

Head Start Monthly Report April 2017

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:

Credit Card: \$596.92

Embassy Suites – Dublin – Jenine Bertke & Amy Agler – SW conference

Embassy suites – Dublin – Karla Kessler – SW Conference

B. Program Information Summary

The month of March saw the conclusion of the annual Self-Assessment. The report is attached and requires approval from the Board. The director spoke at the monthly meeting of Retired Teachers Association. Director has met with and remains in close contact with Maintenance Supervisor and Technology Director for upcoming move to the Ed Complex. There continues to be discussion with management and administration in regards to the Duration grant roll-out. On March 31st, Administration met with OAPSE Union representatives to discuss implications of Duration implementation. The annual kindergarten transition meeting occurred in March with support from Celina Primary.

Education –Director, Education Manager, and Practice-Based Coach met to complete a self-assessment of the initiative and made decisions on next year's implementation and who will be receiving coaching. T/TA Jenny Buehler visited the grantee at the end of March to work

on school readiness, data mining, lesson plan development, resources to improve math scores, and ways to work with DLLs.

Mental Health –Completed Conscious Discipline Coaching self-assessment for the year. Data indicates significant improvement in social emotional skills demonstrated by children. Changes are happening with Loving Guidance and how the company bills for coaching. It is estimated that the costs for continued services will be three times the cost of this year.

Disabilities – 21 current IEPs

Health –New updates to required immunizations have caused some children to “not be up to date” with EPSDT recommendations. The HCSM along with FAs have been working diligently to inform parents of the new requirements and referring them for completion. During the Mumps “outbreak” with CCS, Head Start had to exclude 1 child from attendance. HCSM hosted the annual Health Service Advisory Committee. A new partnership with Health Department is forming to ensure children are up to date on immunization and receive physical examinations prior to entry.

ERSEA – On March 6 & 7, DANYA completed the formal ERSEA federal review. There were no non-compliances or deficiencies. The reviewer did note the “concern” of underenrollment but remarked that the program was already involved with the regional office for TTA & risk management.

Family Engagement –FCSM and both FAS attended the OHSAI Social work conference. The team is developing new strategies for recruitment and improved parental involvement in the program.

C. Enrollment / Attendance

132 children are currently enrolled. HS Director and management team participated in ERSEA risk management phone call with Chicago. CCS head Start is now officially on a risk management plan with the Office of Head Start.

Enrollment by Program Option:

Half Day PY Head Start	112
Full Day School Year (6 hour day)	20

Attendance by Program Option:

Half Day PY Head Start	85%
Full Day School Year	79%

D. CACFP report – CACFP claimed meals

Month Served	March 2017
Total Days Attendance	Rockford – 19 Franklin 18
Total Breakfast	1022
Total Lunches	1957
Total Snacks	793
Total	3772

Meals	
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- E. Financial Audit - N/A**
- F. Annual Self-Assessment**
 - Completed march 2017
- G. Community Assessment**
 - Completed February 2017
- H. Communication and guidance from the Secretary**

Head Start Director is asking for an approval of 3 student calendars for SY 17-18.

Part Day Part Year Head Start = 133 days

Full Day School Year Head Start = 170 days

Full Day Part Year Head Start (Rockford) = 136 days

Attachments to report:

Self-Assessment Report

Required Health Screening Report

Immunization Report

Policies: Hand washing

Daily Routine

Lesson Plan

Education Monitoring Tool

Family Style Dining

Respectfully submitted,

Amy Esser

Executive Director

In-Kind	Hours	Amount per hour	Total
Support Personnel			
Beth Smalley	41.25	\$51.00	\$2,103.75
Pam Dorsten		\$48.85	\$0.00
Steph Will	10.5	\$39.85	\$418.43
Andrea Hemmert		\$29.38	\$0.00
Custodian Monthly & Uniform	Monthly \$5002.36	Uniform \$23.40	\$5,025.76
OT/PT Assistant	1.75	\$40.50	\$70.88
PT/OT	6.5	\$62.20	\$404.30
ELL	4.5	\$27.70	\$124.65
Speech-Shelly Grothause		Monthly \$6339.75	\$6,339.75
Speech		\$52.00	\$0.00
Building Usage		Sub Total	\$14,487.51
Franklin Utilities	electric, sewage, trash, snow/now, phone		
Maintenance		\$519.13 per month	\$519.13
Treasurer's Office Personnel		1131.29 per month	\$1,131.29
Volunteer		Sub Total	\$1,650.42
Cafeteria Assistants	38.5	\$16.10	619.85
Tri Star / WSU Volunteers	96	\$16.10	\$1,545.60
Librarian	4	\$19.75	\$79.00
Community/Cooper Farms	1	\$200.00	200.00
		Sub Total	\$2,444.45
Goods & Services		Total	
Foundations		\$16.10	\$0.00
Family Activities/POPs		\$16.10	\$0.00
At Home Activities	38.5	\$16.10	\$619.85
Parent Classroom Volunteer	4.5	\$16.10	\$72.45

Parent Committee Meeting			\$16.10	\$0.00
Policy Council / HEAC	12.25	Sub Total	35.28	\$432.18
				\$1,124.48
Mileage	Total Miles	Amount Per Mile		
	44	0.555	\$	24.42
Total This Month				\$19,731.28
In-Kind Needed Each Month:				
\$22,639		Annual required Inkind		\$271,657.00
		Inkind needed to date		\$180,166.72

HEAD START - 2017 GRANT

REVENUE

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	552,920.00	0.00	552,920.00	310,500.00	242,420.00
CACFP Revenue	0.00	88,230.00	88,230.00	26,832.61	61,397.39
Other Local	0.00	0.00	0.00	0.00	0.00
Refund prior year exp	0.00	0.00	0.00	0.00	0.00
Board advance	0.00	50,000.00	50,000.00	0.00	50,000.00
Total	552,920.00	138,230.00	691,150.00	337,332.61	353,817.39

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE	ANTICIPATED ACCRUAL
Salary	558,908.00	0.00	558,908.00	189,379.37	369,528.63		369,528.63	
Fringe Benefits	281,236.00	0.00	281,236.00	108,201.73	173,034.27	533.72	172,500.55	
Programming	49,464.00	4,230.00	53,694.00	13,411.30	40,282.70	13,786.86	26,495.84	
Supplies	78,500.00	84,000.00	162,500.00	16,476.66	146,023.34	15,714.16	130,309.18	
Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Expenditures	94,000.00	0.00	94,000.00	1,005.00	92,995.00	0.00	92,995.00	
PA22 subtotal	1,062,108.00	88,230.00	1,150,338.00	328,474.06	821,863.94	30,034.74	791,829.20	

Training & Technical Services

Training & technical serv (job code 400)	419	12,500.00	0.00	12,500.00	7,514.34	4,985.66	9,568.25	-4,582.59
Staff out of town travel	439	11,000.00	0.00	11,000.00	3,093.83	7,906.17	3,198.00	4,708.17
Subtotal Purch Service		23,500.00	0.00	23,500.00	10,608.17	12,891.83	12,766.25	125.58

Training & Tech Supplies

Subtotal Supplies		1,000.00	0.00	1,000.00	30.00	970.00	969.90	0.10
T&TA -PA20		1,000.00	0.00	1,000.00	30.00	970.00	969.90	0.10
Return of Board Advance		24,500.00	0.00	24,500.00	10,638.17	13,861.83	13,736.15	125.68
		0.00	50,000.00	50,000.00	0.00	50,000.00	0.00	50,000.00

TOTALS

		1,086,608.00	138,230.00	1,224,838.00	339,112.23	885,725.77	43,770.89	841,954.88
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TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES \$ (1,779.62)

BUSINESS CARD STATEMENT

Manage your account online:
www.chase.com/ink

Customer Service:
1-800-945-2026

Mobile: Download the
Chase Mobile® app today

ACCOUNT ACTIVITY (CONTINUED)

Date of Transaction	Merchant Name or Transaction Description	\$ Amount
03/08	OED EDUCATOR LICENSURE 614-466-2000 OH	25.00
03/07	YOUCANBOOKME 441234245538 GBR	4.75
03/10	OED EDUCATOR LICENSURE 614-466-2000 OH	25.00
03/14	COMPMANAGEMENT INC 05143765900 OH	2,425.00
03/15	CENTURY BUSINESS PRODU 03178451111 IN	599.64
03/15	POWELL COMPANY LTD LIMA OH	6,403.70
03/16	APL* ITUNES.COM/BILL 866-712-7753 CA	82.25
03/16	JOHNSON CONTROLS SS 800-3822804 WI CONNIE ROSE	2,194.08
	TRANSACTIONS THIS CYCLE (CARD 5536)	\$15,334.13
03/15	WM SUPERCENTER #1433 CELINA OH KENNETH SCHMIESING	37.84
	TRANSACTIONS THIS CYCLE (CARD 4374)	\$37.84
03/11	EMBASSY SUITES DUBLIN OH	298.46
03/11	EMBASSY SUITES DUBLIN OH AMY ESSER	298.46
	TRANSACTIONS THIS CYCLE (CARD 5223)	\$596.92
03/10	Payment Thank You - Web THOMAS S SOMMER	-18,530.61
	TRANSACTIONS THIS CYCLE (CARD 4245) INCLUDING PAYMENTS RECEIVED	-\$18,530.61

2017 Totals Year-to-Date	
Total fees charged in 2017	\$0.00
Total interest charged in 2017	\$0.00

Year-to-date totals do not reflect any fee or interest refunds you may have received.

INTEREST CHARGES

Your Annual Percentage Rate (APR) is the annual interest rate on your account.

Balance Type	Annual Percentage Rate (APR)	Balance Subject To Interest Rate	Interest Charges
PURCHASES			
Purchases	13.74% (v)(d)	-0-	-0-
CASH ADVANCES			
Cash Advances	19.74% (v)(d)	-0-	-0-
BALANCE TRANSFERS			
Balance Transfer	13.74% (v)(d)	-0-	-0-

(v) = Variable Rate
 (d) = Daily Balance Method (including new transactions)
 (a) = Average Daily Balance Method (including new transactions)
 Please see Information About Your Account section for the Calculation of Balance Subject to Interest Rate, Annual Renewal Notice, How to Avoid Interest on Purchases, and other important information, as applicable.

28 Days in Billing Period

2017-18 CALENDAR

Rockford Student Calendar

August 17

M	T	W	T	F

September

M	T	W	T	F
LD	5	6	7	
11	12	13	14	
18	19	20	21	
25	26	27	28	

LD Labor Day

October

M	T	W	T	F
2	3	4	5	
TI	10	11	12	13
16	17	18	19	
23	24	25	26	
30	31			

November

M	T	W	T	F
		1	2	
6	7	8	9	
13	14	15	16	
20	21	PTC		
	28	29	30	

TV Thanksgiving Vac.

December

M	T	W	T	F
4	5	6	7	
11	12	13	14	
18	19	20	21	

CV Christmas Vacation

January

M	T	W	T	F
		TI	4	5
8	9	10	11	
ML	16	17	18	19
22	23	24	25	
29	30	31		

CV Christmas Vacation
ML Martin Luther King Day

February

M	T	W	T	F
			1	
5	6	7	8	
12	13	14	15	
PD	20	21	22	23
26	27	28		

PD President's Day

March

M	T	W	T	F
			1	
5	6	7	8	
12	13	14	15	
19	20	21	22	
26	27	28		

EV Easter Vacation

April

M	T	W	T	F
	3	4	5	6
9	10	11	12	
16	17	18	19	
23	24	25	26	
30				

May

M	T	W	T	F
	1	2	3	PTC
7	8	9	10	PTC
14	15	16		

MD Memorial Day

June

M	T	W	T	F

July '18

M	T	W	T	F

Tentative makeup days: Nov.22, Jan. 3, Feb.19, Apr. 6, 13, 20

***additional makeup days - may be added to the end of the school year as needed

All calendars subject to change as program needs change

2017-18 CALENDAR

Ed Complex Full Day School Year

August 17

M	T	W	T	F
	22	23	24	25
28	29	30	31	

September

M	T	W	T	F
				1
LD	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

LD Labor Day

October

M	T	W	T	F
2	3	4	5	6
TI	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	PTC		
	28	29	30	

TV Thanksgiving Vac.

December

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	

CV Christmas Vacation

January

M	T	W	T	F
		TI	4	5
8	9	10	11	12
ML	16	17	18	19
22	23	24	25	26
29	30	31		

CV Christmas Vacation
ML Martin Luther King Day

February

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
PD	20	21	22	23
26	27	28		

PD President's Day

March

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

EV Easter Vacation

April

M	T	W	T	F
	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

May

M	T	W	T	F
	1	2	3	PTC
7	8	9	10	PTC
14	15	16		

MD Memorial Day

June

M	T	W	T	F

July '18

M	T	W	T	F

Tentative makeup days: Nov.22, Jan. 3, Feb. 19, May 4, May 11, May 17

***additional makeup days - may be added to the end of the school year as needed

All calendars subject to change as program needs change

2017-18 CALENDAR

EC Part Day Part Year Students

August 17

M	T	W	T	F

September

M	T	W	T	F
LD	5	6	7	
11	12	13	14	
18	19	20	21	
25	26	27	28	
LD Labor Day				

October

M	T	W	T	F
2	3	4	5	
TI	10	11	12	
16	17	18	19	
23	24	25	26	
30	31			

4
6
8
8
6

November

M	T	W	T	F
		1	2	
6	7	8	9	
13	14	15	16	
20	21	PTC		
	28	29	30	
TV	Thanksgiving Vac.			

December

M	T	W	T	F
4	5	6	7	
11	12	13	14	
18	19	20	21	
CV	Christmas Vacation			

January

M	T	W	T	F
		TI	4	5
8	9	10	11	
ML	16	17	18	
22	23	24	25	
29	30	31		
CV	Christmas Vacation			
ML	Martin Luther King Day			

4
12
11
10
6

February

M	T	W	T	F
			1	
5	6	7	8	
12	13	14	15	
PD	20	21	22	
26	27	28		
PD	President's Day			

March

M	T	W	T	F
			1	
5	6	7	8	
12	13	14	15	
19	20	21	22	
26	27	28		
EV	Easter Vacation			

April

M	T	W	T	F
	3	4	5	6
9	10	11	12	
16	17	18	19	
23	24	25	PTC	
30				

6
12
12
10
7

May

M	T	W	T	F
	1	2	3	PTC
7	8	9	10	PTC
14	15	16	17	
MD				
MD	Memorial Day			

June

M	T	W	T	F

July '18

M	T	W	T	F

3
4
4
0
0

Tentative makeup days: Nov.22, Jan. 3, Feb. 19, May 4, May 11, May 17

***additional makeup days - may be added to the end of the school year as needed

All calendars subject to change as program needs change

MERCER COUNTY SELF-ASSESSMENT 2016-2017

Methodology

Mercer County Head Start began the self-assessment process in February 2017. The Executive Director utilized various resources to develop a self-assessment tool provided by ECKLC and partnering agencies. The focus on self-assessment was to employ the data resources available to the grantee through the use of monitoring tools, reports (TSGOLD, COPA) and interviews with stakeholders. The Executive Director identified (5) five teams and team leaders. These individuals included: the Executive Director, Education Manager, Family Engagement Services Manager, Health & Community Services Manager, and the Information Technology Secretary.

Training on the self-assessment process and tool began on February 3rd with follow-up trainings provided to individual team leaders throughout the month of February. Self-Assessment trainings on the process were given to all staff through meetings during the month of February as well. Policy Council reviewed the self-assessment process and tool during the February meeting. The Board of Education was informed of the process in February and then again in March.

Team leaders were assigned areas of focus. Due to the size of the grantee, the assignment of areas of focus was very intentional; assuring that management staff were not responsible to review areas that they directly supervise. Current staff, community members, Policy Council members, Board of Education members and parents were asked to participate either in the capacity as an interviewer or interviewee. At all times, confidentiality of children, family, and personnel information were safeguarded to protect their rights to privacy in accordance with state and federal mandates as well as the OAPSE #457 contract.

Self-Assessment began on February 28th and concluded on March 17th. During the two-week period, staff participated in interviews, child-file checks, internal auditing, and review of agency reports and plans. On March 22nd, the self-assessment leadership team met to review the data provided. At that time areas of strength, areas of opportunity, and beginning stages of planning were documented.

Areas of Strength

<u>The 12 Systems</u>	<u>Comments / Evidence</u>
Human Resources	<ul style="list-style-type: none">• Roles and Responsibilities are clearly defined• Great benefit package for employees
Program Planning & Service System Design	<ul style="list-style-type: none">• Kindergarten transition process• Established goals & objectives with working plans• Clarity of policies written
Data & Evaluation	<ul style="list-style-type: none">• Ample Data• Data analysis and planning processes• Children are progressing from checkpoint to checkpoint

Fiscal Management	<ul style="list-style-type: none"> • Understanding of the budget • Close working relationship with Treasurer • Healthy bottom line • Program initiatives are determined by analyzing budget & program needs
Community & Self-Assessment	<ul style="list-style-type: none"> • Fatherhood Initiative • Community views Head Start's approach to early childhood as "holistic" • Self-Assessment process and participants • Positive parent perception
Facilities & Learning Environments	<ul style="list-style-type: none"> • Completed CLASS & Health & Safety monitoring events with no concerns • Inclusion of <i>Conscious Discipline</i> produced statistically significant increases in Social Emotional scores
Transportation	<ul style="list-style-type: none"> • System in place to ensure children are accounted for at all times
Technology & Information Systems	<ul style="list-style-type: none"> • Internet availability • Use of technology support staff for training and assistance • Vast technology resources for the classroom
Training & Professional Development	<ul style="list-style-type: none"> • Coaching & Professional Development Support
Communication	<ul style="list-style-type: none"> • Program's relationships with various community members and agencies • Policies are written clear • Roles & Responsibilities are clear • Correspondence with Families • Open Door Policy
Record Keeping & Reporting	<ul style="list-style-type: none"> • Completed with ERSEA monitoring review with no Non-Compliances or Deficiencies • COPA • TSGOLD
Ongoing Monitoring & Continuous Improvement	<ul style="list-style-type: none"> • Monitoring tools • Strict adherence to federal mandates

Areas of Opportunity

<u>The 12 Systems</u>	<u>Comments / Evidence</u>
Human Resources	<ul style="list-style-type: none"> • Staff engagement / apathy • Personnel Policy Book • New Employee Orientation System
Program Planning & Service System Design	<ul style="list-style-type: none"> • Increase Family Involvement (i.e. Father Initiatives) • Clarification of all Systems and their interconnectedness • Strengthen Board and PC roles in planning & implementation • Service Plans, policies, procedures need updated, written, distributed & trained.
Data & Evaluation	<ul style="list-style-type: none"> • Consistent, reliable & accurate data entry • Use monitoring tools routinely & accurately
Fiscal Management	<ul style="list-style-type: none"> • Fiscal Policy manual needs updated & revised
Community & Self - Assessment	<ul style="list-style-type: none"> • Build more collaborative partnerships with

	<ul style="list-style-type: none"> businesses and political representatives • Increase family involvement
Facilities & Learning Environments	<ul style="list-style-type: none"> • Increase CLASS & ECERS scores • Quality of Mental Health Consultative services
Transportation	<ul style="list-style-type: none"> • Aged bus fleet
Technology & Information Systems	NONE
Training & Professional Development	NONE
Communication	<ul style="list-style-type: none"> • Build more collaborative partnerships with businesses and political representatives • External influences on staff performance / apathy • No established monitoring system for external / internal communication system • Social Media
Recordkeeping & Reporting	<ul style="list-style-type: none"> • Under enrollment • Inaccurate data reporting due to data entry errors
Ongoing Monitoring & Continuous Improvement	<ul style="list-style-type: none"> • Clarification of all systems and how they work together • Strengthen Board & PC in implementation of planning • Utilize monitoring tools as designed

Analysis and Conclusion

The Self-Assessment Leadership team met to review all the data and findings. Each team leader was able to provide a synopsis of their review and share specific items that were of significant strength or opportunities to improve. The team synthesized data with the intention of determining what areas of growth would be supported by the areas of strength, and which areas of growth directly impacted each other.

Items in Need of Immediate Planning

1. Recordkeeping and Reporting – Under enrollment.
2. Program Planning & Service System Design – A systematic approach to developing & maintaining a program planning calendar, on-going monitoring of programmatic components, revisions and updates of service plans, new employee on-boarding and orientation, and centralized & uniform- mode of communication of information.
3. Recordkeeping & Reporting / Data & Evaluation – Ensuring that staff is trained on the correct way to enter information into the data collection software systems, COPA & TSGOLD to obtain the most up to date accurate & reliable data to make credible decisions for the program, families, children, and staff.
4. Human Resources – Updating evaluation tools to reflect verbiage in the Head Start performance standards. Connecting Individual professional Development Plans to evaluations utilizing feedback received through various observations, coaches, and data resources such as COPA and TSGOLD.

Items to be addressed in Long-Term Planning

1. Facilities & Learning Environments & Human Resources – The total adoption and incorporation of the *Conscious Discipline* theory and practice. Implementation seen throughout the program from Administration to families.
2. Community & Self-Assessment – Increase parental involvement as well as community partnerships and collaborations to increase PFCE and School Readiness outcomes for children and families.

The Self-Assessment Leadership team determined that through the current efforts being made by the management team to develop service plans, policies, procedures, and clarifications for expectations will increase staff engagement in their work. The administrative team believes that the continued implementation of Conscious Discipline in the program will increase outcomes by: provide staff with social emotional supports in the workplace, increase social emotional strategies used by children, decrease the dependency on regular mental health consultative interventions and utilize federal dollars for children and families whose mental health needs exceed the scope of Head Start work. Additionally, while it is noted that Head Start's relationships with parents and community members is very strong in Mercer County, it is our goal to continue to build those relationships and opportunities to enhance learning environments and educate the business community on the vitality of Head Start in their field. Increased partnerships with entities such as Chambers of Commerce, local businesses, Rotary, Kiwanis, Retired Associations, and workforce preparedness programs will increase volunteers in our program, open the door to new donor programs, and provide our families with skills needed to be productive members of the workforce.

CCS Head Start Self – Assessment Plan 2016

FOCUS AREA	CONCERN	DESIRED OUTCOME	ACTION STEPS	PERSON RESPONSIBLE	SUPPORTS NEEDED	ANTICIPATED DUE DATE	COMMENTS
Recordkeeping & Reporting	Under enrollment	Program to be fully enrolled at all times with an active wait list.	<ol style="list-style-type: none"> FESM developed a comprehensive recruitment plan. Continue working with the risk management plan with the regional office. Engage all staff members and community members in recruiting for Head Start. Duration classroom is anticipated to bring more families as a full day program option. Utilize social media more to our benefit. 	FESM	Funding Recruitment materials	Immediate March 2017 – February 2018 April 2017 June 2107 August 2017 August 2017	
RR / Data & Evaluation	Inconsistent data entered into all software programs and forms completion. TSGOLD information is not consistent from classroom to classroom / teacher to teacher. COPA information is entered by	Accurate data will be entered	<ol style="list-style-type: none"> Develop and implement COPA training specific to each employee and job requirements. Design a workflow system for data entering with monitoring protocol. 	IT Secretary Director, Mgmt Team, IT Secretary	Time COPA support Workflow software	August 2017 August 2017	

	<p>various staff in various places causing reports to provide inaccurate information. PIR data is skewed based on information entered. Duplicative & incorrect data.</p>	<p>3. Ensure each teacher completes the inter rater – reliability training each year. 4. Provide education staff with anecdotal note taking & observation training. 5. Schedule weekly PIR meeting with IT secretary to review PIR for any discrepancies.</p>	<p>Education Manager Education Manager Director IT Secretary</p>	<p>Training time Training time Calendar Time</p>	<p>September 2017 November 2017 April 2017</p>	
<p>Program Planning & Service System Delivery</p>	<p>1. Lack of consistent program planning calendar 2. Inconsistent use of monitoring tools 3. Service Plans, Policy & Procedure to reflect new performance Standards need completed. 4. New Employee on-boarding and orientation needs completed. 5. Develop a centralized & uniform mode of communication within the program</p>	<p>1. Program Planning Calendar will be developed & strictly adhered to throughout the program year. Managers are expected to have calendars established with training needs, deadline dates, & expectations. 2. Monitoring tools will be strictly adhered to as designed. 3. Service Plans, Policy, & Procedure will be completed, trained, & distributed to all employees. 4. Complete the new employee & orientation policy, procedure, forms, and requirements. 5. Inform all staff that email will be the primary source of communication throughout the</p>	<p>1. Program Planning Calendar to be finished, reviewed, and approved. 2. Monitoring tools will be individually reviewed and updated with each manager. 3. Service Plans, Policy, & Procedures will be written. Area experts are responsible to train staff at-large. 4. Write new employee orientation process complete with forms, deadlines, and requirements. Training is to be shared by all members of management as well as content area experts. 5. Determine training level of all staff members using survey monkey, send out</p>	<p>Director Director Management Team Director Management Team Director Management Team</p>	<p>Time Schedules from Managers Monitoring Tools Performance Standards Time Performance Standards Other Head Start policy & procedures to</p>	<p>June 2017 June 2017 December 2017 December 2017 June 2017 September</p>

		<p>agency. Ensure that all staff has a working knowledge of technology and access to email.</p>	<p>announcement to all staff informing them of the email policy</p>	<p>Director Management Team IT Secretary</p>	<p>model Survey Monkey Technology Director</p>	<p>2017 October 2017</p>
<p>Human Resources</p>	<p>1. Evaluation tools are not behavior specific nor do they reflect the requirements of the Performance Standards. 2. Evaluations & observations are not used to inform decision-making for Individual professional Development Plans</p>	<p>1. Evaluation tools will reflect behaviors and competencies derived from the performance Standards. 2. IPDPs will be written based on an employee's evaluation, observations, and performance.</p>	<p>1. Write evaluation tools utilizing resources from other Head Start programs while respecting Union negotiated contract requirements 2. Establish policy for IPDPs. Utilize the SUTQ approved form to meet needs of individual staff. Utilize individual employee data to write IPDPs.</p>	<p>Director Management Team Superintendent Director Management Team</p>	<p>Eval tools from other Head Start programs SUTQ form</p>	<p>August 2017 August 2017</p>
<p>Facilities & Learning Environments / Human Resources</p>	<p>1. Lack of consistent use of Conscious Discipline from classroom to classroom 2. Strong apathetic environment throughout the program</p>	<p>1. Consistent use of Conscious Discipline from classroom to classroom 2. Increased positive attitude in workforce & enjoyment in work place</p>	<p>1. Adoption of Conscious Discipline throughout the program beginning with Administration and filtering throughout all levels into the children's homes. 2. Continue to research different opportunities for Conscious Discipline throughout the program</p>	<p>Director Management Team Education staff Director Coach</p>	<p>Funding to cover increased costs of Conscious Discipline Book study materials Collaborative partnerships with OHSAI to cover training needs</p>	<p>June 2018 December 2017</p>

Community & Self-Assessment	Lack of parental involvement in POPs meetings and education events for families.	Increased parental involvement that directly impacts positive outcomes for school readiness. Increased fatherhood initiatives that bring male role models into the centers on a more frequent basis.	<p>3. identified needs through coaching Adopt Conscious Discipline structures and skills into lesson planning, classroom environment, day to day operations within program</p> <p>1. Develop a more intentional survey asking parents what their interests & needs are. 2. Utilize family engagement dollars to provide more interactive activities for families to increase attendance.</p> <p>1. Director and management team become more active in the community – sit on various boards to ensure Head Start plays a role in the community at-large. 2. Develop innovative initiatives with partners to ensure needed services are made available to families & children in Mercer County.</p>	<p>Education Manager Director Management Team</p> <p>FESM</p> <p>FESM & FAS</p> <p>Director & Managers</p> <p>Director & Managers</p>	<p>Time & space</p> <p>Survey Additional resources such as speakers or activities. Budget In-kind</p> <p>Time Meetings</p> <p>Articles Community Needs Assessment</p>	<p>August 2017</p> <p>June 2018</p> <p>August 2017</p> <p>September 2017</p> <p>December 2017</p> <p>May 2018</p>
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Agency: All

Currently Enrolled= 129

406 - EPSDT status Report

	Up-To-Date	Not Up-To-Date
Dental	<u>116</u>	<u>13</u>
Growth Assessment	<u>120</u>	<u>9</u> <i>N/A</i>
HCT or HGB	<u>104</u>	<u>25</u>
Hearing	<u>129</u>	<u>0</u>
Lead Screening (Mandated)	<u>96</u>	<u>33</u>
Vision	<u>129</u>	<u>0</u>

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

Up-To-Date	Not Up-To-Date
<u>96</u>	<u>33</u>

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Physical

12

421-Immunization Status

Name	1st	2nd	3rd	4th	5th	Waiver/Compliance
Polio	<u>129</u>	<u>127</u>	<u>124</u>	N/A	N/A	N/A
DTAP	<u>129</u>	<u>127</u>	<u>125</u>	<u>115</u>	N/A	<u>3</u>
MMR	<u>129</u>	N/A	N/A	N/A	N/A	<u>1</u>
HIB	<u>128</u>	<u>125</u>	<u>113</u>	<u>89</u>	N/A	<u>29</u>
HepatitisB	<u>129</u>	<u>127</u>	<u>126</u>	N/A	N/A	N/A
Varicella	<u>129</u>	N/A				<u>1</u>
HepatitisA	<u>107</u>	<u>87</u>	<u>3</u>	N/A	N/A	<u>99</u>
Pneumococcal	<u>112</u>	<u>107</u>	<u>101</u>	<u>78</u>	N/A	<u>24</u>
Rotavirus	<u>74</u>	<u>65</u>	<u>46</u>	N/A	N/A	<u>84</u>
Incomplete						
Polio		<u>2</u>	<u>5</u>	N/A	N/A	
DTAP		<u>2</u>	<u>4</u>	<u>14</u>	N/A	
MMR		N/A	N/A	N/A	N/A	
HIB	<u>1</u>	<u>4</u>	<u>16</u>	<u>40</u>	N/A	
HepatitisB		<u>2</u>	<u>3</u>	N/A	N/A	
Varicella		N/A				
HepatitisA	<u>22</u>	<u>42</u>	<u>126</u>	N/A	N/A	
Pneumococcal	<u>17</u>	<u>22</u>	<u>28</u>	<u>51</u>	N/A	
Rotavirus	<u>55</u>	<u>64</u>	<u>83</u>	N/A	N/A	
Source	Children up-to-date on immunizations (As of 04-03-2017)	Children NOT up-to-date on immunizations (After 04-03-2017)	Children received all possible shots (As of 04-03-2017)	Children NOT current on all possible shots (After 04-03-2017)	Children met State's guidelines for an exemption from immunizations	None
Current Immunization Record	<u>49</u>	<u>18</u>	<u>26</u>	<u>16</u>	<u>0</u>	<u>20</u>
Health History at Enrollment	<u>75</u>	N/A	<u>21</u>	N/A	<u>0</u>	<u>33</u>

As of Date filtering is NOT applicable to Health History Information which is submitted at enrollment.

Mercer County Head Start Policies and Procedures

P/P Topic:	Family Style Dining	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	
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€(2)	Monitoring Responsibility:	HCSM & Education Manager

(A) Policy	<p>€(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.</p>
(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.
- 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 meal time 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.
- 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.

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| | <ul style="list-style-type: none">• 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.• 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. |
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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:	
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Purpose</i>	Implementation Responsibility:	Education Manager
Related Performance Standard(s):	1302.30	Monitoring Responsibility:	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>©. Learning environment</p> <p>(d). Materials and space for learning</p> <p>€. Promoting learning through approaches to rest, meals, routines, and physical activity.</p>
(B) Responsibility	Education Manager

© Procedure

- The Education Manager 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, field trips, and individual licensure needs.
- The monitoring tool will designate specific due dates, and forms used in monitoring to delineate a cyclical review of all aspects of education.
- The Education Manager will meet periodically throughout the year with the management team and 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:	Lesson Plan	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	
Subpart:	<i>C. Education and Child Development program Services</i>	Last Reviewed Date:	
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:	Education Manager

(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>©. Learning environment</p> <p>(d). Materials and space for learning</p> <p>€. 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 Education Manager 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 Education Manager. • Education Manager will provide feedback to staff about content, intentionality, appropriateness, and completeness of lesson plans during on-site visits, after home visits, TSG,
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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 Education Manager will notify the 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.
 3. Staff will plan experiences for children of all ages to learn the functions and properties of objects and to

classify materials into groups.

4. Staff will have conversations with children to expand their language and learning.

- 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 relationships will be provided in the center and home environment.

	<ul style="list-style-type: none"> • 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 interaction based on the developmental level of each child. • All parts of the daily schedule will be considered learning
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	<p>opportunities for children in preparation for learning and school readiness.</p> <ul style="list-style-type: none">• 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:	Daily Routine	P/P #:	
Part:	1302 Program Operations	PC Approval Date:	
Subpart:	<i>C. Education and Child Development Program Services</i>	Last Reviewed Date:	
Section Title(s):	<i>Teaching and learning environment</i>	Implementation Responsibility:	Teaching Staff
Related Performance Standard(s):	1302.31(a)(b)(c)(2)(d)€	Monitoring Responsibility:	Education Manager

<p>(A) Policy</p>	<p>(a) Teaching and the learning environment. A center-based and family child care program must ensure teachers and other relevant staff provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the Head Start Early learning Outcomes Framework: Ages Birth to Five, including for children with disabilities. A program must also support implementation of such environment with integration of regular and ongoing supervision and a system of individualized and ongoing professional development, as appropriate. This includes, at a minimum, the practices described in paragraphs (b) through € of this section.</p> <p>(b) Effective teaching practices.</p> <p>© Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:</p> <p>(2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.</p> <p>(d) Materials and space for learning</p> <p>€. Promoting learning through approaches to rest, meals, routines, and physical activity.</p> <p>(1) A program must implement an intentional, age appropriate approach to accommodate children’s need to nap or rest, and that, for preschool age children in a program that</p>
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	<p>operates for 6 hours or longer per day provides a regular time every day at which preschool age children are encouraged but not forced to rest or nap. A program must provide alternative quiet learning activities for children who do not need or want to rest or nap.</p> <p>(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 infants during feeding to support socialization. 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 a reward or punishment, and not force children to finish their food.</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> <p>(4) A program must recognize physical activity as important to learning and integrate intentional movement and physical activity into curricular activities and daily routines in ways that support health and learning. A program must not use physical activity as reward or punishment.</p>
(B) Responsibility	Teaching Staff
(C) Procedure	<ul style="list-style-type: none"> • Daily schedule will be completed by the teaching staff of each classroom. The Head Teacher will review the daily routine with the Education Manager for approval prior to parent orientation. • A copy of the routine will be uploaded in COPA. • A daily routine, complete with teachers will be posted at the child’s level, ensuring that children can visually see the schedule at all times. • A consistent daily schedule will provide the children a sense of order and stability by allowing them to know what comes next and what is expected during each segment of the day. • Consistency will be expected and practiced to ensure children’s sense of trust, predictability, and repetition. • Daily Schedule will be posted in each preschool classroom and given to parent / guardian at the time of orientation. • Daily activities will be developed to allow time for child-

initiated activities with staff support as well as staff-initiated activities.

- Daily schedule will designate blocks of time that encourage and enhance children's abilities to make plans, carry out tasks and bring activities to completion in an unhurried manner.
- Daily schedules will reflect both active and quiet periods of the day, allowing for child self-choice and staff initiated / directed activities.
- Children's individual routines and rhythms will be recognized and respected by adults who respond sensitively to children's cues and developmental changes.
- Preschool daily schedule will include: greeting children, attendance (taken as children cross the threshold), hand washing, tooth brushing, work time, small and large group times, meal time, and outdoor time. If weather conditions prohibit staff from taking children outside, then planned, structured physical activity will take place inside. Full day schedule will also include nap / rest time, and extended activities in the afternoon.
- Children and families will be greeted with acceptance upon arrival.
- Children will be handled, cradled, and comforted in a gentle and culturally sensitive manner.
- Greeting time will be planned for connecting with children and families, building relationships, I Love you rituals, the day's happenings, and interaction with peers.
- Staff will physically interact and engage children through the offering and changing of materials to stimulate all senses and enhance natural curiosity and wonder.
- Group times for children will be planned to include literacy activities, music & 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.
- Activities within the daily schedule will provide an opportunity for children to relate meaningful experiences to their peers and teachers.
- Daily schedule will reflect adequate time and opportunities for the development of fine motor skills, both child and adult initiated.
- 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.
- The daily schedule will provide ample opportunities for use

and development of language, books, music, songs, games, and puppets to support emerging literacy & communication.

- Time and opportunities will be provided daily for children to be introduced to and use new and interesting vocabulary.
- Staff will provide daily opportunities through materials and activities that encourage sensory and motor experiences both indoors and outdoors.
- All centers daily schedules will provide at a minimum 20 minutes, indoor and / or outdoor time for physical development activities. Children will be involved in making outdoor safety rules. Staff will help children understand the reasons for such rules.
- Staff will be engaged while actively supervising during periods of physical activity both inside and outside.
- Any child in attendance 6 hours or more will be provided a rest time. After relaxing on a cot for 30 minutes and unable to sleep, quiet activities such as looking at books while resting on cot will be offered. If after 45 minutes the child is still unable to sleep, quiet activities such as manipulatives at the table and working on the computer will be offered, maintain child – staff ratios.
- Meals will be served family style to enable the children to serve themselves and foster independent self-help skills. Mealtime conversation encourages language use and development. Lunch is to be served no less than 2 ½ hours after breakfast. For preschoolers snack is to be served no less than 1 ½ hours after lunch.
- Meals are served in a relaxed family style atmosphere, which includes conversation relating to a wide variety of topics, children setting and clearing the table, children serving themselves, increasing self-help skills, and encouraging the use of table manners.
- Extra silverware, napkins, and a container of soapy water with dish cloth or sponge will be placed near eating area for use when needed.
- Adjustments for mealtimes will be made for children with disabilities / developmental delays when necessary.
- Staff will encourage and foster children’s responsibilities to the classroom environment (i.e. job helpers)
- Transitions will happen with purpose and waiting time will be minimal.
- Efforts will be made to communicate with children in their home language.
- Staff will respond to children’s attempts to interact through English and or their home language by being physically at children’s level and verbally acknowledging all efforts made by children.
- Children’s voices will be predominant in the learning

	<p>environment.</p> <ul style="list-style-type: none">• Staff will role model for children using soft voices, and consistent, kind words.• 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.• Daily schedule and lesson plan may be altered to enhance children's development based on spontaneous opportunities and discoveries. Changes to the lesson plan will be documented on the lesson plan form.
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Mercer County Head Start Policies and Procedures

P/P Topic:	Hand Washing	P/P #:	
Part:	C. Program Operations	PC Approval Date:	
Subpart:	<i>D. Health program Services</i>	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:	HCSM & Education Manager

(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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