information gathered from the ASQ, ASQ – SE, Brigance, DECA, teacher observations, and SLP observations, the education staff, Early Childhood Services Director, SLP, and Mental Health Manager will make recommendations for further assessment by the LEA.

The Early Childhood Services Director or designee is responsible for obtaining signatures on any and all permission forms as well as releases of information. The Early Childhood Services Director collaborates with the LEA to ensure necessary paperwork is completed and submitted on behalf of the child and family.

A Head Start staff member is to attend meetings related to specialized services. A parent always has final say as to who is present. Documentation of process and paperwork can be found in child's file and COPA database system.

*Timelines may be shortened for returning students with teaching staff who have had them previously.

Mercer County Head Start Policies and Procedures

P/P Topic:	Services to DLL	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education & Child Development Program Services</i>	Last Reviewed Date:	10/14/21
Section Title(s):	<i>1302.33 Child Screening & Assessment</i>	Implementation Responsibility:	Early Childhood Services Director
Related Performance Standard(s):	<i>1302.33(c)(3)(4)</i>	Monitoring Responsibility:	Executive Director

(A) Policy	<p>(2) If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff, contractor, or consultant to:</p> <ul style="list-style-type: none"> (i) Assess skills in language skills in English and in the child’s home language. To assess both the child’s progress in the home language and in the English language acquisition: (ii) Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child’s development and skills in the specific domain; and, (iii) Ensure those conducting the screening or assessment know and understand the child’s language and culture and have sufficient skill level in the child’s home language to accurately administer the screening or assessment and to record and understand the child’s response, interactions, and communications. <p>If a program serves a child who speaks a language other than English and qualified bi-lingual staff, contractors, or consultants are not able to conduct screenings and assessments, a program must use an interpreter in conjunction with qualified staff person to conduct screenings and assessments as described in paragraphs ©(2)(i) through (iii) of this section.</p>
(B) Responsibility	Early Childhood Services Director

<p>(C) Procedure</p>	<p>Mercer County Head Start actively seeks local, state, regional, and national assistance to provide interpretive services to ensure children are screened and assessed in their home language.</p> <p>In the event that a MCHS staff have exhausted all possible remedies / resources for interpretive services, the Early Childhood Services Director will contract with a member of the community who speaks the child's home language to complete screenings and assessments.</p> <p>However, if there is no one in the local community available to provide interpretive resources MCHS will complete screenings and assessments on the child in English. These screenings and assessments will be accompanied by behavioral observations as well.</p> <p>MCHS actively seeks local resources to provide interpretive services to children who speak a language other than English.</p> <p>This same formula is utilized when obtaining interpretive services for families during application, enrollment, and on-going family engagement services.</p>
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Mercer County Head Start Policies and Procedures

P/P Topic:	Suspected Developmental Delay	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education & Child Development Program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>1302.33 Child Screening & Assessment</i>	Implementation Responsibility:	Teaching Staff
Related Performance Standard(s):	<i>1302.33(a)(5)(i)(ii)(A)(B)</i>	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>(1) If, after the formal evaluation described in paragraph (a)(3)(i) of this section, the local agency responsible for implementing IDEA determines the child is not eligible for early intervention or special education and related services under IDEA, the program must:</p> <ul style="list-style-type: none"> (i) Seek guidance from a mental health or child developmental professional to determine if the formal evaluation shows the child has a significant delay in one or more areas of development that is likely to interfere with the child’s development and school readiness; and, (ii) If the child has a significant delay, partner with parents to help the family access services and supports to help address the child’s identified needs. <p>(A) Such additional services and supports may be available through a child’s health insurance or it may be appropriate for the program to provide needed services and supports under section 504 of the Rehabilitation Act if the child satisfies the definition of disability in 29 U.S.C. section 705(9)(b) of the Rehabilitation Act, to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability.</p> <p>A program may use program funds for such services and supports when no other sources of funding are available.</p>
(B) Responsibility	Teaching Staff, Mental Health Consultant

(C) Procedure

In the event that a child referred for an ETR, is deemed by the local LEA to not qualify for services, but the teacher or parent feels that there is a significant concern about the child's development, MCHS will request a copy of the child's ETR assessment, with parental permission, to review with the parent and the mental health consultant.

MCHS will provide families with additional resources within and outside the community to possibly obtain additional assessment and resources to meet the needs of the child.

MCHS will provide services to any child is who deemed eligible for services within the means of the program.

MCHS staff will assist families in navigating the financial and insurance systems needed to support possible additional resources and services to families.

In the event that families have no personal access to financial and insurance resources needed to receive services for children, MCHS will support the family obtaining community resources. As a last resort, MCHS may be the payer of last resort if funding is available.

Mercer County Head Start Policies and Procedures

P/P Topic:	Transition	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	1/4/2024
Subpart:	<i>G. Transition Services</i>	Last Reviewed Date:	2/10/22
Section Title(s):	<i>Transition from Head Start to Kindergarten</i>	Implementation Responsibility:	Education Staff, Family Engagement Staff
Related Performance Standard(s):	1302.71, 1302.72	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	<p>(a). A program that serves children who will enter kindergarten in the following year must implement transition strategies to support successful transition to kindergarten.</p> <p>(1). A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.</p> <p>(a) For families and children who move out of the community in which they are currently served, including homeless families and foster children, a program must undertake efforts to support effective transitions to other Early Head Start or Head Start programs. If Early Head Start or Head Start is not available, the program should assist the family to identify another early childhood program that meets their needs.</p> <p>(b) A program that serves children whose families have decided to transition them to other early childhood education programs, including public pre-kindergarten, in the year prior to kindergarten entry must undertake strategies and activities described in 1302.71(b) and (c)(1) and (2), as practicable and appropriate.</p>
(B) Responsibility	Education staff, Family Engagement staff
(C) Procedure	<p>With the traditional start of the school year: (Parent / Guardian of children transitioning into new programs will be provided with information about the new program, expectations, enrollment requirements, and other relevant information.)</p> <ul style="list-style-type: none"> • Teachers plan an orientation day for parents prior to the first day of school to transition families into the

program. This allows parents and children to be familiar with the facility, classroom, and staff.

When children begin the school year at any other time:

- Family Engagement staff will introduce the child and parent to the child's teacher and classroom (when available) prior to the child's first day of school, typically during the enrollment visit in the facility.

Parent / guardian and staff will collaboratively develop transition plans for children. Transition plans should be initiated 6 months prior to transition or as early as possible based on entry date and or need.

Teachers will complete a Transition Plan document with each family outlining any special needs or circumstances to help support children in successful transitions.

In the event that children need to transition from one class or one session to another the following will occur:

- Transitions between classrooms and or programs will be made where the best interest of the child is always the optimum goal.
- When needed a cross-section team will be convened to develop transition plan.
- If an emergency transition is needed, staff will make every effort to meet with the parent / guardian, document transition discussions, make reasonable efforts to allow the child / family to greet / say good-bye to students and staff.
- The teacher will provide the child and classroom peers the opportunity to say good-bye through age appropriate activities.
- The teacher transitioning the child to a new classroom will take the child to the new classroom and introduce the child to the new teacher as well as new children in the classroom.
- The teaching staff will work together to transition all the child's information through the TSGOLD system, COPA system, and child's classroom portfolio.

In the event that the child leaves the program abruptly during the program year:

- The Family Advocate will make every attempt to communicate with the family to provide them with the child's belongings that may be at the facility.
- The Family Advocate will assist the family with locating an early childhood education provider that meets their needs and with parental permission provide that agency / program with the child's information.
- Teaching staff will provide enrolled peers of the classroom opportunities to say good-bye in the classroom.

When children transition to kindergarten from Head Start:

	<ul style="list-style-type: none"> • Teaching staff will provide an array of kindergarten transition activities in the classroom • Kindergarten age-eligible children will take a field trip to a kindergarten classroom <p>When parents transition to public schools from Head Start:</p> <ul style="list-style-type: none"> • Parents will be provided transition information via newsletter, flyers, and informational pamphlets. • Parents will attend a kindergarten transition parent meeting to meet with principals and teachers on the expectations of kindergarten entry. <p>Head Start staff will notify parents of any and all kindergarten registrations in the county.</p>

Mercer County Head Start Policies and Procedures

P/P Topic:	Transitions	P/P #:	
Part:	Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>C – Education and Child Development Program Services</i>	Last Reviewed Date:	11/11/21
Section Title(s):	<i>Teaching & Learning Environment</i>	Implementation Responsibility:	Education Staff
Related Performance Standard(s):	1302.31 (b)	Monitoring Responsibility:	Early Childhood Services Director

(A) Policy	Teaching practices must emphasize nurturing and responsive practices, and environments that foster trust and emotional security; are communication and language rich; promote critical thinking and problem-solving; social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities
(B) Responsibility	Education Staff
(C) Procedure	<p>Throughout the preschool service day children are expected to participate in and positively navigate through several transitions. Examples of transitions include: entering the center from self-transport or bussing, walking to the hall to classrooms, leaving classroom to utilize the lavatories, outdoor space, or indoor gross motor space. While this list provides a clear picture of transitions in the preschool day it is not encompassing.</p> <p>Transitions periods must be planned for in the same manner as other instructional parts of the day such as small group time, large group time, or meal times. Transitions are not down time. Children should not be waiting with no engagement by the education staff.</p> <p>Education staff approach transitions as an opportunity to teach self-regulation and problem-solving.</p> <p>When scheduling transitions into the daily routine, education staff should always have activities in mind to engage children in the event that children must wait.</p> <p>Transitions should be adequately staffed. Any potential opportunities for children who struggle with transitions should be thought out. Education staff are to plan for children who need additional assistance to be successful through transitions. These plans are to be communicated to all team members of the</p>

classroom (teachers, itinerants, family advocates, cafeteria staff, transportation staff, substitutes, and administration). These plans are to be clearly documented on the lesson plan for individualization.

Children who require additional supports through transitions should have a goal established. For example, "Susie Sunshine will walk with her class to the bathroom with no assistance 3 out of 5 times this week". Successes are to be celebrated and built upon to encourage children to continue to develop self-regulation skills.

The Early Childhood Services Director periodically observes and monitors transitions in each classroom to ensure children are always supervised and education staff are providing engaging transitional activities that enrich children's learning and skill development.

Mercer County Head Start Policies and Procedures

P/P Topic:	Volunteer	P/P #:	
Part:	Program Operations	PC Approval Date:	1/4/24
Subpart:	<i>I – Human resource Management</i>	Last Reviewed Date:	10/13/22
Section Title(s):	<i>Volunteers</i>	Implementation Responsibility:	Staff
Related Performance Standard(s):	1302.94(a)(b)	Monitoring Responsibility:	H & S Mgr

(A) Policy	<p>A program must ensure regular volunteers have been screened for appropriate communicable diseases in accordance with state, tribal, or local laws. In the absence of state, tribal or local law, the Health Services Advisor committee must be consulted regarding the need for such screenings.</p> <p>A program must ensure children are never left alone with volunteers.</p>
(B) Responsibility	H & S Mgr
(C) Procedure	<p>Program volunteer recruitment will be done through parent/guardian, staff, and community partnerships.</p> <p>Agency volunteers will complete required paperwork and be trained for their work in the program, matching their talent and interest areas in the program. Prospective volunteers are interviewed and screened through administrative staff.</p> <p>MCHS supports regular / routine volunteers via the new employee packet (mission statement, child discipline, child abuse & neglect awareness, background check, non-conviction statement, code of conduct, and confidentiality policy).</p> <p>A “regular” volunteer is defined as someone who supports the program on a routine basis and is at the center at least 4 times per month.</p> <p>Regular volunteers must also demonstrate they are free from communicable disease (provide a copy of immunization record). Regular volunteers MUST complete the background check process at the expense of MCHS.</p> <p>Parent Volunteers receive information about the program via the parent handbook and are supervised at all times while volunteering in the classroom.</p> <p>Volunteers are educated on non-federal share and instructed on the</p>

	<p>completion of in-kind forms.</p> <p>ODE licensing requires Non-conviction / non-guilty statement and BCII background check.</p> <p>Volunteers are to be accompanied by staff at all times.</p> <p>Children are NEVER to be left alone with a Volunteer despite the background check process.</p> <p>MCHS can at any time refuse a volunteer's services. MCHS managers determine a volunteer's worksite, hours to volunteer. MCHS leadership can at any time suspend and or increase the use of volunteers.</p> <p>Volunteers are to follow the program's dress code.</p> <p>Volunteers are to check in at the MCHS office and obtain a visitor's badge upon signing in each time the volunteer is volunteering.</p>
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