

## Head Start Monthly Report February 2025

### 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.

The funding freeze implemented on January 28 and rescinded later the same day had a significant impact on the Head Start program. The messaging carried to legislators on January 29<sup>th</sup> during advocacy visits was loud and clear, individual communities rely on Head Start. This disruption impacted the payment management system and the entire moral of Head Start programs across the nation. Our program was impacted as well and we continue to have issues with the payment management systems. Staff fear that they will lose their employment.

Director visited and met with Senator Moreno, legislative assistants for Congressmen Latta and Jordan, and Congresswoman Sykes.

Earlier in the month, administration met with a Grantee Specialist as part of TTA in response to the child health and safety incident. An additional pre-service training was provided prior to children entering classrooms focused on child health and safety policies.

The program conducted a make up day on 1/17/25 but was closed on 1/21-1/22 due to weather. The program distributed coats and hats / gloves through Operation Warmth. The SWAP (staff wellness committee) hosted another wellness event for staff.

District affiliated events Director participated in include: Board meetings, Custodial Meetings, Meetings w/ Superintendent, Meetings with Treasurer's office,

Community affiliated events Director participated in include:

External committees / meetings affiliated with Head Start – Weekly Directors meetings, OHSAI Executive Board, OHSAI Futures Group, OHSAI quarterly meeting, NHSA planning call for upcoming National Conference in Columbus, New Director COL mentoring meeting

Internal committees / meetings – Policy Council meetings, administrative meetings, staff concerns, Recruitment, Monthly call w/ OHS, Admin meetings on next year's planning calendar and strategic plan step #2

Trainings provided – Shared Governance

Coaching provided –

Training received – WIPFLI OMB Guidance, Root Cause Analysis from child incident, Motivational Interviewing Supervision training

**A. Monthly Financial Statements including credit card expenditures: \$788.85**

1/16/25	\$190.00	WIPFLI	Training - Fiscal
1/14/25	\$565.88	Hyatt	Travel A. Esser
1/29/25	\$16.75	SQ* Asad	Travel – A. Esser
1/30/5	\$16.22	Curb	Travel – A Esser

**B. Program Information Summary**

**Education –**

**Mental Health –** multiple adjustments to current plans for enrolled children

**Health –** see attached report. Influenza A & Norovirus

**Disabilities –** many children receiving RTI, attendance impacts services

**Family Engagement –** DOGS event, MOMs event was cancelled

**C. Enrollment / Attendance**

**November cumulative enrollment was reported at 123.**

**Enrollment by Program Option:**

Half Day PY Head Start	27
Full Day School Year Ed Complex	78
Full Day School Year Rockford	15

**Attendance by Program Option: Overall = 79.9%**

Half Day PY Head Start	75.06
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Full Day School Year Ed Complex	82.08
Full Day School Year Rockford	82.56

**D. CACFP report – CACFP claimed meals**

<b>Month Served</b>	<b>January 2025</b>
<b>Total Days Attendance</b>	<b>All sites - 13 days</b>
<b>Total Breakfast</b>	<b>1075</b>
<b>Total Lunches</b>	<b>1203</b>
<b>Total Snacks</b>	<b>985</b>
<b>Total Meals</b>	<b>3263</b>

**E. Financial Audit –**

**F. Annual Self-Assessment**

- Completed May 2024

**G. Community Assessment**

**H. Communication and guidance from the Secretary – see attached**

**Attachments to report: Monitoring letter, HSPPS Service Plans Subpart E  
Student calendar for PY 25/26  
Health Report**

Respectfully submitted,

Amy Esser  
Executive Director



HEAD START - 2024 GRANT

525-9924

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	2,158,505.00	-	2,158,505.00	1,805,753.36	352,751.64
CACFP Revenue	-	100,000.00	100,000.00	109,339.43	(9,339.43)
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	2,158,505.00	100,000.00	2,258,505.00	1,915,092.79	343,412.21

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	976,269.00	-	976,269.00	983,718.34	(7,449.34)	-	(7,449.34)
Fringe Benefits	661,023.00	-	661,023.00	537,560.26	123,462.74	1,645.00	121,817.74
Programming	213,486.00	-	213,486.00	132,350.29	81,135.71	11,003.23	70,132.48
Supplies	234,912.00	58,687.00	293,599.00	210,985.88	82,613.12	16,464.65	66,148.47
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	5,270.00	-	5,270.00	6,025.80	(755.80)	-	(755.80)
PA22 subtotal	2,090,960.00	58,687.00	2,149,647.00	1,870,640.57	279,006.43	29,112.88	249,893.55

Training & Technical Services

Training & technical serv (job code 400)	419	-	32,835.00	18,720.42	14,114.58	1,374.00	12,740.58
Staff out of town travel	439	-	22,068.00	16,698.41	5,369.59	1,054.00	4,315.59
Subtotal Purch Service		-	54,903.00	35,418.83	19,484.17	2,428.00	17,056.17

Training & Tech Supplies

Subtotal Supplies		-	2,642.00	3,090.14	(448.14)	196.00	(644.14)
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T&TA -PA20

		-	57,545.00	38,508.97	19,036.03	2,624.00	16,412.03
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Return of Board Advance

		-	-	-	-	-	-
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TOTALS

		58,687.00	2,207,192.00	1,909,149.54	298,042.46	31,736.88	266,305.58
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Federal Grant  
Expenditures  
1,799,810.11

(5,943.25)

TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES

5,943.25

HEAD START - 2025 GRANT

525-9925

	FEDERAL BUDGET	OTHER SOURCES	TOTAL REVENUES	REVENUE RECEIVED	REMAINING FUNDING
Federal Revenue	2,158,505.00	-	2,158,505.00	137,037.40	2,021,467.60
CACFP Revenue	-	100,000.00	100,000.00	-	100,000.00
Other Local	-	-	-	-	-
Refund prior year exp	-	-	-	-	-
Board advance	-	-	-	-	-
Total	2,158,505.00	100,000.00	2,258,505.00	137,037.40	2,121,467.60

EXPENSES

	FEDERAL BUDGET	OTHER SOURCES	TOTAL BUDGET	ACTUAL EXPENDED	EXPENDABLE BALANCE	ENCUMBERED/ REQUISITIONS	REMAINING BALANCE
Salary	550,504.00	-	550,504.00	163,851.17	386,652.83	-	386,652.83
Fringe Benefits	388,357.00	-	388,357.00	105,384.88	282,972.12	250.00	282,722.12
Programming	114,823.00	-	114,823.00	18,027.12	96,795.88	19,907.40	76,888.48
Supplies	50,705.00	58,687.00	109,392.00	3,706.60	105,685.40	18,351.08	87,334.32
Capital Outlay	-	-	-	-	-	-	-
Other Expenditures	-	-	-	2,000.00	(2,000.00)	1,325.00	(3,325.00)
PA22 subtotal	1,104,389.00	58,687.00	1,163,076.00	292,969.77	870,106.23	39,833.48	830,272.75

Training & Technical Services

Training & technical serv (job code 400)	419	-	-	6,189.05	(6,189.05)	1,845.00	(8,034.05)
Staff out of town travel	439	-	-	492.95	(492.95)	2,975.00	(3,467.95)
Subtotal Purch Service		-	-	6,682.00	(6,682.00)	4,820.00	(11,502.00)

Training & Tech Supplies

Subtotal Supplies		-	-	392.00	(392.00)	633.75	(1,025.75)
		-	-	392.00	(392.00)	633.75	(1,025.75)

T&TA -PA20

		-	-	7,074.00	(7,074.00)	5,453.75	(12,527.75)
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Return of Board Advance

		-	-	-	-	-	-
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TOTALS

	1,104,389.00	58,687.00	1,163,076.00	300,043.77	863,032.23	45,287.23	817,745.00
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TOTAL REVENUE OVER/UNDER TOTAL EXPENDITURES

(163,006.37)

Federal Grant  
Expenditures  
300,043.77

163,006.37

CATEGORY	RATE	HOURS	TOTAL	COMMENTS
PC	48.83	10	488.3	
BOARD			752.8	
AT-HOME ACTIVITIES				
AA	21	45.25	950.25	
CC	21	20.75	435.75	
CW	21	37.5	787.5	
LSL	21	46.75	981.75	
RF	21	1	21	
SSC	21			
TT	21	4.25	89.25	
TOTAL			3265.5	
PARENT VOLS	21	8	168	
COMM VOLS		2.25	48.75	Dental Hygenist/ Com Vol
TOTAL			216.75	
DONATED GOODS			250	Kiwanis - books
UTILITIES			2142	
ECE			8154	
MHC			1100	
TOTAL			11646	
CCS SUPPORT				
SLP			5259.53	
IT			1163.73	
ASST TR I			506.34	
ASST TR II			373.09	
SUPT SEC			444.17	
CUSTODIAL			4949.54	
MAINTENANCE			1368.04	
TREASURER			657.37	
FRINGE			433.71	
BENEFITS			7769.67	
TOTAL			22904.66	
PG TOTAL			39,274.01	
YTD TOTAL			453,144.42	





Website Guidance for Head Start Grant Recipients

message

Office of Head Start <HeadStartinfo@acf.hhs.gov>

Fri, Jan 31, 2025 at 5:30 PM

Reply-To: HeadStartinfo@acf.hhs.gov

From: "Ms. Amy R Esser J, Ms. Theresa Burnett" <amy.esser@mercerheadstart.org>



Head Start grant recipients,

The new guidelines below are required for all federally funded recipients to be applied to your program's website. Please review the following updates and implement them as needed:

- Remove the **ACF or HHS logos** if they appear on your site.
- Add a **disclaimer** to your site to clarify the nature of the content and its alignment. For example:

*This website is supported by Grant Number [xyz] from the Office of Head Start within the Administration for Children and Families, a division of the U.S. Department of Health and Human Services. Neither the Administration for Children and Families nor any of its components operate, control, are responsible for, or necessarily endorse this website (including, without limitation, its content, technical infrastructure, and policies, and any services or tools provided). The opinions, findings, conclusions, and recommendations expressed are those of [your agency name] and do not necessarily reflect the views of the Administration for Children and Families and the Office of Head Start.*

Thank you for the work you do on behalf of children and families.

/ Tala Hooban /

Tala Hooban  
CAPT, U.S. Public Health Service  
Acting Director, Office of Head Start  
Administration for Children and Families  
U.S. Department of Health and Human Services





ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | [eclkc.ohs.acf.hhs.gov](http://eclkc.ohs.acf.hhs.gov)

February 05, 2025

Celina City Board of Education

Re: Grant No. 05CH012934

Dear Grant Recipient:

The Administration for Children and Families (ACF), Office of Head Start (OHS) recently conducted a monitoring review of your program. The attached report contains information about your agency's performance and compliance with the requirements of the Head Start Program Performance Standards, Public Law 110-134, Improving Head Start for School Readiness Act of 2007, and other applicable regulations.

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

If the report has findings the corrective action period will begin 72 hours from the time this email was sent.

Sincerely,

OHS Monitoring Team





ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start 4th Floor ~ Switzer Memorial Building, 330 C Street SW, Washington DC 20024 [edlks.ohs.acf.hhs.gov](mailto:edlks.ohs.acf.hhs.gov)

## Program Performance Summary Report

**To: Authorizing Official/Board Chairperson**

Mr. Carl Huber  
Celina City Board of Education  
585 E Livingston St  
Celina City Schools/Mercer County Head Start  
Celina, OH 45822 - 1742

**From: Responsible HHS Official**

**Date: 02/04/2025**

**Tala Hooban**

**Deputy Director, Office of Head Start**

On December 13, 2024, the Administration for Children and Families (ACF) conducted a monitoring review of Celina City Board of Education. We wish to thank the governing body, policy council, staff, and parents of your program for their cooperation and assistance during the review. This monitoring report has been issued to Mr. Carl Huber, as legal notice to your agency of the results of the program review.

Based on the information gathered during our review, a determination has been made that Celina City Board of Education is a recipient with at least one area of concern in its Head Start program.

This report provides you with detailed information in each area where program performance did not meet applicable Head Start Program Performance Standards, laws, regulations, and policy requirements.

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

### **DISTRIBUTION OF THE REPORT**

Copies of this report will be distributed to the following:

Ms. Karen McNamara, Regional Program Manager  
Mrs. Brooke Gessler, Chief Executive Officer/Executive Director  
Ms. Amy Esser, Head Start Director

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

Grant Recipient Name	Grant Number(s)
Celina City Board of Education	05CH012934

**Glossary of Terms**

Term	Definition
<b>Area of Concern (AOC)</b>	An area in which the agency needs to improve performance. These issues should be discussed with the grant recipient's Regional Office for possible technical assistance.
<b>Area of Noncompliance (ANC)</b>	An area in which the agency is out of compliance with Federal requirements (including but not limited to the Head Start Act or one or more of the regulations) in one or more areas of performance. This status requires a written timeline for correction and possible technical assistance or guidance from the grant recipient's program specialist. If not corrected within the specified timeline, this status becomes a deficiency.
<b>Deficiency</b>	<p>As defined in the Head Start Act, the term "deficiency" means:</p> <p>(A) a systemic or substantial material failure of an agency in an area of performance that the Secretary determines involves:</p> <ul style="list-style-type: none"> <li>(i) a threat to the health, safety, or civil rights of children or staff;</li> <li>(ii) a denial to parents of the exercise of their full roles and responsibilities related to program operations;</li> <li>(iii) a failure to comply with standards related to early childhood development and health services, family and community partnerships, or program design and management;</li> <li>(iv) the misuse of funds received under this subchapter;</li> <li>(v) loss of legal status (as determined by the Secretary) or financial viability, loss of permits, debarment from receiving Federal grants or contracts, or the improper use of Federal funds; or</li> <li>(vi) failure to meet any other Federal or State requirement that the agency has shown an unwillingness or inability to correct, after notice from the Secretary, within the period specified;</li> </ul> <p>(B) systemic or material failure of the governing body of an agency to fully exercise its legal and fiduciary responsibilities; or</p> <p>(C) an unresolved area of noncompliance.</p>

**Performance Summary**

This section contains an overview of compliance information identified in each Performance Area for all Content Areas. Detailed information can be found in the Review Details section.

**Compliance Information**

Content Area	Performance Area	Grant Number(s)	Compliance Level	Applicable Standards	Timeframe for Correction
Significant Health and Safety Incidents	Safety Practices	05CH012934	Area of Concern	1302.47(b)(5)(iv)	Follow up with Regional Office for support

## Review Details

This section of the report provides details on findings in applicable Content Areas reviewed during this monitoring event.

### Significant Health and Safety Incidents

#### Performance Area: Safety Practices

**Area of Concern - 1302.47(b)(5)(iv)**

##### Summary

**Grant Number(s) Cited:** 05CH012934

**Timeframe for Correction:** Follow up with Regional Office for support

##### Performance Standard Details

**Regulation Text:** 1302.47 Safety practices. A program must develop and implement a system of management, including ongoing training, oversight, correction and continuous improvement in accordance with §1302.102, that includes policies and practices to ensure all facilities, equipment and materials, background checks, safety training, safety and hygiene practices and administrative safety procedures are adequate to ensure child safety. (5) Safety practices. All staff, consultants, contractors, and volunteers follow appropriate practices to keep children safe during all activities, including, at a minimum: (iv) Only releasing children to an authorized adult.

##### Finding Details

- The grant recipient did not ensure all staff and consultants followed appropriate practices to keep children safe during all activities, including only releasing children to an authorized adult.

Additional details from this review event:

- The grant recipient had an incident in which staff members at the Captain's Crew Center released a 4-year-old child to an unauthorized adult.
- On November 14, 2024, a child's uncle arrived to pick them up from the classroom. The classroom staff knew the uncle and released the child to them; however, the uncle was not listed as an authorized adult on the child's contact list.
- The recipient contacted the child's parent, who then came to the center. The parent expressed wanting the uncle added to the child's contact list.

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



# Mercer County Head Start Student Calendar 25-26

August 2025					
Mo	Tu	We	Th	Fr	Sa

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
		2	3	4		
	8	9	10	11		
	15	16	17	18		
	22	23	24	25		
	29	30				
						17

October 2025					
Mo	Tu	We	Th	Fr	Sa
		1	2		
6	7	8	9		
13	14	15	16		
20	21	22	23		
27	28	29	30		
					18

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	3	4	5	6		
	10	11	12	13		
	17	18	19	20		
	24	25				
						14

December 2025					
Mo	Tu	We	Th	Fr	Sa
1	2	3	4		
8	9	10			
15	16	17	18		
					11

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	5	6	7	8		
	12	13	14	15		
	20	21	22			
	26	27	28	29		
						15

February 2026					
Mo	Tu	We	Th	Fr	Sa
2	3	4	5		
9	10	11	12		
	17	18	19		
23	24	25	26		
					15

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	2	3	4	5		
	9	10	11	12		
	16	17	18	19		
	23	24	25	26		
	30	31				
						18

April 2026					
Mo	Tu	We	Th	Fr	Sa
		1	2		
	7	8	9		
13	14	15	16		
20	21	22	23		
27	28	29	30		
					17

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	4	5	6	7		
	11	12	13			
	18	19	20	21		
						11

June 2026					
Mo	Tu	We	Th	Fr	Sa

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa

## Dates Explained

9/1/25 - Labor Day No Classes

9/2/25 - First Day Students

11/25 - 11/26 - Thanksgiving Holiday

12/11/25 - Parent Teacher Conferences

12/22/25-1/2/26 -Winter Break

1/19/26 - MLK day

2/16/26 - President's Day

4/3/26 - 4/6/26 - Easter Break

5/14/26 - Parent Teacher Conference

5/21/26 - Last Day for Students

## Open House Schedule

## School Day

Mercer County Head Start 8:00 AM 3:30 PM

## School Contacts

Head Start Main Office

419-268-0301

Coldwater

419-953-8511

Rockford

419-953-6952



## Additional Filtering

Currently Enrolled ▼

Filter

View All

Mercer County Head Start ▼

All Sites ▼

All Classes ▼

**Agency:** Mercer County  
Head Start

**Site:** All

**Currently Enrolled=** 117

### 406 - EPSDT status Report

	Up-To-Date	Not Up-To-Date
<b>Anemia (HCT/HGB)</b> (Mandated)	<a href="#">75</a>	<a href="#">42</a>
<b>Blood Pressure</b> (Mandated)	<a href="#">94</a>	<a href="#">23</a>
<b>Dental</b>	<a href="#">88</a>	<a href="#">29</a>
<b>Growth</b> (Mandated)	<a href="#">106</a>	<a href="#">11</a>
<b>Hearing</b> (Mandated)	<a href="#">105</a>	<a href="#">12</a>
<b>Lead Screening</b> (Mandated)	<a href="#">91</a>	<a href="#">26</a>
<b>Physical</b> (Mandated)	<a href="#">115</a>	<a href="#">2</a>
<b>Vision</b> (Mandated)	<a href="#">103</a>	<a href="#">14</a>

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

Up-To-Date	Not Up-To-Date
<a href="#">63</a>	<a href="#">54</a>

#### 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.



Head Start Program Performance Standard Reference	Head Start Act	Performance Standard	Action Plan	Policy / Procedure	Responsibility	Form
<b>Subpart E Family &amp; Community Engagement Program Services</b>						
<b>1302.50 Family engagement.</b>		(a) Purpose. A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children's learning and development. Programs are encouraged to develop innovative multi-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources. This includes communicating with families in a format that meets the needs of each individual family.	Mercer County Head Start embeds parent and family engagement services into all programmatic components. The family engagement services system staff along with community providers develop programming to serve both parents and children strengthening the family system to promote well-being and success.			
		(b) Family engagement approach. A program must: (1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage in their children's learning and development and	Family engagement staff partnering with educational staff provides information to parents acknowledging that parents are their child's first and primary teacher. Staff invites parents to participate in a variety of activities	Parent Education	Family Advocates	Parent Education

	support parent-child relationships, including specific strategies for father engagement.	which include but are not limited to at-home activities focused on school readiness, POPs events, Policy Council, and volunteering in the classroom. Specific events are conducted focusing on the importance of male involvement in children's lives.	Attendance Roster  Policy Council Nomination / Election Volunteer Fatherhood Initiative	Family Advocates  MH Manager Family Advocates	Parent committee  Policy Council Candidate Information
	(2) 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;	MCHS provides a family-friendly and customer-first environment for families and partners. Family engagement staff utilizes initial contacts with families to develop a positive rapport with families that encourage mutual trust between staff and families. To the best of MCHS ability, the educational environment reflects the cultural of the families we serve.		MH Manager Family Advocates	
	(3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;	From initial contact, family engagement staff are partnering with families through application and enrollment questions and surveys to identify strengths and needs of families. Staff utilizes family interest surveys and family strength assessment to support families in engaging in family partnership goal setting.	Family Interest Survey Family Strengths Assessment Family Partnership Agreement	Family Advocates	Family Interest Survey Family Strength Assessment Family Partnership Agreement

		(4) Provide parents with opportunities to participate in the program as employees or volunteers;	Parents are encouraged to volunteer in the program and apply for positions in which they are qualified. Volunteer opportunities are communicated via newsletter and Facebook. Job opportunities are posted in-house on parent information board and on Facebook.	Non-Federal Match Newsletter Volunteer	MH Manager Family Advocates Teaching Staff HS Secretary	
		(5) 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; and,	MCHS utilizes interpreter services when needed, required, warranted and requested by the family.	Interpreter Services	Family Advocates Teaching Staff	Request for Interpreter Services
		(6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter, FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.	At a minimum, teaching staff and family engagement staff meet to discuss families and children during center team meetings.	Center team meetings	Family Advocates Teaching Staff	Center staff meeting minutes
<b>1302.51</b> <b>Parent activities to promote child learning and development</b>		(a) A program must promote shared responsibility with parents for children's early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children's	Family engagement staff and education staff will collaborate to develop parent-child engagement activities to be conducted in the center and in the home that promote & foster positive parent – child relationships	Parent Education	Family Advocates Education Staff	Parent Education

		learning & development. These strategies must include:				
		(1) Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate	Activities will at a minimum focus on language, literacy, dual language learning, and bi-literacy.			
		(2) Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,	Family engagement staff will provide education on the importance of regular consistent attendance at the time of enrollment and throughout the program year.	Attendance	Family Advocates	Parent Education
		(3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.	Dual language learning families will be provided education on various resources to support dual language learning.	Services to DLLs	Family Advocates	Parent Education
		(b) A program must, at a minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parent's knowledge and offers parent the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.	MCHS offers parenting classes utilizing Conscious Parenting to enrolled parents. When other research-based parenting curricula are offered in the community, MCHS provides that information to parents, ensuring families have access to all local resources. MCHS will only utilize research-based parenting curriculums.	Parenting Curriculum	MH Manager	



<b>1302.52 Family partnership services.</b>	(a) Family partnership process. A program must implement a family partnership process that includes a family partnership agreement and the activities described in this section to support family well-being, including family safety, health, and economic stability, to support child learning and development, to provide, if applicable, services and supports for children with disabilities, and to foster parental confidence and skills that promote the early learning and development of their children. The process must be initiated as early in the program year as possible and continue for as long as the family participates in the program, based on parent interest and need.	Family advocates begin the family partnership process at the time of enrollment. Family Advocates obtain information from families identifying strengths and goals through the use of family strengths assessment and interest surveys. Family advocates utilize a strength-based approach to support family goal setting.	Family Partnership Agreement	FAs	FPA
	(b) Identification of family strengths and needs. A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.	Family advocates conduct a family strengths assessment twice a year to identify strengths and goals. In addition to the family strengths assessment, family advocates obtain additional information through family interest surveys.	Family Strengths Assessment	FAs	FPA
	(c) Individualized family partnership services. A program must offer	A family advocate completes the family strength assessment on each	Family Partnership	FAs	FPA

	<p>individualized family partnership services that:</p> <p>(1) Collaborate with families to identify interests, needs, and aspirations related to the family engagement outcomes described in paragraph (b) of this section:</p> <p>(2) Help families achieve identified individualized family engagement outcomes;</p> <p>(3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary.</p>	<p>family. Family advocates utilize information gained from the tool as well as information shared during home visits and other communications with the family to support families in individualized goal setting. Family Advocates support families in goal achievement through the referral process, providing education during home visits, and supporting families while engaged in services with other social services agencies. Referrals and goal steps are documented on the Family Partnership Agreement document housed within the COPA system. Updates to the Family Partnership Agreement should occur at least twice a year or as often as progress is made. Families experiencing crises are given top priority for service delivery.</p>	Agreement		
	<p>(d) Approaches to Family Partnership Services. A program must:</p> <p>(1) Ensure the family assignment process takes into account the varied interests, urgency, and intensity of identified family needs and goals.</p> <p>(2) Ensure the planned number of families assigned to work with staff</p>	<p>When determining caseloads multiple factors are considered. Some examples include siblings in families, conflicts of interests, needs of families. The skill set of Family Advocates is considered when assignment of high needs / low needs of families is prevalent.</p>	FA Caseload assignment / limitation	MH Manager	COPA

	that conduct the family partnership process and work on family, health and community engagement services is no greater than 40:1. A program must maintain this ratio, except: (i) When the responsible HHS official grants a waiver if the program can demonstrate staff competencies at § 1302.92(b*)(4); program outcomes at § (1302.52paragraph (b)) of this section; and reasonable staff workload as described in paragraph (d)(3) of this section. (ii) During temporary periods of staff absence or attrition; changes in daily operations related to start-up or transitional activities; or extenuating circumstances related to emergency response and recovery. (3) Ensure meaningful employee engagement practices address family services workload experiences, in accordance with § 1302.101(a)(2).	<p>MCHS works diligently to ensure that a Family Advocate's caseload does not exceed 40 families.</p> <p>If MCHS cannot meet the caseload assignment requirement, MCHS will utilize the waiver within the parameters specified.</p> <p>The MH Manager is assigned as direct supervisor to the FA team and is responsible for daily supervision with a system of reflective supervision to support meaningful engagement in daily operations and positive working environment including the work completed with families and children.</p>	Supervision			Enrollment Case notes Release of Information FPA
	(e) Existing plans and community resources. In implementing this section, a program must take into consideration any existing plans for the family made with other community agencies and availability of other community resources to address	During enrollment, family advocates will determine if the family is currently working a plan with another agency. If the family has an already existing plan, the family advocate will request a copy of the plan from the family or obtain the plan from the agency via the use of	Family Partnership Agreement Existing Plans	FAs		

		family needs, strengths, and goals, in order to avoid duplications of effort.	a release of information. If a family has an already existing plan, the family advocate does not need to complete a family partnership agreement plan, but must have a copy of the plan to support the family in the plan completion. If the family does NOT have an already existing plan with another agency, the family advocate is to initiate the family partnership agreement procedure as described in policy.			
<b>1302.53 Community partnerships and coordination with other early childhood and education programs.</b>		<p>(a) Community partnerships.            (1) A program must establish ongoing collaborative relationships and partnerships with community organizations such as establishing joint agreements, procedures, or contracts and arranging for onsite delivery of services as appropriate, to facilitate access to community services that are responsive to children's and families' needs and family partnership goals, and community needs and family partnership goals, and community needs and resources, as determined by the community assessment.</p> <p>(2) A program must establish necessary collaborative relationships and partnerships, with community organizations that may include:</p> <p>(i) Health care providers, including child and adult mental health professionals, Medicaid</p>	<p>MCHS develops and maintains working relationships with a variety of community agencies to ensure collaborative services for children and families.</p> <p>These local agencies and programs include: health care providers both community &amp; private, insurance providers, dental providers, WIC, OBGYNs, pediatricians, ESCs, Boards of DD, school districts, early childhood providers, community mental health, private mental health providers, child protective services, law enforcement, libraries, Department of Job &amp; Family Services, financial institutions, public housing, homeless shelters, among others.</p> <p>Partnerships and collaborative agreements are documented through Interagency Agreements and MOUs.</p>	MOU	Director MH Manager	MOU IAG Meeting Minutes

					<p>managed care networks, dentists, other health professionals, nutritional service providers of prenatal and postnatal support, and substance abuse treatment providers;</p> <p>(ii) Individuals and agencies that provide services to children with disabilities and their families, elementary schools, state preschool providers, and providers of child care services;</p> <p>(iii) Family preservation and support services and child protective services and any other agency to which child abuse must be reported under state or tribal law;</p> <p>(iv) Educational and cultural institutions, such as libraries and museums, for both children and families;</p> <p>(v) Temporary Assistance for Needy Families, nutrition assistance agencies, work-force development and training programs, adult or family literacy, adult education, and post-secondary education institutions, and agencies or financial institutions that provide asset-building education, products and services to enhance family financial stability and savings;</p> <p>(vi) Housing assistance agencies and providers of support for children and families experiencing homelessness, including the local education agency liaison designated</p>				
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		<p>under section 722(g)(1)(j)(ii) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.); (vii) Domestic violence prevention and support providers; and,</p> <p>i. Other organizations or businesses that may provide support and resources to families.</p>				
		<p>(b) Coordinated with other programs and systems. A program must take an active role in promoting coordinated systems of comprehensive early childhood services to low-income children and families in their community through communications, cooperation, and the sharing of information among agencies and their community partners, while protecting the privacy of child records in accordance with subpart C of part 1303 of this chapter and applicable federal, state, local, and tribal laws.</p> <p>(1) Memorandum of understanding. To support coordination between Head Start Preschool and publicly funded preschool programs, a program must enter into a memorandum of understanding with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the program, as</p>	<p>MCHS partners with and leads several collaborative groups in the community ensuring that Head Start – eligible children and families have the services that they need. Partnership agreements are documented in MOUs and Interagency Agreements. Partners can include: preschool programs, childcare programs, school districts, Department of Job &amp; Family Services.</p>	Director Managers	Attendance Rosters	

		described in section 642(e)(5) of the Act.				
		(2) Quality Rating and Improvement Systems. A program, with the exception of American Indian and Alaska Native programs, should participate in its state or local Quality Rating and Improvement System (QRIS) to the extent practicable, if a State or local QRIS has a strategy to support Head Start participation without requiring programs to duplicate existing documentation from Office of Head Start oversight:	MCHS participates in and exceeds the requirements of Ohio's QRIS, Step Up to Quality.	Quality Rating & Improvement System	Director Education Manager	SUTQ Rating / Licensing
		(3) Data systems. A program, with the exception of American Indian and Alaska Native programs unless they would like to and to the extent practicable, should integrate and share relevant data with state education data systems, to the extent practicable, if the program can receive similar support and benefits as other participating early childhood programs. (4) American Indian and Alaska Native programs. An American Indian and Alaska Native program should determine whether or not it will participate in the systems described in paragraphs (b)(2) and (3) of this section.	Upon request, and as long as permission to release information is provided, MCHS may share information with the Ohio Department of Education.	Confidentiality	Director Family Advocates	State reports – EMIS  Release of Information Parent Permission for Program Services





## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Fatherhood Initiative	<b>P/P #:</b>	
<b>Part:</b>	1302 Program Operations	<b>PC Approval Date:</b>	2/7/25
<b>Subpart:</b>	<i>E. Family &amp; Community Engagement Program Services</i>	<b>Last Reviewed Date:</b>	10/14/21
<b>Section Title(s):</b>	<i>Family Engagement</i>	<b>Implementation Responsibility:</b>	Family Advocates
<b>Related Performance Standard(s):</b>	1302.50(b)(1)	<b>Monitoring Responsibility:</b>	MH Manager

<b>(A) Policy</b>	<p>(b) Family engagement approach. A program must:</p> <p>(1) Recognize parents as their children's primary teachers and nurturers and implement intentional strategies to engage in their children's learning and development and support parent-child relationships, including specific strategies for father engagement.</p>
<b>(B) Responsibility</b>	Family Advocates
<b>(C) Procedure</b>	<p>During the time of enrollment and throughout the program year, Family Advocates educate parents about the importance of fathers in the lives of children.</p> <p>Education materials may take on the form of handouts, pamphlets, and speakers.</p> <p>Where appropriate, staff will inform fathers of school events and child progress to ensure that both parents are informed of child's progress in education.</p> <p>MCHS will conduct activities that are specifically targeting the male population for DOGS events to increase the likelihood that fathers / males will accompany child to the event.</p> <p>MCHS will partner with agency programs to support fatherhood initiatives.</p> <p>MCHS staff track male involvement through the COPA system identifying participants in application, enrollment, home visits, parent teacher conferences, and special events.</p> <p>Family engagement staff will utilize resources provided through ECLKC to strengthen already existing fatherhood initiatives in the area.</p>



## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Family Interest Survey	<b>P/P #:</b>	
<b>Part:</b>	1302 Program Operations	<b>PC Approval Date:</b>	2/7/25
<b>Subpart:</b>	<i>E. Family &amp; Community Engagement Program Services</i>	<b>Last Reviewed Date:</b>	10/14/21
<b>Section Title(s):</b>	<i>Family Engagement</i>	<b>Implementation Responsibility:</b>	Family Advocates
<b>Related Performance Standard(s):</b>	1302.50(b)(3)	<b>Monitoring Responsibility:</b>	MH Manager

<b>(A) Policy</b>	(b) (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
<b>(B) Responsibility</b>	Family Advocates
<b>(C) Procedure</b>	<p>During the time of enrollment, families complete a family interest survey. The form identifies topics that families are interested in learning or gaining more information. Topics include: child development, literacy, first aid, safety, etc.</p> <p>During enrollment, Family Advocates ask families to identify times that fit into their schedule for meetings and trainings. This information is recorded in COPA.</p> <p>Family Advocates utilize information from the surveys to help families in the initial stages of family partnership goal planning. Additionally, information is gathered to develop topics for presentations for parent meetings.</p> <p>The FE team reviews the data collected with the family engagement team and the other managers to ensure that all programmatic components support topics and training opportunities for families. The administration team analyzes the data to determine trends and patterns for families to target PFCE outcomes.</p> <p>Family interest surveys are kept in child files.</p>



## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Family Strength Assessment	<b>P/P #:</b>	
<b>Part:</b>	1302 Program Operations	<b>PC Approval Date:</b>	2/7/25
<b>Subpart:</b>	<i>E. Family &amp; Community Engagement Program Services</i>	<b>Last Reviewed Date:</b>	10/14/21
<b>Section Title(s):</b>	<i>Family Engagement</i>	<b>Implementation Responsibility:</b>	Family Advocates
<b>Related Performance Standard(s):</b>	1302.50(b)(3)	<b>Monitoring Responsibility:</b>	MH Manager

<b>(A) Policy</b>	(b) (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
<b>(B) Responsibility</b>	Family Advocates
<b>(C) Procedure</b>	<p>The family strength assessment tool is utilized to identify the strengths a family has. Family advocates are then to utilize those strengths to mitigate and support any goals the family establishes. Goals are captured on the family partnership agreement. Once a family has been enrolled for more than 30 days, family advocates are to complete the family strength assessment tool. This tool is to be completed no later than November 20<sup>th</sup> for families enrolled on the first day of school, annually. For families enrolled after the first day of school, family advocates have 60 working days to complete the initial strengths assessment unless there are less than 2 months left in the program year. A second family strengths assessment is to be completed on all families by May 10<sup>th</sup>, annually. For families enrolled after March 15<sup>th</sup> this requirement is waved and only 1 assessment is to be completed.</p> <p>Family engagement staff are to utilize data from the family strength assessment tool to develop family partnership agreements.</p> <p>MH Manager is to monitor the completion of family strengths assessments monthly.</p> <p>MH Manager will present information from the family strengths assessment monitoring at the quarterly data meetings.</p>



## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Newsletter	<b>P/P #:</b>	
<b>Part:</b>	1302	<b>PC Approval Date:</b>	2/7/25
<b>Subpart:</b>	E	<b>Last Reviewed Date:</b>	10/14/21
<b>Section Title(s):</b>	<i>Family Engagement</i>	<b>Implementation Responsibility:</b>	Managers
<b>Related Performance Standard(s):</b>	1302.50(2)(4)	<b>Monitoring Responsibility:</b>	Director

<b>(A) Policy</b>	
<b>(B) Responsibility</b>	Develop relationships with parents and structure services to encourage trust & respectful, on-going 2-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; Provide parents with opportunities to participate in the program as employees or volunteers
<b>(C) Procedure</b>	<p>Throughout the service-delivery months of the program year, MCHS distributes a monthly newsletter featuring one of the various Head Start program areas. This information is to educate and keep parents informed of all aspects of the program. In addition, it informs parents and community members of volunteer opportunities with the program.</p> <p>Content for the newsletter is handled by the management team, alternating monthly. Newsletters are distributed through student's backpacks.</p>





## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Center – team Meetings	<b>P/P #:</b>	
<b>Part:</b>	Program Operations	<b>PC Approval Date:</b>	2/7/25
<b>Subpart:</b>	<i>E – Family and Community Engagement Program Services</i>	<b>Last Reviewed Date:</b>	10/14/21
<b>Section Title(s):</b>	<i>Family engagement</i>	<b>Implementation Responsibility:</b>	Family Advocates Teaching Staff
<b>Related Performance Standard(s):</b>	1302.50 (b)(6)	<b>Monitoring Responsibility:</b>	MH Manager

<b>(A) Policy</b>	(b)(6) A program must implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in 1303 subpart C of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.
<b>(B) Responsibility</b>	Family Advocates, Teaching Staff
<b>(C) Procedure</b>	<p>At a minimum, Family Advocates and Teaching Staff meet together monthly to discuss the children and families in their respective classrooms / sites. If applicable, the team may invite other staff including but not limited to transportation, cafeteria, Mental Health Consultant, and administration. All staff are bound by the agency’s confidentiality policies.</p> <p>The Family Advocate is responsible for the scheduling and administration of the meeting. The Family Advocate is to complete the center staff meeting minutes form and submit to the MH Manager.</p> <p>Topics of discussion are guided by the center staff meeting form. These topics include: attendance, enrollment, non-federal match, possible developmental concerns, possible health concerns, relevant family issues, and referrals.</p>



## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Family Advocate Caseload Assignment / Limitation	<b>P/P #:</b>	
<b>Part:</b>	1302	<b>PC Approval Date:</b>	2/7/25
<b>Subpart:</b>	<i>E. Family &amp; Community Engagement Services</i>	<b>Last Reviewed Date:</b>	
<b>Section Title(s):</b>	<i>Family Partnership Services</i>	<b>Implementation Responsibility:</b>	MH Manager
<b>Related Performance Standard(s):</b>	1302.52(d)(1)(2)	<b>Monitoring Responsibility:</b>	Director

<b>(A) Policy</b>	<p>d) <i>Approaches to family partnerships services.</i> A program must:</p> <p>(1) Ensure the family assignment process takes into account the varied interests, urgency, and intensity of identified family needs and goals.</p> <p>(2) Ensure the planned number of families assigned to work with staff that conduct the family partnership process and work on family, health and community engagement services is no greater than 40:1. A program must maintain this ratio, except:</p> <p>(i) When the <u>responsible</u> HHS official grants a waiver if the program can demonstrate staff competencies at § 1302.92(b)(4); program outcomes at paragraph (b) of this section; and reasonable staff workload as described in paragraph (d)(3) of this section.</p> <p>(ii) During temporary periods of <u>staff</u> absence or attrition; changes in daily operations related to start-up or transitional activities; or extenuating circumstances related to emergency response and recovery.</p> <p>(3) Ensure meaningful employee engagement practices address family services workload experiences, in accordance with § 1302.101(a)(2).</p>
<b>(B) Responsibility</b>	MH Manager

<b>(C) Procedure</b>	<p>MCHS will (when capable) establish the Family Advocate caseload at 40 families. Caseloads are established by classrooms, families (siblings have the same FA), family advocate skill set matched with family needs.</p> <p>The HSPPS allows for waivers when this requirement cannot be with specific conditions.</p>
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## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Supervision	<b>P/P #:</b>	
<b>Part:</b>	1302	<b>PC Approval Date:</b>	2/7/25
<b>Subpart:</b>	<i>J – Program Management and Quality Improvement</i>	<b>Last Reviewed Date:</b>	
<b>Section Title(s):</b>	<i>Management System</i>	<b>Implementation Responsibility:</b>	All Administrators
<b>Related Performance Standard(s):</b>	1302.101(a)(2)	<b>Monitoring Responsibility:</b>	Director

<b>(A) Policy</b>	<p>(a) <i>Implementation.</i> A program must implement a management system that:</p> <p>2) Promotes clear and reasonable roles and responsibilities for all staff and provides regular and ongoing staff supervision with meaningful and effective employee engagement practices;</p>
<b>(B) Responsibility</b>	All Administrators
<b>(C) Procedure</b>	<p>All staff receive direct supervision.</p> <p>Education staff and substitutes along with the Data &amp; Quality Secretary are supervised by the Early Childhood Services Director.</p> <p>Family engagement staff along with Mental Health Consultants are supervised by the Mental Health Manager.</p> <p>Nutrition staff are supervised by the Health &amp; Safety Manager.</p> <p>The Head Start Secretary, Custodians, and all Head Start Administrators are supervised by the Executive Director.</p> <p>The Board of Education and Policy Council delegate supervision of the Executive Director to the District Superintendent.</p> <p>The program implements reflective supervision practices into operations as well as routine observation / feedback, conflict resolution, and interpersonal communication skill building throughout supervisory experiences.</p>



## Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Quality Rating and Improvement System	<b>P/P #:</b>	
<b>Part:</b>	1302 Program Operations	<b>PC Approval Date:</b>	2/7/25
<b>Subpart:</b>	<i>E. Family &amp; Community Engagement Program Services</i>	<b>Last Reviewed Date:</b>	10/14/21
<b>Section Title(s):</b>	<i>Community partnerships and coordination with other early childhood and education programs.</i>	<b>Implementation Responsibility:</b>	Early Childhood Services Director
<b>Related Performance Standard(s):</b>	1302.53(b)(2)	<b>Monitoring Responsibility:</b>	Executive Director

<b>(A) Policy</b>	<p>A program with the exception of American Indian and Alaska Native programs, must participate in its state or local Quality Rating and Improvements System of:</p> <p>(i) Its state or local QRIS accepts Head Start monitoring data to document quality indicators included in the state's tiered system;</p> <p>(ii) Participation would not impact a program's ability to comply with the Head Start program performance Standards; and,</p> <p>(iii) The program has not provided the Office of Head Start with a compelling reason not to comply with this requirement.</p>
<b>(B) Responsibility</b>	Administration
<b>(C) Procedure</b>	<p>Ohio's Quality Rating and Improvement System is Step Up to Quality. The system is set up on a 3- tiered system. Gold, Silver, and Bronze.</p> <p>Quality rating is based upon the education of staff, professional development provided, systems that integrate school readiness as the primary objective, and an implementation plan for family and community engagement.</p> <p>The ECSD completes necessary submissions and paperwork through the OCLQS data base system. Education staff plan for professional development opportunities through OCCRRA.</p> <p>MCHS systems and paperwork along with child-teacher ratios exceed minimal benchmarks established through SUTQ. Items include: events for parent- child interaction, community</p>

	<p>partnerships, annual self-assessment, and continuous improvement, and employee compensation packages.</p> <p>Teachers are expected to conduct meaningful parent teacher conferences to partner with families in the development of child goals. Likewise, lesson planning and individualizations is driven by data that indicates next developmental progressions for children.</p>
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