



**Jefferson County Early Childhood Program
Policy Council Meeting
Agenda for Thursday, February 8, 2018, 10:30 am
Dawson Orman Room 247**

10:30 am Work Session: ERSEA Plan for school year 2018-2019

11:15 am 15 minute break

11:30 am Meeting begins

- I. Roll Call
- II. Recommendation for Approval of Minutes of Previous Meeting
- III. Director's Report
 - A. Acceptance of Enrollment Report
 - B. Acceptance of Attendance Report
 - C. Acceptance of USDA Report
 - D. Acceptance of Corrective Action Plan Update
- IV. Action Items
 - A. Review and Approval of Bylaw Committee Updates
- V. Information items
 - A. Acceptance of Report on Comprehensive Services
 - B. Acceptance of Report on Family Engagement Activities
 - C. Acceptance of Report on Human Resources
- VI. Consent Items
 - A. Acceptance of Report on Early Childhood monthly Grant Budget
 - B. Acceptance of ERSEA Plan for school year 2018-2019
 - C. Acceptance of Self-Assessment Plan 2017-2018
- VII. Closed Session
- VIII. Adjournment

Vision

Cultivate classrooms of excellence, empower families, prepare students for kindergarten, and improve our community.

MEETING MINUTES



Vision:

- Cultivate classrooms of excellence, empower families, prepare students for kindergarten, and improve our community.



**Jefferson County Early Childhood Program
Policy Council Meeting
Agenda for Thursday, January 11, 2018, 10:30 am
Dawson Orman Room 247**

11:34 am Meeting begins

- I. Roll Call - Read by Amanda Offutt Policy Council secretary
- II. Recommendation for approval of meeting agenda
Chairperson Kinshasta Reed recommended for approval the January 11, 2018 Meeting Agenda
Motion: Catherine Braganza
Second: Ahmed Eltanboly
Motion Approved
- III. Recommendation for acceptance of minutes of previous meeting on December 7, 2017
Chairperson Kinshasta Reed recommended for acceptance the minutes of previous meeting.
Motion: Tammie McDaniel
Second: Lisa Rice
Motion Approved

IV. Director's Report

- A. Acceptance of Enrollment Report - We are not fully enrolled in EHS we applied for a Home Based program and also a waiver of our early transition classroom class sizes. Head start has not come back with approval of those.

Enrollment	December
Head Start	1319
Early Head Start	159
Total	1478

- B. Acceptance of Attendance Report- 13 days in December about the regular. A little lower because of illness.

December	Present	Absent	Attendance %
13 days	17,074	2586	86.85%

- C. Acceptance of USDA Report - Tardies, absences and some students bring lunch this is why numbers do not match between breakfast and lunch and total enrollment.

Program	December
Early Head Start Breakfast	185
Early Head Start Lunch	207
Head Start Breakfast	15,272
Head Start Lunch	15,448

- D. Acceptance of the Corrective Action Plan Update Report - Quarterly update was shared with JCBE on January 9, 2018. The Corrective Action Plan deadline is January 31, 2018. We have phone conference with Office of Head Start coming up to discuss what the formal review will entail.

Chairperson Kinshasta Reed recommended for acceptance

Motion: Kat Abner

Second: Tammie McDaniels

Motion Approved

V. Information items

- A. Acceptance of Comprehensive Services Report - Children are 86.39% up to date on EPSDT. We have 324 children past due on requirements, 90% of those are Dental Exams which were due Jan. 1.
- B. Acceptance of Family Engagement Activities - Scheduled for Jan. 23-25, at three of our centers. Flyer has been distributed.

Chairperson Kinshasta Reed recommended for acceptance

Motion: Amanda Offutt

Second: Catherine Braganza

Motion Carried

- C. Acceptance of Human Resources Report - CAN Check information was shared.

As off	Sent Off	Returned	Bad CANS
1-10-18	590	499	

TB/Physical report was shared

Requirements	% as of 1/10/18
TB	93% (45)
Physicals	92% (56)

Criminal Background checks

Requirements	% as of 1/10/18
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Criminal Background Checks	96%
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Staff absences

Month	Absences	No Sub Needed	Sub Needed	Filled	Unfilled	Fill Rate
December	985	105	880	444	436	50.45%

Vacancies

Certified	Instructor II/III	Lead IA	IA
3	1	6	7

Reassignment in 8 locations were shared.

Chairperson Kinshasta Reed recommended for acceptance

Motion: Kat Abner

Second: Michelle Jones

Motion Carried

- D. Acceptance of Notice of Award - Office of HS lets us know how much money well will be receiving for the next fiscal year. The letter outlines the amounts we will receive for each program. We will begin the process of updating our refunding proposal and will bring to Policy Council for approval in Feb. so we can take to JCBE in March to then send into Office of Head Start by the April deadline.

Funding Type	Finding Level	Funded Federal Enrollment
Head Start Program Operations	\$12,385,370	1319
Head Start Training and Technical Assistance	\$127,637	
Early Head Start Program Operations	\$3,071,585	232
Early Head Start Training and Technical Assistance	\$71,455	

TOTAL	\$15,656,047	1551
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Chairperson Kinshasta Reed recommended for acceptance

Motion: Michelle Jones

Second: Amanda Offutt

Motion Carried

VI. Consent Items

A. Acceptance of the Early Childhood monthly Grant Budget -

Grant	% spent thru December	Encumbrances	% spent year to date
Head Start Basic	47%	\$945,466.47	51%
Early Head Start Basic	49%	\$255,486.87	55%
Head Start Training and Technical Assist.		\$7,023.49	37%
Early Head Start Training and Technical Assistance		\$2,381.01	33%

B. Acceptance of the Memorandum of Agreement with Crocus Academy - this is the second year of our Child Care Partnership grant award with Crocus Academy.

Chairperson Kinshasta Reed recommended for acceptance

Motion: Catherine Braganza

Second: Tammie McDaniels

VII. Closed Session

Chairperson Kinshasta Reed recommended to move into closed session.

Motion: Catherine Braganza

Second: Tammie McDaniels

Motion Carried

Chairperson Kinshasta Reed recommended for acceptance of closed session report

Motion: Tammie McDaniel

Second: Michelle Jones

Motion Carried

Chairperson Kinshasta Reed recommended to move back to open session

Motion: Michelle

Second: Amanda Offutt

VIII. Adjournment

Chairperson Kinshasta Reed recommended for acceptance

Motion: Catherine Braganza

Second: Amanda Offutt

Motion Carried

Vision

Cultivate classrooms of excellence, empower families, prepare students for kindergarten, and improve our community.

DIRECTORS REPORT



Vision:

- Cultivate classrooms of excellence, empower families, prepare students for kindergarten, and improve our community.



Directors Report for the Month of January

Enrollment Report

Enrollment	January
Head Start	1319
Early Head Start	158
Total	1477

ECE Enrollment

Enrollment	January
Early Head Start	3
Head Start	168

Student Attendance

Month	Present	Absent	Attendance %
January	23,875	4591	83.71%

USDA Report

Breakfast	January
Early Head Start	1,530
Head Start	14,771
Lunch	January
Early Head Start	1,741
Head Start	15,941

ACTION ITEMS



Vision:

- Cultivate classrooms of excellence, empower families, prepare students for kindergarten, and improve our community.

~~2016~~**2018**

**JEFFERSON COUNTY PUBLIC SCHOOLS
HEAD START/EARLY HEAD START
POLICY COUNCIL**

BY-LAWS

INTRODUCTION

The Jefferson County Board of Education Head Start Policy Council By-Laws, which follow, have been developed by Policy Council members to give the Council guidelines by which to operate and function. The involvement of parents/legal guardians, as defined in 45 CFR 1305.3(h) and hereinafter used interchangeably with the term parent, in all aspects of the education of their children, including the level of decision-making, is the goal of the Policy Council. There is a clear distinction outlined in Appendix – A of Section 1304.50 of the Head Start Performance Standards, between the functions of the program management and the functions of the Policy Council. The program management (Director, Managers, and Coordinators) has the responsibility to develop program goals, prepare written plans to meet those goals, develop personnel policies, procedures, hire and fire Head Start/Early Head Start staff, prepare grants and budgets, and establish the method to hear and resolve complaints. All of these tasks are completed with Policy Council input and the final document decision must be approved or disapproved by the full Policy Council. The Policy Council has the operating responsibility to conduct an annual evaluation of the program. The program management shall assist the Policy Council in this effort by providing training, and assisting them as requested, in the implementation of the evaluation. Management provides information and written materials to the Policy Council regarding the operations of the program. The Policy Council approves or disapproves plans, proposals, budgets, etc. The program staff has the responsibility for carrying out or performing management function.

~~Approved September 15, 2016~~ Pending Approval January 30, 2018

**JEFFERSON COUNTY PUBLIC SCHOOLS
HEAD START/EARLY HEAD START
POLICY COUNCIL
BY-LAWS**

ARTICLE 1 Name

The name of this organization shall be the Jefferson County Public Schools Head Start/Early Head Start Policy Council.

ARTICLE II Purpose and Functions

Section 1 Purpose

The purpose shall be to implement Head Start Performance Standards and 24 CFR 1304.50 Appendix-A, to include serving as a link between public and private organizations of the grantee, the communities served, and the parents/legal guardians of children enrolled, in the planning and coordinating of the Head Start/Early Head Start Program in the County of Jefferson and the Commonwealth of Kentucky.

Section 2 Functions

The functions of the Jefferson County Public Schools Head Start/Early Head Start Policy Council, in accordance with Health and Human Services/Administration for Children Youth and Families (HHS/ACYF) Regulations are:

1. Initiate suggestions and ideas for program improvements, and to receive periodic reports on action taken by the administering agency with regard to its recommendation.
2. Plan, coordinate, and organize agency-wide activities for Head Start/Early Head Start parents/legal guardians with the assistance of the staff.
3. Aid in recruiting volunteer services from parents/legal guardians, community residents and community organizations, and mobilize community resources to meet identified needs.

4. Assist in communicating with other Head Start parents/legal guardians, and encouraging their full participation in Head Start classrooms, program activities, and events.
5. Require parental/legal guardian participation to meet areas of the Early Head Start program criteria-requiring enrollment in a school/training program.
6. Approve the goals for the programs within the agency as proposed by the Grantee Board of Directors, and develop ways to meet these goals, with the HHS/ACYF Guidelines.
7. Approve the locations (sites) of program centers.
8. Assist in developing a plan for recruitment of eligible children and approve such a plan.
9. Approve the composition of the appropriate Parent/legal guardian policy-making groups and methods for setting them up within HHS/ACYF Guidelines.
10. Approve the services provided to the program from the grantee central office in consultation with the Program Director.
11. Ensure that a method exists for the hearing and resolving of community complaints about the program.
12. Approve and disapprove the Personnel Policies and Procedures and other activities as outlined in 24 CFR 1304.50 Appendix-A.
13. Approve the recommendation to hire and/or fire the Director.
14. Approve or disapprove the recommendation for hiring and/or firing the program staff.
15. Approve or disapprove the request for funds as proposed work program (the grant package), prior to submission to HHS with sufficient time allocated to study the grant package and ask questions of program and Grantee personnel.
16. Approve or disapprove major changes in the program operation budgets and work program while the program is in operation.
17. Approve or disapprove information prepared for submission to HHS.

18. Conduct an annual self-evaluation of each program component area in consultation with the Program Director of the Grantee Agency.

ARTICLE III

Membership

Section 1

Membership

The Policy Council shall be composed of parents/legal guardians and community members, with at least 51 percent of the membership composed of parents/legal guardians of a child currently enrolled in the Head Start program in accordance with the Office of Head Start regulations.

Persons having served as a voting member may be invited annually to serve as ad hoc non-voting members called Ambassadors. This person must have met the duties and requirements outlined in Article III Membership.

The role of the Ambassadors is to provide institutional memory for new members and to assist the managers in training and orientation to new Policy Council members. Ambassadors will represent the program informally throughout their communities.

Section 2

Categories

Membership shall be comprised of two types of representatives: parents of children currently enrolled and members at large of the community.

The number of parents/legal guardians and community representatives will be decided upon by the Administering Board of the grantee, but shall act as one body.

- A. There will be two (2) parents elected from each achievement area within Jefferson County Public Schools. As there are five achievement areas this means there will be ten parents elected. In addition, six parents will be represented from locations without ties to a specific achievement area. This means there will be a total of sixteen (16) parent representatives on Policy Council.

- B. In order to cover temporary vacancies there will also be five achievement area alternates elected. One from each achievement area and three alternates elected from the group of locations without ties to a specific achievement. The alternate(s) will serve the same function and have the same voting privileges as the regular parent representative if that parent is unable to attend a meeting. Alternates are strongly encouraged to attend all meetings and training so they are aware of issues and concerns.
- C. All members at-large will be drawn from the community served by JCPS and from community organizations that also serve JCPS families. While former Head Start parents may also be members at large, the managers may recommend specific community representatives from organizations that regularly partner with JCPS. There will be up to a total of seven (7) Policy Council members in at-large status. All community organizations selected by the grantee, that send community representatives must be approved by the parent/legal guardian members of the Policy Council before they can be seated. Alternates shall also be selected by the grantee to ensure broader community representation.
- D. The Governing Body will develop procedures for how members of the Policy Council are selected. The Policy Council shall be elected by the parents of children currently enrolled in the HS/EHS program.
- E. Ambassadors (non-voting members) serve on the Policy Council if they have served on the Policy Council as a voting member, participated on at least one Policy Council committee, received an invitation from the Director based on merits of prior involvement and level of participation, and agree to fill the roles and responsibilities of the Ambassador. (Article III and Section 9).

Section 3

Terms of Office

Terms of Office changed from 3 years to 5 years to align with the OHS standard of a 5 year maximum.

Policy Council members shall serve for a term of one (1) year. Any portion of a year shall be considered the same as one (1) year. No member shall serve on the Policy Council for more than ~~three (3)~~ **five (5)** one-year terms, consecutive or non-consecutive.

Alternates who are called upon to serve in the absence of a voting

member will be considered to serve in that specific year. If the alternative member is never called upon to serve then their terms are not forfeit.

Ambassadors may be invited to serve annually based on all the criteria in Article III Membership.

Section 4

Voting Rights

Each voting member of the Policy Council shall have one (1) vote. If the regular Policy Council member is not present, an alternate will be called upon to vote. Members may vote by written proxy, on specific issues. These proxies must be in the program's clerk/secretary or Policy Council secretary's possession prior to the vote on that issue. The issue on the floor should be voted on by the representative present at the meeting. If the representative has to leave before the adjournment, the proxy will be for the issue on the floor. The alternate will take over voting rights after the vote on the current issue has been taken. Ad hoc members/ambassadors do not have voting rights. If a voting, or non-voting, member has a conflict of interest regarding the issue on the floor, that member must recuse themselves from the deliberation and the vote and not be present in the meeting.

Section 5

Termination of Membership

Parent & Ambassador and Community Members were separated in order to more specifically explain the rules of termination for each role.

Parent & Ambassador Representation

Voting and non-voting membership on the Policy Council will be terminated by majority vote of the Policy Council at the next regular meeting of the Policy Council if member has been absent on two (2) prior consecutive meetings, without having submitted a legitimate excuse to the Policy Council Vice-Chairperson and/or Director prior to the meeting (See Article III, Section 2a; and Article IV, Section 5). Persons missing two (2) consecutive meetings shall be notified within 5 days of second absence that a vote will be taken on membership termination at the next policy council meeting. The membership of an Ambassador may be terminated if they do not fulfill their duties in accordance to Article III Section 9. Persons terminated shall be notified by the Vice-Chairperson in written form, within 5 days.

Community Membership

Community members are expected to attend the first annual meeting and at least one (1) meeting every quarter. Voting membership on the

Policy Council will be terminated by majority vote of the Policy Council at the next regular meeting of the Policy Council if a community member has been absent on two (2) prior QUARTERLY meetings, without having submitted a legitimate excuse to the Policy Council Vice-Chairperson and/or Director prior to the meeting (See Article III, Section 2a; and Article IV, Section 5). Persons missing two (2) QUARTERLY meetings shall be notified within 5 days of second absence that a vote will be taken on membership termination at the next policy council meeting.

Section 6

Resignation

All members shall give a written resignation.

Section 7

Vacancy

A special election shall take place in January for parent representative replacements when vacancies occur and/or the Policy Council is not 51% parents and 49% community representatives.

Ambassadors will not be replaced throughout the year when there is a vacancy in that role group.

Section 8

Conflict of Interest

No grantee agency staff (or members of their immediate families) may serve on the Policy Council. Immediate family is defined as spouse, children, including step-children, parents and spouse's parents without regard to the location of the residence of said relative.

Section 9

Duties

All members of the Policy Council should attend meetings regularly, arrive on time for all Policy Council meetings, actively participate in meetings by reading the agenda prior to the meeting and discussing matters to be considered with other parents/legal guardians in the district he/she represents; stay informed of the Policy Council's actions, purposes, plans and process; report back to the parents/legal guardians in the district/school he/she represents any action taken by the Policy Council; remember the rights of other members to express

their opinions, consider all information and arguments before voting; remember the parents/legal guardians he/she represents; debate the issues, not persons; and accept and support any final decision of the majority of the Policy Council. Adhere to the confidentiality agreement. Participate on at least one Policy Council committee, volunteer on at least one sponsored activity.

The primary duty of the Ambassador is to be an active member who mentors parents and community representatives according to the established program guidelines. Additionally, the Ambassador must:

- Adhere to the Policy Council and the Early Head Start/Head Start regulations and program bylaws
- Recruit parents to participate in the program
- Attend and support Parent Center Committee Meetings (PCCM)

Section 10

Compensation for Eligible Members

A travel service reimbursement of \$7.50 and off-site childcare expense of \$7.50 for attending regular/call monthly Council meetings; amount not to exceed a total of \$30.00 per month; payable to parent/legal guardian members of the Policy Council. Amounts are reduced by \$7.50 when the program provides one of the services. Appropriate forms must be completed.

ARTICLE IV

Officers

Section 1

Officers

The Policy Council shall elect a Chairperson, Vice-Chairperson, Secretary, Assistant Secretary, Parliamentarian, Assistant Parliamentarian, and other officers as deemed necessary.

The Nominating Committee shall, at the appropriate meeting, present to the Policy Council its slate of officers. Additional nominations will be taken from the floor. Persons eligible to be nominated for these offices shall be drawn from all duly elected members of the Policy Council.

Section 2

Election and Terms of Office

Each officer shall be elected by a majority vote of the membership of the Policy Council once the full Policy Council has been seated. (Full defined as parents/legal guardians and community representatives.) Each officer shall serve a term of one (1) year. Only an elected parent representative may run for the Policy Council Chair position.

Section 3

Removal

Any officer or member of this Policy Council who fails to perform his/her duties as outlined above or below, can be removed by a two-third vote of the Policy Council membership. Before any vote can be taken under this Section 3, notice to the officer or member must be given, at least four (4) weeks prior to the vote. The notice must state the specific reasons for removal.

The officer or member may bring with him/her a personal representative to present their appeal to at least three (3) designated members of the nominating sub-committee.

Section 4

Chairperson

The Chairperson shall preside at all meetings; talk no more than necessary when presiding, have an understanding of the By-Laws of the Policy Council; refrain from entering into debates of questions before assembly; shall extend every courtesy to the discussions of the motions; shall call meetings to order and formally close them, note whether a quorum is present and declare same; prepare an agenda in cooperation with Director for each regular meeting and transmit it by mail or other medium to each member with notice of each regular meeting; shall call special meetings and mail notices of special meetings and explanation of same to each member; appoint chairperson to the three standing committees in conjunction with the Program Director; explain each motion before it is voted upon; and may vote only to break a tie.

Section 5

Vice-Chairperson

The Vice-Chairperson shall preside in the absence of the Chairperson, or whenever the Chairperson temporarily vacates the chair; in case of

resignation, termination, or death of the Chairperson, the Vice-Chairperson shall assume the office of the Chairperson until a permanent Chairperson is elected. Vice-Chairperson shall serve as chair of the membership committee and track member participation.

Section 6

Secretary

The Secretary shall record the minutes of every Policy Council meeting once the meeting has been called to order; keep a copy of the By-Laws; Rules of Order; Appendix-A, list of members; a list of unfinished business; and a copy of the agendas. A copy of the agenda shall be provided for each Policy Council member together with the notice of the meeting, a copy of the minutes, signed by the Policy Council Secretary, and other materials to be considered. Copies of all special reports shall be filed with and retained by the Secretary.

Section 7

Assistant Secretary

The Assistant Secretary shall keep a copy of all minutes at all times and in the absence of the Secretary perform these duties as listed in Section 6. The assistant secretary shall assist in keeping back-up minutes.

Section 8

Parliamentarian

The Parliamentarian shall be familiar with parliamentary procedure and Roberts Rule of Order. The Parliamentarian shall advise the members of such procedures and see that they are followed during all Policy Council meetings.

The Parliamentarian shall serve as chairperson of the By-Laws Committee.

Section 9

Assistant Parliamentarian

The Assistant Parliamentarian will perform the duties of Parliamentarian in his/her absence.

ARTICLE V

Standing Committees and Subcommittees

Section 1

Composition

All standing committees shall have a majority number of Head Start parents. Policy Council Chairperson and Head Start Director shall be ex-officio members of all committees.

Section 2

Standing Committees

The Policy Council shall have three (3) standing committees: Program Design and Management, Early Childhood Development and Health Services, and Family and Community Partnerships. Each standing Policy Council Committee, except the Executive Committee, shall consist of members from the list of regular and alternate members of the Policy council, and other interested program parents/legal guardians and/or community representatives. The chairperson of each standing committee must be a voting member of the Policy Council and not hold a Policy Council Officer's position. Reports from each standing committee will be placed on each full Policy Council meeting agenda.

Section 3

Subcommittees

The Policy Council Standing Committees shall appoint such subcommittees as are necessary to properly conduct its business and solicit membership from within the council. The subcommittee formation and function will be listed in the procedures for each operational unit in Head Start/Early Head Start.

Section 4

Required Committees

Health Advisory Committee - This subcommittee shall work with the Health Services Coordinator in the identification of health resources and program needs, identify community resources, and make recommendations to enhance the provision of services to children and families served by the program.

ARTICLE VI

Travel

Final approval of all delegates to conferences must come from the Director. Delegates to conferences will be expected to report out to the Policy Council. Persons may be excluded from attendance to a conference based on the Council and other governing body policies; roles and responsibilities for council members as conference attendees; and other behavior deemed inappropriate.

ARTICLE VII

Meetings

Section 1

Regular Meetings

Regular meetings of this Policy Council will be held monthly on dates and at times and sites decided upon by the Policy Council at its first meeting. There will be no Policy Council meeting in the month of July. The Executive Committee will meet on a monthly basis and will conduct all official Policy Council business that may arise between these meeting times and before regular meetings are held.

Participation in regular meetings may be Skyped three times annually. Video conferencing must be done in a private or non-disruptive space. Closed Sessions will not be opened to video conferencing.

Section 2

Notice of Meetings

Notices shall be mailed or transmitted by other medium to each member of the Policy Council by the Chairperson and/or designee at least five (5) days prior to the date of each regular meeting. A copy of the agenda and other relevant reports and materials for the meeting will also be enclosed.

Section 3

Special Meetings

There will be special meetings of the Policy Council only when the Council sees a need. All special meetings, that require a member's presence, shall be called by the Chairperson of the Policy Council. The Program Director may ask the Chairperson to call such a meeting in an emergency.

Section 4

Notice of Special Meetings

Notices of special meetings shall be mailed, emailed, called, or otherwise communicated to each Policy Council member by the designated individuals with an explanation for calling the special meeting. Follow-up phone calls by the designated individual may be in order.

Section 5

Conducting Business by Means Other Than a Meeting

The Policy Council may either hold a meeting by telephone or conduct business in the absence of a meeting. **In order to conduct business in the absence of a meeting, it shall be required that fifty-one percent (51%) of all members present at the October meeting agree that such meetings may take place.** Such written agreement may either occur before or within fourteen (14) days after such action, and shall be recorded with the minutes of the next meeting of the Policy Council. The vote then required to conduct business shall be the same as is required at a duly constituted meeting in which all members in good standing are present.

Section 6

Quorum

One fifth (1/5) of the voting members of this Policy Council must be present to constitute a quorum for the regular or special meetings to transact business.

Section 7

Parliamentary Procedure

Parliamentary Procedures will be based on Roberts Rules of Order, and/or common sense, and serve as the basis for conducting all official business of the Council, except in cases as otherwise noted in these By-Laws.

Section 8

Closed Session

Change was made to allow Ambassadors to be present in the closed session so as to provide a historical viewpoint to new parent and community members.

Closed session is opened ~~only to voting members~~ **to all members of the Policy Council.** Voting members consist of parent and community members, as well as staff pertinent to carry out the business in closed sessions (Director, Secretary, Compliance Specialist & HR).

The purpose of closed session is to discuss personnel issues and property.

ARTICLE VIII

Amendments

These By-Laws must be reviewed annually and amended as deemed necessary by the By-Laws Subcommittee and approved by the Policy Council. The Policy Council may debate an amendment before adoption. Amendments must be approved by a two-thirds vote of the Council.

SIGNATURE / DATE:

Policy Council Chairperson

JCPS Early Childhood Director

JEFFERSON COUNTY PUBLIC SCHOOLS EARLY CHILDHOOD (0-4)
Head Start and Kentucky Preschool Programs
Section 15 – Program Governance

Policy Number: P15GOV05

Effective Date:

Page: 1 of 1

HS/EC Program Director Approval Date:

Policy Council Approval Date:

Sponsoring Board Approval Date:

Related Regulations: 1301.3

Subject: Jefferson County Public Schools Preschool (Head Start, and Kentucky Preschool Programs) - Policy Council Limitations on Membership

Performance Objective: No representative shall serve as a member of the Policy Council/Policy Committee for more than ~~three (3)~~ **five (5)** consecutive or non-consecutive one-year terms.

Shaping the Future by Empowering Children and Families.

Procedure Number: PR15GOV05

Date:

Page: 1 of 1

Purpose: No representative shall serve as a member of the Policy Council/Policy Committee for more than ~~three (3)~~ **five (5)** consecutive or non-consecutive one-year terms.

Operational Procedure:

1. After ~~three (3)~~ **five (5)** consecutive or intermittent years of Policy Council/Policy Committee membership, a person is no longer eligible to be a voting member of the Policy Council/Policy Committee.
2. Representatives identified as having served ~~three (3)~~ **five (5)** years on the Policy Council/Policy Committee will be recognized for their service and removed from the membership roster.

Form: F15GOV05

JCPS Early Childhood (0-4) funded by Head Start, Kentucky Preschool, and Title I programs.
Program Governance - Policy Council Limitations on Membership

Sec. 15-GOV05-2

Shaping the Future by Empowering Children and Families.

Date:

Page: 1 of 1

Shaping the Future by Empowering Children and Families.

JEFFERSON COUNTY PUBLIC SCHOOLS EARLY CHILDHOOD (0-4)
Head Start and Kentucky Preschool Programs
Section 15 – Program Governance

Policy Number: P15GOV14

Effective Date:

Page: 1 of 1

HS/EC Program Director Approval Date:

Policy Council Approval Date:

Sponsoring Board Approval Date:

Related Regulations: 1301.3

Subject: Jefferson County Public Schools Preschool (Head Start, and Kentucky Preschool Programs) - Policy Council Termination of Membership

Performance Objective: Membership in the Policy Council may be voluntarily terminated at any time by written notice to the Council. Failure to perform duties or attend meetings can result in termination of membership.

Procedure Number: PR15GOV14

Date:

Page: 1 of 2

Purpose: Membership in the Policy Council may be voluntarily terminated at any time by written notice to the Council. Failure to perform duties or attend meetings can result in termination of membership.

Operational Procedures:

1. The resigning member must write, sign and date a letter of resignation and submit it to the Policy Council.
2. Delegate program elections for replacements of parent members shall occur at their next scheduled Policy Committee meeting.
3. Alternate members will be requested to attend Policy Council meetings until a new member is elected.
4. In the event of a termination or resignation of a community representative, the agency represented may be asked to provide a replacement. The Policy Council must vote to approve or disapprove any potential replacement. Such election shall take place within one month of resignation or termination of the member.
5. Any **Parent or Ambassador** member who misses two (2) consecutive meetings of the Policy Council without providing a legitimate excuse may be terminated by the Policy Council with a majority vote. The Council must submit written notification of termination to the member.
6. **Community members are expected to attend the first annual meeting and at least one (1) meeting every quarter. Community members who miss more than two (2) quarterly meetings of the Policy Council without providing a legitimate excuse may be terminated by the Policy Council with a majority vote. The Council must submit written notification of termination to the member.**
7. Members may be terminated by means of written notice and by a 2/3 vote from the Policy Council at any time for:
 - a. failure to uphold the standards of Head Start;
 - b. displays of inappropriate behaviors while representing the Policy Council;
 - c. gross misconduct;

Shaping the Future by Empowering Children and Families.

- d. acting on behalf of the Policy Council without their prior approval;
 - e. blatant disrespect of Head Start philosophies, goals or objectives;
 - f. neglect of duties.
8. Any member being considered for termination will be sent notification in writing after the second unexcused absence advising that a vote will be taken on membership termination at the next policy council meeting.
 9. A member being considered for termination may ask for a hearing to present justification to the Policy Council.
 10. If a terminated member is dissatisfied with the decision, he/she may request an impartial hearing.

Shaping the Future by Empowering Children and Families.

Form: F15GOV14

Date:

Page: 1 of 1

INFORMATION ITEMS



Vision:

- Cultivate classrooms of excellence, empower families, prepare students for kindergarten, and improve our community.



Current Summary Data:

- Children Up to Date on EPSDT – 93.2%
- Children without Medical Home – 4
- Children without Dental Home – 28
- Children without Health Insurance - 18
- Families who have entered into a Family Engagement Contract – 86.41%
- Families who have completed a Family Success Roadmap – 76.6% (last report was 67.83%)
- Children past due on 45 day screenings – 1
- Children with blank dates of determination – 0

90 Day requirements past due:

1. Dental Exam – 263
2. Lead Test -24 Months: 3
3. Hemoglobin-Hematocrit: 7
4. Growth Assessment: 9

A flyer for our Family Engagement Network meetings for February is attached. Dates and locations are as follows:

- Tuesday, February 20th at DuValle
- Wednesday, February 21st at Dawson
- Thursday, February 22nd at Unseld.

We have three new advocates who will be starting on February 12th, which makes us fully staffed.

We are very proud to be assisting in the presentation of “Managing Family Stress” workshop on February 13th at McFerran. There will be 2 sessions – 10:00 – 11:30 am and 2:30 – 4:00 pm. The sessions will give families tools to deal with times of stress and build protections around their children. We are hoping to replicate the sessions at other locations.

Our next round of Achievement Gap Workshops will start on February 27th and will occur on Tuesdays the next four subsequent weeks. These sessions will take place at Unseld at 9:45 am. Participants who complete all five sessions will be entered into a drawing for a Wal-Mart gift card.

As a result of the last Policy Council meeting, we are working on developing some strategies to involve fathers. With the staff at Duvalle, we are looking at activities at that location that will not only bring fathers in but also provide them with a peer group for support.



FAMILY ENGAGEMENT NETWORK MEETING

COME LEARN ABOUT PARENT CHILD INTERACTIONS AND EXECUTIVE FUNCTION! THESE SKILLS INCLUDE MEMORY, SELF CONTROL, THE ABILITY TO FOLLOW DIRECTIONS AND THE ABILITY TO FOCUS. EXECUTIVE FUNCTIONS SKILLS ARE THE MOST IMPORTANT FOUNDATION FOR SCHOOL READINESS.

TUESDAY, FEBRUARY 20TH
DU VALLE EDUCATION CENTER
ROOM 209
10AM-11AM

WEDNESDAY, FEBRUARY 21ST
DAWSON ORMAN CENTER
CAFETERIA
10AM-11AM

THURSDAY, FEBRUARY 22ND
GEORGE UNSELD CENTER
MULTI-PURPOSE ROOM
9:45AM-10:45AM

Snacks and Drinks provided!
Presented by Shine Early Learning

Want **FREE** resources to help build
a stronger family?

We have an answer!



We know being a parent is hard...we want to help!

All families experience times of stress. We will give you tools to help your family deal with those times and build protections around your children so they can be happy, healthy and safe. We give you tools to ensure that your children have what they need to be successful in school and beyond! The lessons children learn when they are young last a lifetime. Let's make sure those lessons are positive. Families will be able to share their experiences, celebrate successes and help each other with challenges. There will be 2 interactive sessions on:

February 13, 2018

10:00 a.m. – 11:30 a.m. & 2:30 p.m. – 4:00 p.m.

McFerran Preparatory Academy

Please complete the RSVP below and return to your child's teacher by February 9th.

Parent Name: _____ Child's Name _____

School: _____ Teacher's Name: _____

Which session will you be attending:

10:00 am – 11:30 am _____

2:30 pm – 4:00 pm _____

This session is sponsored by JCPS Early Childhood. Drinks and snacks will be provided by Shine Early Learning.

Policy Council HR Report: January

Open Session

CAN Check Report:

<u>Sent off</u>	<u>Bad CAN's</u>
647	2 (on hold)

TB/Physical Report:

<u>Requirement</u>	<u>% as of</u> <u>10/18/</u> <u>17</u>	<u>% as</u> <u>of</u> <u>10/2</u> <u>4/17</u>	<u>% as</u> <u>of</u> <u>11/09</u> <u>/17</u>	<u>% as</u> <u>of</u> <u>11/22</u> <u>/17</u>	<u>% as</u> <u>of</u> <u>11/29</u> <u>/17</u>	<u>% as</u> <u>of</u> <u>12/6/</u> <u>17</u>	<u>% as</u> <u>of</u> <u>1/10/</u> <u>18</u>	<u>% as</u> <u>of</u> <u>1/17</u> <u>/18</u>	<u>% as</u> <u>of</u> <u>1/31/</u> <u>18</u>
TB	78%	89%	96% (28)	98% (18)	98% (18)	98% (13)	93% (45)	97% (23)	99% (9)
Physical	76%	88%	91% (58)	94% (42)	94% (42)	95% (35)	92% (56)	94% (39)	98% (12)

Criminal Background Report:

<u>Requirement</u>	<u>% as</u> <u>of</u> <u>10/18</u> <u>/17</u>	<u>% as</u> <u>of</u> <u>10/24</u> <u>/17</u>	<u>% as</u> <u>of</u> <u>11/09</u> <u>/17</u>	<u>% as</u> <u>of</u> <u>11/22</u> <u>/17</u>	<u>% as</u> <u>of</u> <u>11/29</u> <u>/17</u>	<u>% as</u> <u>of</u> <u>12/6/</u> <u>17</u>	<u>% as</u> <u>of</u> <u>1/10/</u> <u>18</u>	<u>% as</u> <u>of</u> <u>1/17/</u> <u>18</u>	<u>% as</u> <u>of</u> <u>1/31/</u> <u>18</u>
CBC		98%	96%	94%	94%	99%	96%	99%	99%

Orientation:

- 24 staff members are missing orientation

Bus Monitor Training:

- 9 staff members need training

Absence Management:

<u>Month</u>	<u>Absences</u>	<u>No Sub Needed</u>	<u>Sub Needed</u>	<u>Filled</u>	<u>Unfilled</u>	<u>Fill Rate</u>
August	52	19	33	20	13	61%
September	529	18	511	186	324	36%
October	774	80	694	314	379	45%
November	776	47	729	341	386	47%
December	985	105	880	444	436	50.45%
January	848	86	762	367	395	48%

Vacancies

- Certified : **6** Alex Kennedy, DuValle, Hite, Jaeger, Unseld, and Hawthorne
- Instructor II/III: 1 at Riverport
- Lead IA: **3** Byck, Jacob, and, Shacklette
- IA: **7** Alex Kennedy, DuValle, Hazelwood, McFerran, Semple, Shacklette, Wheatley

CONSENT ITEMS



Vision:

- Cultivate classrooms of excellence, empower families, prepare students for kindergarten, and improve our community.

**Head Start and Early Head Start
Basic and Training/Technical Assistance Grants
Fiscal Year 2017-18 Budget Review**

The grant year runs July 1, 2017 through June 30, 2018. Head Start Basic salaries and fringe benefits are 55% spent thru January 30, 2018. With purchase order encumbrances of \$802,496.77, the Head Start Basic grant is 58% spent year to date.

The Early Head Start Basic salaries and fringe benefits are 57% spent thru January 30, 2018. With purchase order encumbrances of \$215,459.12, the Early Head Start Basic grant is 62% spent year to date.

Head Start Training and Technical Assistance is 43% spent year to date with \$7,487.02 in purchase order encumbrances.

The Early Head Start Training and Technical Assistance is 57% spent year to date, with purchase order encumbrances of \$18,166.68.

The administrative cost percentage thru January 30, 2018 is 4.49%. This is below the allowable maximum rate of 15%.

Budget reports were generated on January 30, 2018, therefore the final budget amounts for January are not reflected in the financial statements.

**Early and Head Start Basic, Training and Technical Service
2017-2018 Year to Date Financials**

Updated As of January 30, 2018
Salaries Thru January 30, 2018
Federal Fringes Thru January 30, 2018

Head Start Basic								
Fiscal Year 2017 - 2018 Financial Summary								
Budget MUNIS Description	MUNIS Object	Person Responsible	Budget Amount	Encumbered Amount	YTD Actual Expensed	Available Balance	YTD %	Line #
PA-22 Head Start - Basic - FYE 6-30-2018 - Project # 655DJ								
Salaries - Positions	001 - 01*	Tronzo	6,078,288.87	0.00	3,432,391.40	2,645,897.47	56%	1
" - Substitutes	001 - 015*	Tronzo	99,753.26	0.00	33,799.48	65,953.78	34%	2
" - Extended Time	001 - 013195	Tronzo	146,426.23	0.00	85,030.15	61,396.08	58%	3
Sub-Total - Salaries			6,324,468.36	0.00	3,551,221.03	2,773,247.33	56%	
Fringe Benefits	200's	Tronzo	2,636,709.27	0.00	1,392,366.81	1,244,342.46	53%	4
Sub-Total - Salaries, Extended Time, Fringes			8,961,177.63	0.00	4,943,587.84	4,017,589.79	55%	
Contractual - Health Services (2130)	037 - 0339	Blount	39,438.00	10,800.00	4,413.25	24,224.75	39%	5
Contractual - First Aid Training	037 - 0339	Young	0.00	0.00	0.00	0.00	0%	6
Contractual - Freda Carter - Playgrounds	001 - 0339	Young	0.00	0.00	0.00	0.00	0%	7
Contractual - Language Line (1100)	001 - 0339	Tronzo	1,000.00	0.00	365.05	634.95	37%	8
Contractual - Background Checks/Can Ck	219 - 0349	Johnson	9,620.00	0.00	9,620.00	0.00	100%	9
Contractual - Transportation Svc/Com Wk	219 - 0349	Tronzo	558,998.49	25,675.20	19,797.80	513,525.49	8%	10
Contractual - Shine plus Other	219 - 0349	Young	1,836,384.00	749,856.80	1,086,527.20	0.00	100%	11
Sub-Total - Professional Services			2,445,440.49	786,332.00	1,120,723.30	538,385.19	78%	
Equipment/Machinery/Repairs & Maint	842 - 0432/0433	Young	6,800.00	2,304.00	296.00	4,200.00	38%	12
Equipment - Rental	842 - 0449	Young	7,152.00	726.49	6,425.51	0.00	100%	13
Sub-Total - Purchased Property Services			13,952.00	3,030.49	6,721.51	4,200.00	70%	
Bus Tokens	095 - 0513	Young	0.00	0.00	0.00	0.00	0%	14
Contract Bus Service	095 - 0514	Tronzo	28,952.83	0.00	1,110.00	27,842.83	4%	15
Postage	842 - 0531	Young	4,000.00	0.00	0.00	4,000.00	0%	16
Telephone - Long Dist	842 - 0532	Tronzo	100.00	65.89	34.11	0.00	100%	17
Printing & Publishing	842 - 0549/0559	Young	5,050.00	0.00	355.64	4,694.36	7%	18
Travel - In District	842 - 0580	Tronzo	12,900.00	0.00	1,033.10	11,866.90	8%	19
Travel - Out of District	842 - 0581	Tronzo	5,000.00	0.00	3,192.52	1,807.48	64%	20
Sub-Total - Other Purchased Services			56,002.83	65.89	5,725.37	50,211.57	10%	
Supplies - Teaching (0610,0643,0645,0648,0650)	001 - XXXX	Wathen	100,898.00	1,506.29	80,192.13	19,199.58	81%	21
Supplies - ECE (0610, 0643, 0645, 0648)	121 - XXXX	Murphy	0.00	0.00	0.00	0.00	0%	22
Supplies - Transition (0610,0616,0650)	170 - XXXX	Moore	0.00	0.00	0.00	0.00	0%	23
Supplies - Office (0610,0650) (2211/2610)	842 - XXXX	Young	30,789.91	1,945.27	9,743.31	19,101.33	38%	24
Adult Meals & Children Snacks	219 - 0616	Tronzo	314,448.12	0.00	40,150.39	274,297.73	13%	25
Health Tests	037 - 0646	Johnson	500.00	0.00	28.00	472.00	6%	26
Vehicle Maintenance & Supplies	842 - 0669	Tronzo	2,124.52	0.00	265.52	1,859.00	12%	27
Supplies - Health (0692, 0697)	037 - XXX	Blount	20,100.00	0.00	8,324.63	11,775.37	41%	28
Sub-Total - Supplies			468,860.55	3,451.56	138,703.98	326,705.01	30%	
Equipment (0733, 0734, 0738, 0739)	219 - XXXX	Young	41,300.00	9,616.83	19,458.80	12,224.37	70%	29
Dues & Registrations (0810, 0338)	219 - XXXX	Tronzo	8,187.50	0.00	5,463.50	2,724.00	67%	30
Policy Council Reimbursements	219 - 0699	Tronzo	310.00	0.00	300.00	10.00	97%	31
Parent Activities (0610, 0616,0642,0650,0892)	150 - XXXX	Tronzo	0.00	0.00	0.00	0.00	0%	32
Other Misc Expense/Prof Serv (0349,0899)	219 - XXXX	Tronzo	0.00	0.00	0.00	0.00	0%	33
Sub-Total - Other Objects			49,797.50	9,616.83	25,222.30	14,958.37	70%	
Indirect Cost @ 3.15%	406 - 0913	Tronzo	390,139.00	0.00	169,546.09	220,592.91	43%	34
Total Head Start - Basic	FY 17-18	Budget	12,385,370.00	802,496.77	6,410,230.39	5,172,642.84	58%	

**Early and Head Start Basic, Training and Technical Service
2017-2018 Year to Date Financials**

Updated As of January 30, 2018
Salaries Thru January 30, 2018
Federal Fringes Thru January 30, 2018

Early Head Start Basic								
Fiscal Year 2017 - 2018 Financial Summary								
	MUINS	Person	Budget	Encumbered	Actual	Available	YTD	Line
	Object	Responsible	Amount	Amount	Expensed	Balance	%	#
PA-25 Early Head Start - Basic - FYE 6-30-2018 Project # 655DL								
Salaries - Positions		Tronzo	1,580,643.84	0.00	902,020.44	678,623.40	57%	1
" - Substitutes	131 - 1170	Tronzo	20,898.81	0.00	13,519.04	7,379.77	65%	2
" - Extended Time	195 - 2228	Tronzo	16,429.31	0.00	10,049.17	6,380.14	61%	3
Sub-Total - Salaries			1,617,971.96	0.00	925,588.65	692,383.31	57%	
Fringe Benefits	200's	Tronzo	587,284.39	0.00	340,067.39	247,217.00	58%	4
Sub-Total - Salaries, Extended Time, Fringes			2,205,256.35	0.00	1,265,656.04	939,600.31	57%	
Contractual - Language Line	001 - 0339	Blount	0.00	0.00	0.00	0.00	0%	5
Contractual - Freda Carter - Room Eval	001 - 0339	Young	0.00	0.00	0.00	0.00	0%	6
Contractual - First Aid Training/Mental Hea	037 - 0339	Johnson	3,878.50	2,400.00	978.50	500.00	87%	7
Contractual - Shine & Crocus Learning (211)	030 - 0349	Tronzo	648,767.82	207,569.80	303,330.20	137,867.82	79%	8
Contractual - Background/CAN Checks (228)	219 - 0349	Johnson	400.00	0.00	0.00	400.00	0%	9
Sub-Total - Professional Services			653,046.32	209,969.80	304,308.70	138,767.82	47%	
Equipment/Machinery/Repairs & Maint	842 - 0432/0434/	Young	2,890.48	276.00	2,243.88	370.60	87%	10
Equipment - Rental	842 - 0449	Young	0.00	0.00	0.00	0.00	0%	11
Sub-Total - Purchased Property Services			2,890.48	276.00	2,243.88	370.60	87%	
Postage	842 - 0531	Young	0.00	0.00	0.00	0.00	0%	12
Telephone - Long Dist	842 - 0532	Tronzo	0.00	0.00	0.00	0.00	0%	13
Printing & Publishing	842 - 0559	Young	500.00	0.00	11.92	488.08	2%	14
Travel - In District	842 - 0581	Tronzo	4,279.00	0.00	2,473.18	1,805.82	58%	15
Travel - Out of District	204 - 0582	Tronzo	0.00	0.00	0.00	0.00	0%	16
Contract Bus Services	095 - 0514	Tronzo	0.00	0.00	0.00	0.00	0%	17
Registration Dues and Fees	219 - 0810	Johnson	1,500.00	200.00	928.00	372.00	75%	18
Sub-Total - Other Purchased Services			6,279.00	200.00	3,413.10	2,665.90	58%	
Supplies-Teaching (610,642,643,645,650) (110)	001 - XXXX	Wathen	40,506.20	5,013.32	26,910.17	8,582.71	79%	19
Supplies - ECE (610,643,645,648)	121 - XXXX	Murphy	0.00	0.00	0.00	0.00	0%	20
Miscellaneous Supplies	219 - 0610	Wathen	0.00	0.00	0.00	0.00	0%	21
Supplies - Office (2211/2290/2610)	842 - 0610	Young	5,511.05	0.00	1,384.74	4,126.31	25%	22
Children Snacks	219 - 0616	Tronzo	2,039.60	0.00	1,141.83	897.77	56%	23
Periodicals & Newspapers	219 - 0642	Tronzo	0.00	0.00	0.00	0.00	0%	24
Health Tests	037 - 0646	Young	100.00	0.00	0.00	100.00	0%	25
Supplies - Health	037 - 0692,0697	Blount	6,000.00	0.00	807.68	5,192.32	13%	26
Sub-Total - Supplies			54,156.85	5,013.32	30,244.42	18,899.11	65%	
Equipment (0733,0734,0735,0738, 0739)	001 - XXXX	Young	53,200.00	0.00	46,398.70	6,801.30	87%	27
Other - Misc	219 - 0899	Tronzo	0.00	0.00	0.00	0.00	0%	28
Parent Activities (616,643,892,894)	150 - 0616	Tronzo	0.00	0.00	0.00	0.00	0%	29
Sub-Total - Other Objects			53,200.00	0.00	46,398.70	6,801.30	87%	
Indirect Cost @ 3.15%	113 - 0913	Tronzo	96,756.00	0.00	43,829.03	52,926.97	45%	30
Total Early Head Start - Basic FY 17-18		Budget	3,071,585.00	215,459.12	1,696,093.87	1,160,032.01	62%	

**Early and Head Start Basic, Training and Technical Service
2017-2018 Year to Date Financials**

Updated As of January 30, 2018
Salaries Thru January 30, 2018
Federal Fringes Thru January 30, 2018

Head Start Training and Technical Assistance Fiscal Year 2016 - 2017 Financial Summary								
Budget MUNIS Description	MUNIS Object	Person Responsible	Budget Amount	Encumbered Amount	Actual Expensed	Available Balance	YTD %	Line #
PA-20 Head Start-Training & Tech Assist - FYE 6-30-2017 Project # 655DK								
Extended Day	053 - 0111	Tronzo	0.00	0.00	0.00	0.00	0%	1
Other Classified-Ext Time	053 - 013195	Tronzo	0.00	0.00	0.00	0.00	0%	2
Employer FICA Contribution	053 - 0221	Tronzo	0.00	0.00	0.00	0.00	0%	3
Employer Medicare Contribution	053 - 0222	Tronzo	0.00	0.00	0.00	0.00	0%	4
KTRS Employer Contribution	053 - 0231	Tronzo	0.00	0.00	0.00	0.00	0%	5
CERS Employer Contribution	053 - 0232	Tronzo	0.00	0.00	0.00	0.00	0%	6
Other Rentals	219 - 0449	Tronzo	7,700.00	0.00	6,337.63	1,362.37	82%	7
Food Non Instr Non Food SVC	219 - 0616	Tronzo	15,000.00	0.00	9,862.29	5,137.71	66%	8
Other Educational Consultant	053 - 0322	Tronzo	6,400.00	0.00	0.00	6,400.00	0%	9
Registration Fees	053 - 0338	Tronzo	13,802.58	0.00	6,079.07	7,723.51	44%	10
Other Prof Training & Developmental Svc	053 - 0339	Tronzo	10,143.00	0.00	700.00	9,443.00	7%	11
Tuition - Other	053 - 0569	Tronzo	36,313.37	0.00	9,346.50	26,966.87	26%	12
Travel - Out of District	219 - 0580	Tronzo	17,000.00	1,050.20	8,682.20	7,267.60	57%	13
General Supplies	053 - 0610	Tronzo	0.00	0.00	0.00	0.00	0%	14
Supplemental Books/Study Guides	219 - 0642,0643	Tronzo	5,000.00	478.50	2,106.22	2,415.28	52%	15
Dues & Fees	053 - 0810	Tronzo	12,500.00	5,958.32	2,441.68	4,100.00	67%	16
Indirect Cost @ 3.15%	113 - 0913	Tronzo	3,778.05	0.00	1,246.08	2,531.97	33%	17
Total Head Start - T&TA	FY 17-18	Budget	127,637.00	7,487.02	46,801.67	73,348.31	43%	
Early Head Start Training and Technical Assistance Fiscal Year 2017 - 2018 Financial Summary								
Budget MUNIS Description	MUNIS Object	Person Responsible	Budget Amount	Encumbered Amount	YTD Actual Expensed	Available Balance	YTD %	Line #
PA-1126 Early Head Start - Training & Tech Assist - FYE 6-30-2018- Project # 655DM								
Other Classified-EXT Time	053 - 013195	Tronzo	0.00	0.00	0.00	0.00	0%	1
Classified Overtime	053 - 0140	Tronzo	0.00	0.00	0.00	0.00	0%	2
Employer FICA Contribution	053 - 0221	Tronzo	0.00	0.00	0.00	0.00	0%	3
Employer Medicare Contribution	053 - 0222	Tronzo	0.00	0.00	0.00	0.00	0%	4
CERS Employer Contribution	053 - 0232	Tronzo	0.00	0.00	0.00	0.00	0%	5
Other Rentals	219 - 0449	Tronzo	3,200.00	0.00	1,584.40	1,615.60	50%	6
Food Non Instr Non Food Svc	219 - 0616	Tronzo	2,465.57	0.00	2,465.57	0.00	100%	7
Other Educational Consultant	053 - 0322	Tronzo	16,000.00	16,000.00	0.00	0.00	100%	8
Registration Fees	053 - 0338	Tronzo	22,039.93	0.00	7,883.00	14,156.93	36%	9
Otr Prof Training and Dev. Svcs	053 - 0339	Tronzo	3,400.00	0.00	1,860.00	1,540.00	55%	10
Tuition - Other	053 - 0569	Tronzo	3,034.43	0.00	72.50	2,961.93	2%	11
Travel - Out of District	053 - 0580	Tronzo	12,000.00	0.00	7,115.05	4,884.95	59%	12
Travel - In District	053 - 0581	Tronzo	500.00	0.00	0.00	500.00	0%	13
Supplemental Books/Study Guides	053 - 0643	Tronzo	1,800.00	0.00	166.67	1,633.33	9%	14
Other Supplies & Materials/ Other Rental	053 - 0610	Tronzo	400.00	0.00	0.00	400.00	0%	15
Dues & Fees	053 - 0810	Tronzo	4,500.00	2,166.68	833.32	1,500.00	67%	16
Indirect Cost @ 3.15%	113 - 0913	Tronzo	2,115.07	0.00	656.95	1,458.12	31%	17
Total Early Head Start - T&TA	FY 17-18	Budget	71,455.00	18,166.68	22,637.46	30,650.86	57%	
Head Start and Early Head Start Financial Summary Totals								
Total Head Start			12,385,370.00	802,496.77	6,410,230.39	5,172,642.84	58%	
Total Head Start T&TA			127,637.00	7,487.02	46,801.67	73,348.31	43%	
Sub-total Head Start Program			12,513,007.00	809,983.79	6,457,032.06	5,245,991.15	58%	
Total Early Head Start			3,071,585.00	215,459.12	1,696,093.87	1,160,032.01	62%	
Total Early Head Start T&TA			71,455.00	18,166.68	22,637.46	30,650.86	57%	
Sub-total Early Head Start Program			3,143,040.00	233,625.80	1,718,731.33	1,190,682.87	62%	
FEDERAL GRAND TOTAL	FY 17-18	Budget	15,656,047.00	1,043,609.59	8,175,763.39	6,436,674.02	59%	
Non Federal (In kind @ 25%)			3,914,011.75					
In kind Needed					2,043,940.85			
In kind Recorded					2,274,712.62			
In kind Required						(230,771.77)	111%	

A Purchase Order has been issued encumbering the required amount from the current budget

		<u>HEAD START - BASIC Explanations</u>
Line #	Encumb Amt	
1	-	Instructional Staff and Administrative Salaries
2	-	Classroom Substitute payments (Instructors, Assistants and Bus Monitors)
3	-	Extra Service Payments for Instructional Staff and Bus Monitors
4	-	FICA, Medicare, Retirement, Healthcare, Workers Comp other Employee Benefits
5	10,800.00	Spalding University Health Services Contract
6	-	First Aid Training
7	-	Freda Carter - Playgrounds
8	-	Language Line Purchase Order
9	-	Background Checks/CAN Checks
10	25,675.20	Transportation Charges reimbured to the district/Commerical Works
11	749,856.80	Shine Contract
12	2,304.00	Balance of Blanket Purchase Order Issued To Affordable Appliances For Washer and Dryer Repairs and Maintenance
13	726.49	Balance of Blanket Purchase Order Issued To Pitney Bowes for Postage Meter Equipment Rental
14	-	TARC Tickets for Parents needing transportation to attend School, Child and Parent Activity Meetings
15	-	Buses for Staff Transportation to Training
16	-	Balance of Blanket Purchase Order Issued for Postage
17	65.89	Charges for Long Distance Phone Calls
18	-	Calendars, Parent Correspondence, Letterhead, Envelopes, etc...
19	-	Employee In District Travel Mileage Reimbursement
20	-	Employee Out of District Travel Mileage Reimbursement
21	1,506.29	Classroom Instructional Supplies, Teaching Aids, Manipulates, Paper, Curriculum, Sheets, Blankets, Detergent, Wipes, Gloves, etc...
22	-	ECE Classroom Instructional Supplies, Teaching Aids, Manipulates, Paper, Curriculum, Sheets, Blankets, Detergent, Wipes, Gloves, etc...
23	-	Supplies Required for Student Transition into Kindergarten, Assessments and Scoring Sheets
24	1,945.27	Copier Paper, toner, ink cartridges, office supplies, etc...
25	-	Nutritional Services - Food provided to students, instructional staff and Children Snacks
26	-	Health Screening Test for Staff
27	-	Gas, Repairs and Maintenance for the Three Head Start Vans
28	-	Health Supplies, Rubber Gloves, Dental Supplies, Toothbrushes, special cleaning solutions, wipes, diapers, ear scopes, thermometers etc...
29	9,616.83	Equipment - Copiers, printers, computers, classroom furniture
30	-	Conference Registration Fees, Head Start Association and Certification Dues.
31	-	Parental Reimburse for Childcare and Transportation to Attend Policy Council Meetings
32	-	Parent, Grand Parent and Policy Council Meetings, Room Rentals, Food, Speakers
33	-	Misc Expenses, ID Badges, Notary Fees, Etc...
34	-	State of Kentucky Allowable District Expense for Indirect Cost Recovery
	802,496.77	

		<u>EARLY HEAD START - BASIC Explanations</u>
Line #	Encumb Amt	
1	-	Instructional Staff and Administrative Salaries
2	-	Classroom Substitute payments (Instructors, Assistants and Bus Monitors)
3	-	Extra Service Payments for Instructional Staff and Bus Monitors
4	-	FICA, Medicare, Retirement, Healthcare, Workers Comp other Employee Benefits
5	-	Language Line Purchase Order
6	-	Freda Carter - Room Evaluations
7	2,400.00	First Aid Training/Mental Health
8	207,569.80	Shine Contract/Crocus Contract
9	-	Background Checks/CAN Checks
10	276.00	Repairs and Maintenance
11	-	Balance Available for Postage Meter Equipment Rental
12	-	Balance of Blanket Purchase Order Issued for Postage.
13	-	Telephone for Long Distance Charges Only
14	-	Calendars, Parent Correspondence, Letterhead, Envelopes, etc...
15	-	Employee In District Travel Mileage Reimbursement
16	-	Out of District Travel
17	-	Buses for Staff Transportation to Training
18	200.00	Balance of Blanket Purchase Order Issued for State Licensing and Accreditation Fees
19	5,013.32	Classroom Instructional Supplies, Teaching Aids, Manipulates, Paper, Curriculum, Sheets, Blankets, Detergent, Wipes, Gloves, etc...
20	-	ECE Classroom Instructional Supplies, Teaching Aids, Manipulates, Paper, Curriculum, Sheets, Blankets, Detergent, Wipes, Gloves, etc...
21	-	Miscellaneous Supplies
22	-	Supplies Office for Early Head Start
23	-	Nutritional Services - Food provided to students and instructional staff and Children snacks
24	-	Periodicals, Newspapers and Ads
25	-	Health Screening Test for Staff
26	-	Health Supplies, Rubber Gloves, Dental Supplies, Toothbrushes, special cleaning solutions, wipes, diapers, ear scopes, thermometers etc...
27	-	Equipment - Copiers, printers, computers, classroom furniture
28	-	Other Misc
29	-	Parent, Grand Parent and Policy Council Meetings, Room Rentals, Food, Speakers
30	-	State of Kentucky Allowable District Expense for Indirect Cost Recovery
	215,459.12	

Line		<u>HEAD START - TRAINING AND TECHNICAL ASSISTANCE Explanations</u>	
#	Encumb Amt		
7	-	Other Rentals	
8	-	Food Non Instr Non Food Svc	
9	-	Other Educational Consultant	
10	-	Conference and Training Registration Fees - Purchase Order Issued for NHSA Parent Conference - Dallas TX	
11	-	Professional Development In-Service - Trainers and Consultants	
12	-	Instructional Tuition & Fees	
13	1,050.20	Out of District Travel for staff and Parents for Lodging, Airfare, Per Diem, Shuttle Services, Mileage, etc...	
14	-	General Supplies needed for workshops and training	
15	478.50	Instructional Books & Training Materials	
16	5,958.32	Balance of Blanket Purchase Order issued for the Yearly Dues & Fees - Council for Professional Recognition (CDA Renewals)	
17	-	State of Kentucky Allowable District Expense for Indirect Cost Recovery	
	<u>7,487.02</u>		

Line		<u>EARLY HEAD START - TRAINING AND TECHNICAL ASSISTANCE Explanations</u>	
#	Encumb Amt		
6	-	Other Rentals	
7	-	Food Non Instr Non Food Svc	
8	16,000.00	Other Educational Consultant	
9	-	Conference and Training Registration Fees - Purchase Order Issued for NHSA Parent Conference - Dallas TX	
10	-	Other Professional Training Services	
11	-	Instructional Tuition & Fees	
12	-	Out of District Travel for staff and Parents for Lodging, Airfare, Per Diem, Shuttle Services, Mileage, etc... PIRC Conference	
13	-	Travel - In District	
14	-	Instructional Books & Training Materials	
15	-	Other Supplies and Materials	
16	2,166.68	Balance of Blanket Purchase Order issued for the Yearly Dues & Fees - Council for Professional Recognition (CDA Renewals)	
17	-	State of Kentucky Allowable District Expense for Indirect Cost Recovery	
	<u>18,166.68</u>		

HEAD START AND EARLY HEAD START ENCUMBERED TOTALS

802,496.77	Amount Encumbered by Purchase Orders For Head Start
<u>7,487.02</u>	Amount Encumbered by Purchase Orders For HS Training and Technical Asst
<u>809,983.79</u>	Total Head Start
215,459.12	Amount Encumbered by Purchase Orders For Early Head Start
<u>18,166.68</u>	Amount Encumbered by Purchase Orders For EHS Training and Technical Asst
<u>233,625.80</u>	Total Early Head Start
<u><u>1,043,609.59</u></u>	Amount Encumbered by Purchase Orders for Head Start and Early Head Start Grants

FY 2017-18
ADMINISTRATIVE COST

Grants - 655DJ, 655DK, 655DL and 655DM

Year to Date January 30, 2018

[illegible]



JCPS Early Childhood Programs



Applicant (**Print** Last, First Name): _____ Birthday: ____/____/____

Parent or Guardian (**Print** Last, First Name): _____

Selection Criteria

Section A Income Verification

1. Household Income \$ _____	2. Number in Family _____	3. Income Status Code _____	4. Program School Year FSY 2018-2019

5. Poverty Level: **A** - 100% Poverty ____ **B** - 101% - 160% ____ **C** - Over Income ____

6. Income Status: ____ **E** - Income Eligible ____ **F** - Foster ____ **H** - Homeless ____ **OI** - Over Income ____ **T**-TANF/K-TAP ____ **S** - SSI

Section B Priority Criteria

	Head Start	State Funded Preschool	
7. Income Level	0% to 50% of Federal Poverty Guidelines	101 - 130% of Federal Poverty Guidelines	350
	51% to 100% of Federal Poverty Guidelines	131 - 160% of Federal Poverty Guidelines	100
	EHS Transition Classroom students		100
8. Special Needs	Diagnosis Disability – IEP – 3 or 4 years old		451
9. Social Services	Social Service Needs		20
	20 Points Per Checked Box		40
	<input type="checkbox"/> Abuse/Neglect <input type="checkbox"/> Family Crisis <input type="checkbox"/> Referral <input type="checkbox"/> Child Health <input type="checkbox"/> Disabled Adult		60
			100
	A CONTACT NOTE MUST BE COMPLETED WITH APPROPRIATE DESCRIPTIONS		120
10. Age	4 Years Old (Age 4 by August 1 of program year)		350
11. Special Considerations	Enrolled in Head Start / Early Head Start in Previous Year		100
	No High School Diploma or GED		100
	English Language Learner - ELL		150
	Single Parent or Teen Parent		100
	Legal Guardian, other than parent, with permanent custody		50
	Homeless		702
	Foster Parent(s)		603
	TANF/SSI		504
		Total Points =	
		% of Poverty =	

In person interview completed on _____ at the Camp Edwards Education Complex or

Phone interview completed on _____

Employee Signature: _____

Date: _____

ERSEA Coordinator Review Signature: _____

Date: _____



Early Childhood Programs



E R S E A

Jefferson County Board of Education

Early Childhood – School Year 2018 – 2019

ERSEA PLAN

Eligibility, Recruitment, Selection, Enrollment and Attendance

Table of Contents

1. Eligibility
2. Recruitment
3. Selection
4. Enrollment
5. Attendance
6. Annual Calendar



Early Childhood Programs



ERSEA

The ERSEA plan will address student eligibility, recruitment, selection, enrollment and attendance for JCPD Early Childhood Programs.

1. Eligibility

The procedures for determining the eligibility for families applying to receive preschool services from JCPD Early Childhood Programs are:

HEAD START

1. Resides in Louisville/Jefferson County Metro, Jefferson County, Kentucky.
2. Age Requirements
 - a. Head Start – a child is required to be the age 4 or 3 years old by August 1st of the current school year and not older than the compulsory school age. The number of income eligible 4 year old applicants in excess of the allowable funded enrollment for Head Start accentuates the community's need to prioritize the placement of eligible 4 year olds.
3. Eligibility Requirement
 - a. The family's income for the number of person in the family is not to exceed 100% of the federal poverty guidelines established in January for each calendar year.
 - b. The program may elect to enroll participants who are neither income nor categorical eligible and whose family income falls between 100 and 130% of the poverty line (1302.12 (d) (1).
 - c. Head Start eligibility guidelines require at least 90% of enrolled children be at or below the Federal Poverty Guidelines for the current program year or be determined categorically eligible as defined below.
 - d. Ten percent (10%) of enrolled children may be from families who exceed the low-income guidelines, but who meet the criteria for selection and would benefit from Head Start services.

Categorically Eligible are:

- e. Homeless - a child is homeless as defined below:
 - According to section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), the term "homeless children and youths" —
(A) means individuals who lack a fixed, regular, and adequate nighttime residence...; and (B) includes —
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

ERSEA

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Children and youth are considered homeless if they fit both part A and any one of the subparts of part B of the definition above.

For all children that have been designated as "Homeless", an ERSEA Coordinator will contact the Parent(s) and/or Guardian(s) of the child to complete an application or to update their existing application due to their revised status. The ERSEA Coordinator will work with the family to complete a new Student Residency Questionnaire/Affidavit and based on the revised student data will assist the family to find a seat in a Head Start or KERA Preschool classroom that comes closest to accommodating the student's revised status needs.

If a child is in the Tuition Based Program (paying tuition) is determined to be "Homeless", an ERSEA Coordinator will contact the Parent(s) and/or Guardian(s) of the child to complete an application or update their existing application due to their revised status. The student will be moved to either the Federal or State Income Eligibility Programs as being categorically eligible. The ERSEA Coordinator will work with the family to complete a new Student Residency Questionnaire/Affidavit and based on the revised student data will assist the family to find a seat in a new Head Start or KERA Preschool classroom that comes closest to accommodating the student's revised status needs.

- f. Foster Care - means 24 hours substitute care for children placed away from their parents or guardians and for whom the state agency has placement and care responsibility. This includes but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions and pre-adoptive homes.

A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the state or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption or whether there is Federal matching of any payments that are made.

Eligibility Procedure



Early Childhood Programs



ERSEA

For the purposes of determining eligibility: Head Start programs are permitted to consider, at the time of enrollment, information that most accurately reflects the needs of the family:

Income Verification

Family income must be verified before determining Head Start eligibility. Children from families determined income or categorically eligible will have priority. Head Start programs are permitted to consider, at the time of enrollment, information that most accurately reflects the needs of the family. The program must use all family income for the relevant time period to determine eligibility according to income guidelines, state the relevant time period used to determine eligibility and state the total income for the relevant time period.

Acceptable documentation of income will be Individual Income Tax Forms, W-2 Forms, consecutive pay stubs, pay envelopes, written statements from employers, annual award letters showing current status as recipients of public assistance, child support payments and any educational grants, stipends and scholarships.

Income verification also includes the following:

- Conducting an in-person interview with Head Start eligible family. (Staff may interview family over the telephone if in-person is not possible or convenient for the family.)
- Verifying all income information as noted above
- Creating an eligibility determination record for each enrolled participant according to paragraph (I) of this section.

The eligibility determination record will be defined as a signed statement indicating that staff have examined documents pertaining to the twelve (12) months immediately preceding application or to the preceding calendar year, and that the child is income eligible for the program. Verification will also include the date and location of the in-person interview. If an in person interview could not be completed, documentation of the phone interview must be included.

Family Size

Will be defined as all persons living in the same household who are: (1) supported by the income of the parent(s) or guardian(s) of the child enrolling or participating in the program, and (2) related to the parent(s) or guardian(s) by blood, marriage, or adoption.

Age Verification

Program staff must verify a child's age according the guidelines # 2. Age Requirements as stated above. An official birth certificate from their state or country of origin.

Disability Verification

Program staff must verify a child's disability via a current IEP or IFSP.

ERSEA

2. Recruitment

Jefferson County Public Schools Early Childhood Programs will implement a recruitment process that informs all families with eligible children within the Louisville Jefferson County Metro, Jefferson County, Kentucky, area of services available. Jefferson County Public Schools will work with community partners to recruit families through events at schools and neighborhood locations promoting the online application system. Parents will be encouraged to use the online application system to upload their application and required income, birth certificate, immunization and health required documents.

Recruitment Process

- A. The Community Needs Assessment is reviewed annually and updated at least once within the five year grant period to reflect changes within our community service area and ensures enrollment opportunities are available where demographic data determines programmatic needs.
- B. Families will be informed of Early Childhood services by:
 - Early Childhood recruitment material and calendar will be made available to parents, families, referral agencies and organizations.
 - The online application system will accept applications for potential students seven days per week and 24 hours a day during the designated application periods.
 - Public recruitment announcements will be made through announcements on: websites, newspapers, advertisements, social media, radio station announcements, public service announcements on television channels and recruitment posters/materials.
 - Early Childhood staff will visit local neighborhoods, agencies and organizations serving low income families to describe Early Childhood programs and leave recruitment materials. Staff will target neighborhoods, social service agencies, homeless shelters, mental health and parenting organizations, county health departments, doctors and dentists, schools and other community organizations.
 - Early Childhood staff will attend community events to discuss program opportunities, requirements and distribute recruitment materials.
 - Referrals will be accepted from public and private service providers and families with children currently enrolled in the Early Childhood program.
 - Letters will be sent to eligible wait listed families to reapply every January for the new school year.

Recruitment of Children with Disabilities

Partner with First Steps, a statewide early intervention system that provides services to children with developmental disabilities from birth to age 3 and their families, and the Exceptional Child Education diagnostic services within Jefferson County Public Schools to ensure services are available to eligible children with disabilities.

Recruitment of English Language Learners Children



Early Childhood Programs



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Efforts will be made to partner with Kentucky Refugee Ministries, Friends of Refugees, Catholic Charities, La Casita, Americana and other local agencies working with English Language Learners to assist when completing an application. Interpretive services will be utilized as needed to assist with the application process. Recruitment materials will be provided in the following non-English languages, Spanish, Arabic, Nepali, Somali, Vietnamese, French and Turkish to meet majority of our family language needs.

3. Selection

Children will be selected for Head Start services using the ERSEA Selection Criteria, based on the Federal Head Start Regulations and Program Performance Standards.

Our mission is cultivating classrooms of excellence, empowering families, preparing students for kindergarten, and improving our community. Student placement options are mutually supported by the district's available classroom locations, parent and district transportation needs and student funded enrollment capacity. Priority (listed in order) will be given to:

- a) Homeless or foster children and children who families receive public assistance
- b) Children currently served in the Head Start Program as a three (3) year old who are eligible for next school year services
- c) Children who are three (3) or (4) years old with an Individualized Education Plan (IEP)
- d) Children who will be four (4) years old by August 1 of the current school year
- e) Children who received Early Head Start services in a transition classroom, class age 97, who are eligible for Head Start services

Eligible children will be selected starting in April and selection will continue until funded enrollment is met. The Head Start wait list will be maintained with applicants ranked according to eligibility status and assigned selection criteria points. As a vacancy occurs, children will be selected from the waiting list according to selection criteria points and enrolled within 30 days of the vacancy.

Selection Criteria

Head Start income eligible applicants will receive selection criteria points to weight average the prioritization of the selection of participants for determining those with the highest need for services.

Risk factors considered when making selection decisions will include: homeless, foster children, public assistance recipients, social service needs, a child with a disability (IEP) or (IFSP), English Language Learner, a teen parent. Risk factors will be determined at the time of application through phone or in person interviews with parents or guardians.

ERSEA

Children with Disabilities

As established by the selection criteria, eligible applicants with disabilities having an (IEP) will fill a minimum of ten percent (10%) of the available funded enrollment seats. After the ten percent is met, additional children with disabilities will be selected based upon the JCPSE Early Childhood Program Selection Criteria.

4. Enrollment

If a vacancy occurs, JCPSE Early Childhood Programs will maintain the funded enrollment level by filling the vacancy with an eligible child from the Head Start waiting list within thirty (30) calendar days.

Designated non-ERSEA staff will conduct a meeting to provide a valuable opportunity to explain the benefits of the Head Start program and the mutual responsibilities of the parent and staff. Staff will answer parent questions about the program and ensure that all needed information, such as, immunization and health documents, have been provided. Staff will provide the reasons for collecting this information, how the program will use any information that is collected, where that information will be stored, and how confidentiality and security will be maintained.

Re-enrollment

A child participating in the Head Start program remains income eligible throughout the initial enrollment year and for the year immediately following the initial enrollment year. Early Head Start transition classroom children will remain in the program until the time they transition to Head Start. Early Head transition classroom children are required to re-apply and complete the income verification process to become eligible for Head Start.

5. Attendance

Jefferson County Public Schools tracks student attendance daily using the Infinite Campus system. Teachers are required to enter student attendance daily within 30 minutes of the start of each school day. Attendance Clerks must confirm/justify student attendance by 11:00 a.m. each day. To ensure student safety, any student who has not arrived at school and their parent has not contacted the school will receive a phone call from the automated call system informing the parent that their child is not in school, requesting the parent to notify the school regarding the reason for the absence. The automated call system generates a report daily showing calls made to absent students. If a school fails to justify attendance within the required timeframe, an Early Childhood Notification System report is generated for review by ERSEA staff. Absent students who have not received a phone call by the dialer system will then be called by ERSEA staff. This call will be documented on the Infinite Campus Summary Report indicating students with unexcused absences.

Children not in school full time do not benefit from their Head Start experiences, therefore, every child needs to attend school on a regular basis. Head Start designated staff will explain the importance of regular attendance with

ERSEA

parents of enrolled children and encourage their cooperation in bringing their children to school promptly. Jefferson County Early Childhood designated staff will monitor program attendance to ensure compliance with the required monthly average daily attendance rate of 85%. If the program attendance rate falls below 85% designated staff must analyze the causes of absenteeism. The analysis must include a study of the pattern of absences for each child including reasons and number of consecutive absences (1302.16).

The program must initiate appropriate family support procedures for all children with multiple unexcused absences. All contacts with the child's family as well as special family support service activities provided by program staff must be documented (1302.16).

When a child has demonstrated chronic tardiness or absenteeism, parents of the child will be notified that their child may be withdrawn from the program and that child's slot will be filled by an income eligible child from the wait list.

JCPS EARLY CHILDHOOD 2018 INCOME ELIGIBILITY GUIDELINES

Poverty Level Calculator					
Family Income	Base Eligibility for Family Size		% of Poverty		
Number in Family	50 % of Base Eligibility	100% Base Eligibility	130% Base Eligibility	160% Base Eligibility	OVER 160%
		\$12,140 \$4,320 Increment for each additional family member with more than 8 persons			
	HS	HS	Pre K	Pre K	
1	6,070	12,140	15,782	19,424	19,425
2	8,230	16,460	21,398	26,336	26,337
3	10,390	20,780	27,014	33,248	33,249
4	12,550	25,100	32,630	40,160	40,161
5	14,710	29,420	38,246	47,072	47,073
6	16,870	33,740	43,862	53,984	53,985
7	19,030	38,060	49,478	60,896	60,897
8	21,190	42,380	55,094	67,808	67,809
9	23,350	46,700	60,710	74,720	74,721
10	25,510	51,020	66,326	81,632	81,633
11	27,670	55,340	71,942	88,544	88,545

Early Childhood Programs

ERSEA

12	29,830	59,660	77,558	95,456	95,457
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January	<ul style="list-style-type: none"> Update Poverty Guidelines Update information for HS returning students Mail letters to returning students who must re-apply Mail letters to all waitlisted three-year old children turning four Start focused recruitment activities
February	<ul style="list-style-type: none"> Complete Early Head Start Transition to Head Start Applications Begin taking walk-in 4 years ONLY applications February 1st thru March 29th. Activate Online Application System for four (4) year olds ONLY applications. Perform target neighborhood marketing functions ERSEA team reviews submitted applications
March	<ul style="list-style-type: none"> Continue target neighborhood marketing Continue processing of submitted applications Finalize list of school and center locations Transportation routes determined/school finder updated by April 1st March 30th cease taking 4 years old application Deactivate On-line Application System
April	<ul style="list-style-type: none"> Initial student placement for Head Start Mail student assignment letters to families Continue recruitment efforts
May	<ul style="list-style-type: none"> ERSEA team continues to process applications Activate online applications for Head Start and Preschool Open application center to take student applications Determine Preschool eligibility and begin selection process for preschool program Continue recruitment efforts
June, July	<ul style="list-style-type: none"> Initial list for student transportation sent to transportation department Mail student assignment letters to families for May ERSEA team continues to process applications June 1st cut-off date for applications Finalize placement for start of school
August	<ul style="list-style-type: none"> Final transportation list sent School Begins Continue recruitment efforts
September	<ul style="list-style-type: none"> Monitor Enrollment and provide enrolled student data Process withdraw and enrollment information After 5 and 10 day count notify new families selected



Early Childhood Programs



E R S E A

- Continue recruitment efforts



Jefferson County Public Schools
Early Childhood Program

Head Start and Early Head Start 2017-18 Self-Assessment Plan



What is a Self-Assessment and why should we do it?

The Self-Assessment process involves the collection of information from a variety of sources to determine if systems and services have been implemented and are working effectively. In the Self-Assessment process programs analyze, review and incorporate information from multiple sources, such as **ongoing monitoring reports**, the **Program Information Report (PIR)**, **child outcome data** and **Community Assessment**. This information is used to identify program strengths, determine areas to strengthen, and plan appropriate strategies to effectively address the identified weaknesses of the program.

Why do programs conduct self-assessments?

1. **Head Start Performance Standards / Head Start Act**
2. **Continuous Improvement**

1. **Head Start Performance Standards** clearly state that at least once each program year, with the consultation and participation of the policy groups and, as appropriate, other community members, grantee and delegate agencies must conduct a Self-Assessment of their effectiveness and progress in meeting program goals and objectives and in implementing Federal regulations. 1302.102(b)(2)(i)

The objectives of Head Start and Early Head Start:

- Enhance children's growth and development
- Strengthen families as the primary nurturers of their children
- Provide children with educational, health and nutritional services
- Link children and families to needed community services
- Ensure well-managed programs that involve parents in decision-making

How can Head Start programs be sure that the services they provide meet these objectives as well as strive to continuously improve the quality of services? By using the Self-Assessment process described here, grantees can annually assess how specific aspects of their program's operations impact services delivered to children and families. Self-Assessment is not an isolated event, but along with ongoing monitoring, is an integral part of a program's planning cycle.

2. **Continuous quality improvement** is a central tenet of the Head Start program, with the goal of meeting *Performance Standards* and moving toward program excellence for serving children and families throughout the country. As part of this process, the annual Self-Assessment provides programs with the means to regularly assess their own management systems and program operations in order to continually strengthen the program and the services delivered to children and families.

Programs seeking continuous improvement should constantly ask the questions:

- Is the program meeting all national *Head Start Performance Standards*?
- Are our services responding effectively to the changing needs of children and families?
- Are we doing what we need to, or are we just doing it the way we have always done it?
- Can we refine our program design and management systems to further improve outcomes for children and families?



The Self-Assessment Process

Stage 1: Preparing for the process

- Identify a timeframe
- Identify teams of staff, parents and community partners
- Make a plan for what will be assessed, when and how
- Prepare tools and data to be used
- Train self-assessment teams
- Implement the plan

Stage 2: Collecting and Synthesizing

- Observations in classrooms, playgrounds, bus rides
- Staff, parents, Policy Council, community partners interviews

Stage 3: Interpreting

- Program leadership team to review and analyze results
- Identify program strengths
- Establish patterns of identified needs
- Reveal underlying causes and systemic issues
- Classify and prioritize the identified weaknesses and areas to strengthen

Stage 4: Strengthening

- Develop a program improvement plan by identifying goals, desired outcomes, and specific action steps
- Develop and implement a Training and Technical Assistance (T/TA) Plan
- Monitor and assess progress in implementing the Program Improvement Plan and T/TA Plan



The Self-Assessment Plan

Self-Assessment Coordinator

The Self-Assessment Coordinator will work with the Policy Council and Director to establish a timeline for the self-assessment. The coordinator will recruit and organize teams to complete the assessment as well as collaborate with the EC leadership to identify team leaders. They will be responsible for training all participants.

Team Leader Instructions

Team Leaders will serve as the coordinator for school based teams. They will review individual assignments at the formal training. Leaders are expected to arrive at their locations on time and remain at the school for the duration of the self-assessment activities. Leaders will be expected to be the point of contact at their assigned locations. They will be responsible for collection of all documents at the conclusion of the site visit. Leaders will be responsible for tabulating and developing the final report. The team leader must submit the final report to the self-assessment coordinator.

Self-Assessment Activities

1. Program Governance Review - 1301.2, 1301.3 & 1301.5
2. ERSEA Review - 1302.12, 1302.14 & 1302.15 *
3. Classroom Environmental Health & Safety Visits - 1302.47 (Health and Safety Checklist)
4. Family & Community Engagement Review 1302.50, 1302.51, 1302.52 & 1302.53 (Parent Interviews)
5. Classroom Observations - 1302.31 & 1302.34 (Child Development and Education Checklist including Standards of Conduct)
6. Comprehensive Services Review 1302.42, 1302.45 & 1302.46
7. Team Report

* Program Staff Only Due to Confidentiality Requirements



Head Start Performance Standards Addressed

Program Governance - 1301.2 Governing body, 1301.3 Policy Council and Policy Committee & 1301.5 Training

ERSEA - 1302.12 Determining, verifying, and documenting eligibility, 1302.13 Recruitment of children, 1302.14 Selection process & 1302.15 Enrollment.

Child Development & Education - 1302.31 Teaching and the learning environment & 1302.34 Parent and family engagement in education and child development services.

Comprehensive Services - 1302.42 Child health status and care, 1302.45 Child mental health and social and emotional well-being & 1302.46 Family support services for health, nutrition, and mental health.

Classroom Environmental Health & Safety - 1302.47 Safety Practices.

Family Engagement - 1302.50 Family Engagement, 1302.51 Parent activities to promote child learning and development, 1302.52 Family partnership services & 1302.53 Community partnerships and coordination with other early childhood and education programs.



The Self-Assessment Plan

Self-Assessment Teams Working Collaboratively

Why are parents important to the team?

Serving on a Self-Assessment team provides parents with an opportunity to learn important new skills that can be applied to their goals for personal or professional development. It also provides parents with knowledge and information that they can use to recruit and promote the program.

Why community partners?

Community parents can offer objectivity and expert knowledge regarding ways to improve and strengthen the program. Just like parents, they can also serve as a recruitment source.

Why program staff?

Staff is critical to the delivery of program services and should be knowledgeable of all services. Serving on the self-assessment team provided staff with an opportunity to view the program as a whole and not in a silo.

What are the characteristics of a self-assessment team member?

- Objectivity
- Professional conduct
- An appreciation for confidentiality
- One or more of the following:
 - Observation skills
 - Interview skills
 - Reading and documentation skills

What is the task of the teams?

- Work collaboratively to gather program information
- Communicate effectively so that all team members are engaged in the assessment process
- Follow established timelines for assessment task

Time Commitment for Parents & Community Members

- 2-3 Day Commitment
- February 15th & February 28th



The Self-Assessment Plan

Timeline	Plan Activities
January 11 th	Presentation of Self-Assessment Plan
February 8 th	Policy Council Approval of Self-Assessment Plan
February 9 th	Self-Assessment Team Leader Training
February 15 th	Self-Assessment Training
February 27 th - March 9 th	<u>Self-Assessment Activities</u> Program Governance Review ERSEA Review Classroom Environmental Health & Safety Visits Classroom Observations (Child Development and Education Checklist including Standards of Conduct) Comprehensive Services
March 5 th – March 9 th	Family & Community Engagement Review (Parent Interviews) Team Report
March 12 th – March 30 th	Self-Assessment Data Compilation and Report
April 2 nd	Initial Self-Assessment Review by EC Leadership Team
April 20 th	Corrective Action Plan Due
May 1 st	Management Review of Corrective Action Plan
May 10 th	Self-Assessment Report and Corrective Action Plan Submitted to Policy Council for Approval
May (TBD)	Self-Assessment Report and Corrective Action Plan Submitted to JCPS Board of Education for Approval



The Self-Assessment Plan
Self-Assessment Sites and Team Leaders

Team 1	# of Classrooms Observing	Team 4	# of Classrooms Observing
Alex R. Kennedy Cochrane	6 2	Dawson Orman Cochran	6 2
Team 2	# of Classrooms Observing	Team 5	# of Classrooms Observing
Norton Commons Jaeger	3 5	McFerran Shawnee	4 4
Team 3	# of Classrooms Observing	Team 6	# of Classrooms Observing
Hazelwood Semple	6 2	Duvalle Cane Run	6 2
Team 7	# of Classrooms Observing		
Unsel Hawthorne	6 2		

Team Leader's Guide for Compiling a Written Report
2017-18 Summary of Self-Assessment Observation

School

Teacher

List five strengths of the classroom/instruction observed.

1. _____

2. _____

3. _____

4. _____

5. _____

2. What are areas for concern (i.e., classroom, staffing, parent engagement, bus observation, facility, playground, etc.?)

3. Were any exceptional practices observed? •Yes •No If any, what were exceptions observed?

Additional Comments



2017-18 Self-Assessment Child Development & Education Checklist

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

Item	Yes	No	Notes
1. Daily classroom schedule is posted.			
2. Daily schedule is being followed.			
3. Room is clean, orderly, well lit and free of clutter. The environment is conducive to children's learning.			
4. Teacher has materials prepared and ready for activities.			
5. Children's work is reflected and posted at their eye level.			
6. Classroom rules are written in positive terms, posted and followed.			
7. Positive interactions are apparent between staff, staff to child and child to child.			
8. All members of the classroom team are actively involved with children and promoting their learning.			
9. There is an appropriate balance between teacher and child initiated activities.			
10. Routines are effective and support transitions and learning.			
11. <i>There is a multicultural presence in the room.</i>			
12. Adults participate in gross motor/outdoor activities with children.			
13. Whole group times are engaging and offer variety.			
14. Ditto sheets are present in the classroom.			

COMMENTS:

Revised 1-12-17



2017-18 Self-Assessment Classroom Observation Checklist – Infants & Toddlers

High child performance is more likely to be achieved in a quality preschool classroom through a strong and supportive environment for every child and high quality teaching and leadership from the administration.

Teachers: _____

School/Location: _____

Observer: _____

Date: _____

Beginning Time: _____

Ending Time: _____

Observation Component	Observed	Not Observed	Notes
All children and adults actively engaged in learning activities. (ex: Children are not wandering aimlessly about the classroom or sitting for long periods of time). Activities may be in the form of working individually with each infant/toddler, a small group, or learning centers.			
The following learning centers are available for self-selection and use: art, blocks, music, book/literacy, dramatic play, nature/science, manipulatives, sand/water table, fine motor, other.			
Children with disabilities are integrated into the group and participate in classroom activities.			
Early literacy activities are emphasized throughout the environment.			
Incorporates a variety of hands-on teaching activities with the use of concrete materials / manipulatives/toys.			
Language modeling is evident. There are frequent conversations in the classroom. The staff asks simple questions, repeats/extends the children's words, and supplies words for the children when needed.			
The staff uses self-talk and parallel talk as they engage with the infants and toddlers (ex. "I'm changing your diaper"..."you are stacking the blocks"). They are also skillful at interpreting the children's attempts to communicate and follow through appropriately (ex. "I know you are hungry; let's get your bottle and/or snack").			
There is evidence of use of the JCPS provided curriculum – Creative Curriculum. Also in evidence are individualized goals for each infant/toddler supplied by the Ounce Scale: Standards for the Developmental Profiles.			
Planning the daily instruction: Lesson plans are complete for the current week, including individual goals for all infants and toddlers.			
Staff establishes and teaches clear and consistent age appropriate behavior expectations. Positive guidance is given to all children.			
Individualized instruction is incorporated throughout the day.			
The use of authentic on-going formative assessment practices is evident i.e. Staff could be observed using anecdotal notes, taking pictures, and collecting work samples.			
Staff positively redirects students when necessary.			

(page 1)



2017-18 Self-Assessment Classroom Observation Checklist – Infants & Toddlers

Observation Component	Observed	Not Observed	Notes
Staff works collaboratively, respectfully, and cooperatively as a team.			
Classroom is free of clutter and materials properly stored. No safety hazards are present.			
Shelving and materials are organized for easy access by the infants/toddlers.			
The infant/toddler classroom schedule is posted in a prominent place for families/state licensing surveyors to view.			
Most of the classroom displays are of the children's work and the work is current.			
Students are adequately supervised following federal/state ratios. (1 adult per 4 children) Supervision is attentive to the needs of children. Staff refrains from the use of electronic communication devices.			
Meals: Students and adults sitting together at mealtime teaching nutrition, manners and modeling self-help skills and language skills.			
Staff uses positive feedback /encouragement with children and speaks with an appropriate volume and pleasing tone. Staff supports the infants/toddlers in a caring and nurturing manner.			
Family Connections: Evidence of family involvement can be seen (parent bulletin board, parent corner, home visit forms, etc.).			

Additional Observations and Notes:

(page 2)



2017-18 Self-Assessment Health & Safety Checklist

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

Item	Yes	No	N/A	Notes
1. All staff and volunteer's personal belongings are locked away and are never accessible to children.				
2. Classroom is clean and free of clutter and dust. Classroom is organized (i.e. shelves labeled and centers identified).				
3. Every material a child could reach is for children's use and is safely accessible.				
4. Classroom contains developmentally appropriate learning materials that are sturdy, free of loose/broken parts and do not pose choking hazard. Items cannot fall off shelves or be pulled down on top of children.				
5. Staff and children wash hands at all required times: after diapering and toileting, contact with bodily fluids and wiping noses, before and after meals and tooth brushing.				
6. Proper hand-washing procedures are posted at the sink and followed.				
7. Materials are cleaned and sanitized on a regular schedule, and as needed based upon contact with bodily fluids. Any toy put in a child's mouth or otherwise contaminated by bodily fluids is removed from general use to be washed/sanitized that day.				
8. There is no Lysol, air freshener or non-authorized cleaning products in the classroom.				
9. Teachers use cleaning materials supplied by JCPS. All cleaning materials are in a locked cabinet out of the reach of children.				
10. Table surfaces, food preparation and diapering areas are cleaned and sanitized prior to each use using a two-step process with district approved cleaning materials.				
11. Diapering procedure is posted in diapering area and followed (all steps in correct order) to avoid contamination. Diapers are disposed of appropriately (in a sealed plastic bag).				
12. Non-porous gloves are immediately accessible to teachers when in contact with bodily fluids, but not within the reach of children.				
13. The diaper-changing area is kept free of everything except diapering supplies, and these are kept stocked each day.				

Revised 1-12-17

(page 1)



2017-18 Self-Assessment Health & Safety Checklist

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

Item	Yes	No	N/A	Notes
14. The sink used to wash hands after diapering is not used for handwashing before meals. If the same sink is used, it must be sanitized prior to washing hands before meals.				
15. The emergency backpack is kept out of reach of children and easily accessible (i.e. no coats or other items hung on top of it.)				
16. All medication is locked except for Epi-Pens which are stored out of reach of children, but immediately accessible to teachers.				
17. Wires are secured and not exposed or in reach of children.				
18. All electrical outlets not in use have a childproof outlet cover.				
19. Toothbrushes and toothbrush slots are labeled with students' names and are stored in a clean and appropriate container without touching each other, being left to air dry.				
20. Teacher scissors and other sharp objects are never accessible to children.				
21. Trash can lid is secure, clean and hands-free.				
22. Floors and carpets are cleaned or swept throughout the day and contain no food after meal/snack times.				
23. Bathrooms are monitored throughout the day to ensure that sanitary conditions are maintained (i.e. stalls/sinks, floor, toilets are free of urine or feces on seats). They have toilet paper, soap and paper towels that are independently accessible to children. Plant operator is called if assistance is needed to meet these requirements.				
24. Evacuations routes posted at all doors and easy to read (to non-staff).				
25. No confidential student or family information is visible or accessible to non-staff.				
26. Student files are kept in a locked location (i.e. cabinet and closet).				
27. All food from meals/snack is discarded at end of day.				
28. Plastic bags are in a locked cabinet or organized out of reach of children.				
29. No cords are hanging from window blinds.				

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2017-18 Self-Assessment Health & Safety Checklist

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

Item	Yes	No	N/A	Notes
30. Ratio of 1:10 (1 staff to 10 students) is supported at all times (including universal rest times). Staff are aware at all times of how many children are present, and under whose supervision.				
31. System is created for the storage of student personal items (cubby). Area is labeled for the child. Items must not touch.				
32. All plants are labeled with species name and include non-poisonous on the label.				
33. Indoor play area and outdoor playground are checked prior to children's use to ensure that the play area is deemed safe for children's use (i.e. removing trash, safety hazards, and other debris).				
34. Indoor play area and outdoor playground has adequate fall zone coverage.				
Playground Item	Yes	No	N/A	Notes
35. The outdoor area is fenced in.				
36. Fences cannot be climbed by children. Gates to the outdoor area have childproof latches or are too high for the children to reach.				
37. Sand box is covered when not in use.				
38. Outdoor play area is free from hazards including trash, glass, rubbish and flammable materials.				
39. The surface area under play equipment is impact absorbing (such as on-foot-deep sand, mulch, pea gravel, wood chips, or safety-tested rubber rubber-like materials).				
40. All protruding bolts or screws are covered with plastic safety caps.				
41. All chains on play equipment are covered with plastic tubing unless openings are less than 5/8 inches.				
42. Tripping hazards, such as tree stumps, rocks, and exposed concrete footings, have been removed or are clearly marked.				
43. Metal play equipment, especially slides, are placed in the shade.				
44. Swings and other equipment are sturdy and firmly anchored to the ground.				

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2017-18 Self-Assessment Health & Safety Checklist

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

COMMENTS:

Revised 1-12-17

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2017-18 Self-Assessment Health & Safety Checklist for Infants & Toddlers

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

Item	Yes	No	N/A	Notes
1. All staff and volunteer's personal belongings are locked away and are never accessible to children.				
2. Classroom is clean and free of clutter and dust. Classroom is organized (i.e. shelves labeled and centers identified).				
3. Every material a child could reach is for children's use and is safely accessible.				
4. Classroom contains developmentally appropriate learning materials that are sturdy, free of loose/broken parts and do not pose choking hazard. Items cannot fall off shelves or be pulled down on top of children.				
5. Staff and children wash hands at all required times: after diapering and toileting, contact with bodily fluids and wiping noses, before and after meals and tooth brushing.				
6. Proper hand-washing procedures are posted at the sink and followed.				
7. Materials are cleaned and sanitized on a regular schedule, and as needed based upon contact with bodily fluids. Any toy put in a child's mouth or otherwise contaminated by bodily fluids is removed from general use to be washed/sanitized that day.				
8. There is no Lysol, air freshener or non-authorized cleaning products in the classroom.				
9. Teachers use cleaning materials supplied by JCPS. All cleaning materials are in a locked cabinet out of the reach of children.				
10. Table surfaces, food preparation and diapering areas are cleaned and sanitized prior to each use using a two-step process with district approved cleaning materials.				
11. Diapering procedure is posted in diapering area and followed (all steps in correct order) to avoid contamination. Diapers are disposed of appropriately (in a sealed plastic bag).				
12. Non-porous gloves are immediately accessible to teachers when in contact with bodily fluids, but not within the reach of children.				
13. The diaper-changing area is kept free of everything except diapering supplies, and these are kept stocked each day.				

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2017-18 Self-Assessment Health & Safety Checklist for Infants & Toddlers

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

Item	Yes	No	N/A	Notes
14. The sink used to wash hands after diapering is not used for hand washing before meals. If the same sink is used, it must be sanitized prior to washing hands before meals.				
15. The emergency backpack is kept out of reach of children and easily accessible (i.e. no coats or other items hung on top of it.)				
16. All medication is locked except for Epi-Pens which are stored out of reach of children, but immediately accessible to teachers.				
17. Wires are secured and not exposed or in reach of children.				
18. All electrical outlets not in use have a childproof outlet cover.				
19. Toothbrushes and toothbrush slots are labeled with students' names and are stored in a clean and appropriate container without touching each other, being left to air dry.				
20. Teacher scissors and other sharp objects are never accessible to children.				
21. Trash can lid is secure, clean and hands-free.				
22. Floors and carpets are cleaned or swept throughout the day and contain no food after meal/snack times.				
23. Bathrooms are monitored throughout the day to ensure that sanitary conditions are maintained (i.e. stalls/sinks, floor, toilets are free of urine or feces on seats). They have toilet paper, soap and paper towels that are independently accessible to children. Plant operator is called if assistance is needed to meet these requirements.				
24. Evacuations routes posted at all doors and easy to read (to non-staff).				
25. No confidential student or family information is visible or accessible to non-staff.				
26. Student files are kept in a locked location (i.e. cabinet and closet).				
27. Classroom refrigerator is clean and temperature is below 40 degrees.				
28. All food from meals/snack is discarded at end of day.				
29. Plastic bags are in a locked cabinet or organized out of reach of children.				

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(page 2)



2017-18 Self-Assessment Health & Safety Checklist for Infants & Toddlers

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

Item	Yes	No	N/A	Notes
30. Staff in classrooms with infants have an indoor/outdoor change of shoes; there is posting outside the classroom that other adults are required to remove or cover their shoes before walking into areas where infants crawl or play. A supply of booties is kept outside of the classroom for visitor use.				
31. No cords are hanging from window blinds.				
32. Ratio of 1:4 (1 staff to 4 students) is supported at all times (including universal rest times). Bathrooms are supervised at all times. Staff are aware at all times of how many children are present, and under whose supervision.				
33. System is created for the storage of student personal items (cubby). Area is labeled for the child. Items must not touch.				
34. All plants are labeled with species name and include non-poisonous on the label.				
35. Indoor play area and outdoor playground are checked prior to children's use to ensure that the play area is deemed safe for children's use (i.e. removing trash, safety hazards, and other debris).				
36. Indoor play area and outdoor playground has adequate fall zone coverage.				
Playground Item	Yes	No	N/A	Notes
37. The outdoor area is fenced in.				
38. Fences cannot be climbed by children. Gates to the outdoor area have childproof latches or are too high for the children to reach.				
39. <i>Sand box is covered when not in use.</i>				
40. Outdoor play area is free from hazards including trash, glass, rubbish and flammable materials.				
41. The surface area under play equipment is impact absorbing (such as on-foot-deep sand, mulch, pea gravel, wood chips, or safety-tested rubber rubber-like materials).				
42. All protruding bolts or screws are covered with plastic safety caps.				
43. <i>All chains on play equipment are covered with plastic tubing unless openings are less than 5/8 inches.</i>				

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2017-18 Self-Assessment Health & Safety Checklist for Infants & Toddlers

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

Item	Yes	No	N/A	Notes
44. Tripping hazards, such as tree stumps, rocks, and exposed concrete footings, have been removed or are clearly marked.				
45. Metal play equipment, especially slides, are placed in the shade.				
46. Swings and other equipment are sturdy and firmly anchored to the ground.				
47. Sign-in/Sign-out sheets for the children and families are being utilized.				
48. Updated immunizations/current well baby checks documentation is being secured by the staff.				

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(page 4)



2017-18 Self-Assessment Health & Safety Checklist for Infants & Toddlers

Center/School: _____

Teacher(s): _____

Instructions: The items listed below must be in compliance at all times.

COMMENTS:

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2017-18 Self-Assessment Parent Interview Questions

Center/School: _____ **Parent/Guardian(s):** _____

Question	Response
1. What type of information have you received about your child/children's development strengths or areas of growth?	
2. How do you know whether your child is making developmental progress?	
3. How has the program shared information about your child's progress?	
4. Are you aware of how the program engages families in family literacy skills? (Explain such things as GED, adult education classes, and children learning how to read).	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Did you complete a Family Partnership Agreement (Goal Setting)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Has program staff worked to set goals with you? How and when was this done?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Do you know how the program supports cultural diversity? If so please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Describe how the program provides opportunities for developing your parenting skills?	
9. Are you familiar with or have you heard about Policy Council? Did you vote for any Policy Council Parent Representatives in October?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No
10. How does the program communicate with parents (you)? If so, how?	
11. Do you think your child is on the right path to school readiness? Please explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. What curriculum does the program use?	
13. Describe how the Early Childhood program staff make you feel as a parent?	
14. Describe the process of how you set goals with program staff. Include examples of who participated and when the process was started.	

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2017-18 Self-Assessment Parent Interview Questions

Center/School: _____ Parent/Guardian(s): _____

Question	Response
15. Did you receive a home visit from the classroom teacher?	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. Does the classroom teacher communicate with you regularly? Explain.	<input type="checkbox"/> Yes <input type="checkbox"/> No
17. Are you familiar with how the program supports children with disabilities?	<input type="checkbox"/> Yes <input type="checkbox"/> No
18. Does the program support child health? How is child health supported?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19. How does the program meet the nutritional needs of the children?	<input type="checkbox"/> Yes <input type="checkbox"/> No
20. Did you find the application process for the program to be user friendly?	<input type="checkbox"/> Yes <input type="checkbox"/> No

COMMENTS:

Questions highlighted in yellow are for EHS/HS kiddos only. NO PRE-K KIDDOS.

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