

BCESC HEAD START

Self-Assessment 2007 - 2008

Final Report

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**Butler County ESC Head Start
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EDUCATION

Education And Early Childhood Development Services

**SECTION III – Providing Education and Early Childhood
Development Services**

FAMILY & COMMUNITY PARTNERSHIPS

Family & Community Services

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HEALTH

Health Services

SECTION II – Providing Health Services

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NUTRITION

Nutritional Services

SECTION I – Staffing and Training

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NUTRITIONAL SERVICES

Questions: 3-G, 4-C, 5-A

Nutritional Services

SECTION III – Managing Nutritional Services

3-G Do the grantee and delegate ensure that parents and appropriate community agencies are involved in planning, implementing, and evaluating nutritional services?

Notes:

- *On menus sent out to all children, a form that parents and teachers can send in to suggest meals and activities*
- *Once a year through Health Advisory and give input*

Nutritional Services

SECTION IV – Integrating Nutrition into Early Childhood Development

4-C For center-based programs, do the grantee and delegate ensure that nutritional services contribute to enrolled children's development and socialization by ensuring that food is not used as punishment or reward and that each child is encouraged, but not forced to eat or taste food?

Notes:

- *Teachers eat with children and children are encouraged to try.*
- *Children are given at least a bite of something when they say no—to encourage trying new things.*
- *Family-style at Grace, all seemed to enjoy chicken—some picky on veg. But teachers should show the veg brought color & talk about the benefits.*

Nutritional Services

SECTION V – Ongoing Monitoring

5-A Can the grantee demonstrate that it has established and implemented procedures for ongoing monitoring of nutritional services at the grantee and delegate level to ensure effective implementation of Federal regulations?

Notes:

- *Monitor, review family 3 times a year at all sites*
- *Nutrition specialist is responsible*
- *5-day meal counts*
- *Health inspector by State – 2 year*
- *In house – 3 times a year*

Nutritional Services Self Review

We had no findings and this area is one that is governed by several means of monitoring and documentation.

- *All documentation is completed at the time of application and sent to the nutrition specialist to note any allergies to certain foods and religious beliefs regarding certain foods.*
- *Documentation is kept at kitchen office and child's file with several other components on board to prevent any mistakes.*
- *Height and weight charts are done at the beginning and several other times through the year.*
- *Health and Nutrition work together to ensure the child's health is top priority if a concern is noted.*
- *Nutrition specialist has ongoing monitoring documentation to check the safety and cleanliness of food and kitchen. Health and Safety Checklist are sent out and completed by the teaching staff at each classroom 3 times a years.*
- *Most are visited by Health Dept.*
- *Teachers are trained by Nutrition Manager on the proper way to store, handle and serve food to children.*

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DISABILITIES SERVICES
Questions 1-C, 2-A, 3-A, 3-C, 4-E
MENTAL HEALTH SERVICES
Questions 1-C, 3-A

NO FINDINGS

Disabilities Services
SECTION I – Staffing and Training

1-C Do the grantee and delegate provide opportunities for ongoing training and development for all staff who provide disabilities services?

Training is provided for all staff at service area meetings, thru the employee assistance program, at parent meetings, and during the child review process at bi-weekly Allied Health meetings.

Notes:

- *Disabilities provides trainings*
- *Education Assistance Program*
- *Parent training*
- *Training materials*
- *Service area meetings*
- *Child review process*

Disabilities Services
SECTION II Coordinated Activities

2-A Can the grantee and delegate demonstrate and describe how coordination occurs with the education manager for ongoing assessment and program planning activities for children with disabilities?

Allied Health meetings provide an opportunity for exchanging ideas with all service areas. Each child is individually reviewed thru several processes such as Brigance and mandated screenings.

Notes:

- *Allied Health exchange ideas*
- *Child review process for each child individually*
- *Brigance score*
- *Screenings*
- *-by screening*

Disabilities Services

SECTION III – Outreach and Recruitment

3-A Do the recruitment efforts include recruiting children who have severe disabilities, including children who have been identified previously as having disabilities?

Recruitment occurs with Help Me Grow, Butler County School Districts, and thru contacts at the Early Learning Collaborative Advisory meetings, Butler County Task Force meetings, Early Intervention Collaborative meetings, Therapeutic Intervention Programs, and Children’s Hospital. Also, interagency agreements are in place, as well as collaboration with Middletown City Schools to serve children in inclusion classroom settings.

3-C Do the recruitment efforts include children who have severe disabilities, including children who have been identified previously as having disabilities?

Notes:

- *Help Me Grow*
- *School district referrals*
- *Early Learning Collaborative*
- *Butler Co. Task Force*
- *Early Intervention Collaborative/MRDD*
- *TIP/Children’s Hospital*
- *LEA-interagency agreement*
- *Inclusion classrooms*

Disabilities Services

SECTION IV – Evaluation and Development of the IEP/IFSP

4-E Is the educational approach for individual preschool children with disabilities consistent with their IEPs?

Support services are contracted out. Support services are incorporated in lesson plans. Itinerant teachers provide consultative support in the classroom. The coordinator of Dina School services also provides classroom support.

Notes:

- *Contract out/Support services incorporated in lesson plans*
- *SLP-OT—int. teacher consultative support*
- *Dina School*

Mental Health Services

SECTION I - Staffing and Training

1-C Do the grantee and delegate provide opportunities for ongoing training and development for all staff who provide mental health services?

Opportunities are provided thru parent newsletters, conscious discipline trainings, parent meetings, training notebooks and parent surveys.

Notes:

- *Parent newsletter*
- *Conscious discipline*
- *Parent meetings*
- *Training notebook*
- *Parent survey*

Mental Health Services

SECTION III – Supporting Parents

3-A Can the grantee and delegate describe how they work with parents by a) soliciting parents' information, observations, and concerns about their child's mental health; b) sharing staff observations and discussing how to anticipate their child's behavior and development; c) helping parents discuss and identify appropriate responses to their child's behavior; and d) discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program?

Notes:

- *IAT process—Classroom observation by Robin*

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SAFE ENVIRONMENTS

Questions: 1-A, 1-E, 1-H, 1-K,
TRANSPORTATION SERVICES*
Questions: 1-A, 2-A, 2-B, 2-O, 2-Q

Safe Environments

SECTION I – Facilities, Materials, and Equipment

1-A Do facilities used for center-based combination options or home-based group socialization activities comply with State and local licensing requirements?

Notes:

- *ODE license posted in classroom—expires 8/21/09*
- *Approved capacity 44*

1-E Are garbage and trash stored and disposed of in a safe, sanitary manner?

Notes:

- *Covered garbage cans are removed between classes by staff and in the evening by custodial support.*

1-H Are windows and glass doors constructed, adapted, or adjusted to prevent injury to children?

Notes:

- *Yes ~ sturdy. Glass in top—half only let light in with a view of the outdoors and weather changes, but remove chance of injury.*

1-K Are there at least 35 square feet of usable indoor space and 75 square feet of usable outdoor space per child—excluding bathrooms, halls, kitchen, staff rooms, and storage areas?

Notes:

- *Nancy Baker addressing this question.*

Transportation Services

SECTION I – Transportation Services Management

- 1-A Are procedures in place to ensure that the bus or alternate allowable vehicle is maintained in safe operating condition, including procedures established and implemented by the organization operating the vehicle for an annual safety inspection through an inspection program licensed or operated by the State?**

Notes:

- *Annual safety inspection on 6/07 through 07/08 school year*

Transportation Services

SECTION II – Grantee and Delegate Directly Provided or Contract-Provided Transportation

- 2-A Is the vehicle equipped with a communication system to call for assistance?**

Notes:

- *Two-way radio in place*
- *Cell phone provided to driver by Peterman Transportation*

- 2-B Does the vehicle used in providing transportation services have emergency safety equipment, including a charged fire extinguisher properly mounted near the driver's seat and a sign indicating its location?**

Notes:

- *Fire extinguisher mounted inside front door—arrow sign points down to location of extinguisher.*

- 2-O Is each vehicle purchased after February 20, 2001, a school bus or an allowable alternate vehicle equipped for use of height- and weight-appropriate child safety restraint systems and with a reverse beeper?**

Notes:

- *Safety restraints and reverse beeper is in place.*

- 2-Q Is at least one bus monitor onboard at all times?**

Notes:

- *Yes—very knowledgeable about safety issues. Knew the children by name. "Amazed" by the children's behavior.*
- *Two sets of belt cutters mounted with Velcro—front & back by monitor.*
- *First aid kit and body fluids clean up.*
- *Emergency kit with flares*
- *Head Start emergency numbers are programmed in Peterman phone.*

Safe Environments and Transportation Services Self Review

A review of the Facilities and Transportation Service Area was conducted on April 29, 2008 by Barb Houchin, Health Manager. The Liberty Classroom and Liberty B Classroom were visited.

Interviews were conducted with the lead teacher and the assistant teacher in Liberty A Classroom. An interview was also conducted with the Family Service Worker.

Current Ohio Department of Education licenses were posted in the classrooms. Sanitation and safety practices were in place and being practiced. Windows and doors were constructed to prevention injury.

Transportation to the Liberty Center is provided through Peterman Transportation. A visit on the school bus was followed by interviews with both the bus driver and the bus monitor. The bus staff was knowledgeable about all safety regulations and safety equipment on the bus. They knew each child by name and had age appropriate interaction with the children. The program is in process of identifying a Spanish language course for the bus team to increase interaction in the children's first language. The annual safety inspection was current and posted. Communication is facilitated by a two-way radio to Peterman Transportation as well as a cell phone. All pertinent Head Start telephone numbers are programmed in the cell phone. A fully charged fire extinguisher is mounted in the front of the bus with a large red arrow pointing to the extinguisher. Appropriate safety restraints were in place and personnel was knowledgeable in their use. A rear beeper system was functional. A first aid kit was available with body fluid clean-up materials. Belt cutters were available and mounted in the front and rear of the bus.

There were no findings in the area of Facilities and Transportation.

***Transportation Services only provided at Liberty site. Madison Middletown provided directly to families. Not provided through Head Start.**

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FAMILY & COMMUNITY SERVICES

Questions: 2-A, 2-B, 2-C, 3-A, 3-B, 3-E, 4-B, 5-A, 5-C, 5-D, 6-A

FISCAL MANAGEMENT

Questions: 2-H, 2-I

PROGRAM DESIGN & MANAGEMENT

Questions: 3-C, 5-A, 6-A, 6-B, 6-C, 7-A, 8-A, 8-C, 8-E

Family & Community Services

SECTION II – Building Relationships with Families

2-A Are opportunities for interaction between staff and families made available to parents throughout the year, and are they respectful of each family's diversity and cultural and ethnic background?

No findings in this area. Staff note respect for each family's diversity and cultural background begins at the time of application. Evidence of these activities is listed below as cited by staff.

- *Home visits*
- *Follow-up for children absent*
- *Family connections meetings*
- *Use of translators*
- *Parent handbooks*
- *Greeting the children and families at the start of the day*
- *Health checks are conducted each day*
- *Health clinics*
- *Follow-up on medical/dental homes—facilitating transportation as needed*
- *Assistance with scheduling in each family's culture*

2-B Are classroom staff and home visitors able to communicate with families they serve either directly or through a translator, and are they familiar with the families' ethnic background?

No findings in this area. Staff and the Social Services Manager during interview were able to indicate the following examples of the ability to communicate with families.

- *Staff receives training in the area of diversity*
- *Training in relationship to family composition*
- *Translators on staff*
- *Parent meetings where families are encouraged to share their culture*
- *Menus promote and highlight cultural components*
- *Flyers and communication with families are given in Spanish and English*
- *Staff is aware of culture differences as they relate to non-verbal communication.*

Family & Community Services SECTION II – Building Relationships with Families cont'd

2-C Do the grantee and delegate initiate appropriate support for families whose children have been absent for 4 or more consecutive days?

No findings in this area. Staff were able to indicate how support for children who have been absent for 4 or more days is handled.

- *Home visits are conducted after 2 missed days; Phone contact is initiated the day of the child's absence.*
- *An attendance database is maintained and updated regularly.*
- *Contact sheets/running notes are used to document family contact.*

Family & Community Services

SECTION III - Strengthening Families through the Family Partnership Agreement Process

3-A Does the program have a collaborative partnership-building process in place that is strength-based and family driven so all families have the opportunity to participate and, if parents choose, the opportunity to develop and implement an individualized partnership agreement?

No findings in this area. Information in this area was obtained through parent and staff interview. Examples are as follows:

- *With the application process a family partnership is completed.*
- *Invitations are extended to the family to participate in field trips, lunch, and conferences.*

3-B Do the grantee and delegate know whether family plans already exist, to avoid duplication of effort?

No findings. Examples are as follows:

- *Family plans are reviews at the time of application with specific questions to address pre-existing family plans.*
- *If plans are put in place at the time of application, the plan begins at that time*

3-E Do the grantee and delegate provide—either directly or through referral—opportunities for continuing education, employment training, and other employment services through formal and informal networks in the community?

No findings. Examples are as follows:

- *Parents are encouraged to obtain GED.*
- *Referrals are made to the job center.*
- *Parents are encouraged to apply as substitute teachers in the classroom.*
- *Job postings are displayed in the classroom and on the parent bulletin board.*

Family & Community Services

SECTION IV - Encouraging Parent Participation

- 4-B Are parents invited to become integrally involved in developing the program's curriculum and approach to child development and education, given opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences, and encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education?**

Staff members sit on the Policy Council and are able to make placement recommendations.

Family & Community Services

SECTION V - Building and Maintaining Community Partnerships

- 5-A Have the grantee and delegate taken affirmative steps to establish ongoing collaborative partnerships with community organizations?**

No findings. Examples below:

Staff listed several agencies to include the following:

- *Help Me Grow*
- *Life Span*
- *Potter House Daycare*
- *Catholic Social Services*
- *Community Collaborative Program with the Educational Service Center*

- 5-C Does the grantee have procedures to support successful transitions for enrolled children and families that provide coordination with other agencies, as well as outreach to encourage communication between EHS, school principals, and others involved in supporting children and families through transition, including joint transition meetings?**

No Findings. Examples below:

- *An established referral form that is used by Help Me Grow/Head Start*
- *Start application process*
- *Registration packets are obtained from the kindergarten centers to assist families with the application*

Family & Community Services SECTION V - Building and Maintaining Community

Partnerships cont'd

5-D Do the grantee and delegate have procedures to help parents become advocates for their children during transitions, both into EHS or HS from the home or other childcare setting and from HS to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a childcare setting?

No findings. Examples below:

Parent comment: Child entered the program in Jan (08). Teachers and FSWs monitored and supported the family and child through this transition. Staff assists families to understand and obtain all paperwork that is needed to ensure a smooth transition. Staff helps parents to become and understand they are their child's biggest advocate.

Family & Community Services

SECTION VI – Ongoing Monitoring

6-A Can the grantee demonstrate that it has established and implemented procedures for ongoing monitoring of family and community services at the grantee and delegate level to ensure effective implementation of Federal regulations?

No findings. Examples below:

- *Central intake process*
- *Site visits*
- *Monitoring notebook*
- *Center team notes*
- *Parent surveys*
- *The process is ongoing in individual areas/database*
- *Combined in the PIR*
- *Center team minutes with follow-up*

Fiscal Management

SECTION II – Use of Head Start Grant Funds

2-H Can the grantee and delegate demonstrate that their claimed non-Federal match through third-party contributions of volunteer services, goods, or supplies is allowable under the applicable cost principles and reasonable for accomplishing program objectives efficiently?

Notes:

<i>Rent</i>	<i>Keep hard copies of all</i>	<i>In-kind forms</i>
<i>Classroom volunteers</i>	<i>volunteer in-kind</i>	<i>Rate calculations</i>
<i>Community Volunteers</i>	<i>receipt—treasurer has</i>	
<i>Policy Council members</i>	<i>copies of staff volunteers</i>	
<i>Non-federally paid staff</i>		

2-I Do the grantee and delegate have a procedure for the valuation of their claimed non-Federal match through third-party contributions of volunteer services, goods, supplies, donated land, buildings, or space?

Notes:

Calculations for prevailing wages and fringe benefits

Program Design & Management
SECTION III – Shared Decision-Making

3-C Are parent committees established at every center or equivalent committees for other program options, and do they comprise parents of enrolled children exclusively?

No findings. Examples below:

- *Newsletters*
- *Policy council meetings*
- *During Family Connections meetings parents are encouraged to sign up for committees*
- *Parent Handbook*
- *Marketing*
- *Health Advisory Committee*
- *Family and Community Partnerships*
- *Personnel/Code of operations*

Program Design & Management
SECTION V – Ongoing Monitoring

5-A Can the grantee demonstrate that it has established and implemented procedures for ongoing monitoring of its EHS and HJS operations at the grantee and delegate level to ensure effective implementation of the federal regulations?

No findings. Examples listed below:

- *Database*
- *Individual area monitoring format/timeframe*
- *Health & Safety checklist*
- *Playground check 3x/year*
- *File review*
- *If areas of non-compliance are discovered, immediate correction is made at that time—the process is ongoing.*

Program Design & Management
SECTION VI – Eligibility, Enrollment, and Attendance

6-A Based on the results of the Age/Income Eligibility Review, does the HS program serve only children who are at least 3 years old by the date used to determine eligibility for public school in the community in which the program is located, except in cases where the program’s approval grant provides specific authority to serve younger children?

No findings. Examples below:

- *Birth Certificate*
- *FSWS is knowledgeable of the kindergarten cut-off in each of their individuals. Districts are aware of children eligible after the 70th day of program.*

Program Design & Management SECTION VI – Eligibility, Enrollment, and Attendance cont'd

6-B Does the program have a system or procedure that at least 90 percent of the children enrolled are income eligible?

No findings. Examples below:

- *Staff looks at W2, 1040 forms or pay stubs/employee statements*
- *Statement of validity is signed by the parent*
- *ERSE eligibility form-tracking by technology database*

6-C Based on the results of the Age/Income Eligibility Review, do program staff properly verify family income before determining a child is eligible to enroll, including ensuring a signed statement exists identifying documents examined as part of such verification?

A signed statement is completed by the family/parent.

Program Design & Management

SECTION VII - Planning

7-A Have the grantee and delegate developed a written plan or plans for implementing services in early childhood development and health, family and community partnerships, and program design and management?

No findings. See examples below:

- *Implementation plans*
- *ERSE forms*
- *Financial program involvement (Policy Council)*
- *Self-assessment*
- *Policy council members stated they are cont. asked their opinions; receive monthly flyers/newsletters*
- *Parent committee meetings*
- *Community assessment*

Program Design & Management

SECTION VIII - Communications

8-A Do the grantee and delegate ensure that effective two-way communication between staff and parents is carried out regularly throughout the HS program year?

No findings. Examples below:

- *Newsletters*
- *Parent bulletin board*
- *Flyers home to parents*
- *Home visits and conferences*
- *Children who are transported by parents/contact—communication is daily*
- *Parent handbook*
- *Information is sent home in the child's backpack and returned in the same manner.*

Program Design & Management SECTION VIII – Communications cont'd

8-C Have the grantee and delegate established and implemented systems to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community?

No findings. Examples below:

- *Brochures at churches, community agencies, grocery stores, schools*
- *Recruitment efforts at agencies such as WIC, Ohio Work Force. To also include apartment complexes and community events*
- *Public announcements*

8-E Do the grantee and delegate have mechanisms for regular communication among all program staff to facilitate high-quality outcomes for children and families?

No findings. Examples below:

- *Center Team Meetings*
- *All Staff Meetings*
- *List Serve*
- *Email*
- *Labor Management Committee*
- *Service Area Meetings*
- *Cell phones*
- *Staff training*

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EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES

Questions: 3-C, 3-D, 3-G, 3-H, 3-I, 3-J,

Education and Early Childhood Development Services

SECTION III – Providing Education and Early Childhood Development Services

3-C Does the child development and education approach for all children include children with disabilities, and is it consistent with their IEPs and IESPs?

NO FINDINGS (ex-Lesson plans are individualized)

3-D Do teaching staff support social emotional development through routines and transitions that are predictable and unrushed and that support each child's needs?

NO FINDINGS (ex-Observed great transitions from outdoor play to mealtime then to circle time)

3-G For programs serving preschool children, do teaching staff, in collaboration with parents, help children develop emotional security and social relationships?

NO FINDINGS (ex-Parent conferences and home visits)

3-H For programs serving preschool children, do teaching staff, in collaboration with parents, help a child's understanding of self as an individual and as a member of a group?

NO FINDINGS (ex-Individualized lesson plans are shared with parents)

3-I For programs serving preschool children, do teaching staff, in collaboration with parents, help develop feelings of competence and self-esteem and positive attitudes toward learning?

NO FINDINGS (ex-Parent conferences and home visits)

3-J Do staff support the development of each child's cognitive and language skills using various strategies, including experimentation, inquiry, observation, play an exploration?

NO FINDINGS (ex-Anecdotal notes)

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HEALTH SERVICES

Questions: 2-A, 2-F, 2-H, 3-A, 3-B, 3-C, 4-A, 4-B

SAFE ENVIRONMENTS

Questions: 2-A, 2-H

Health Services

Section II – Providing Health Services

2-A Can the grantee and delegate staff assigned to oversee health services describe and demonstrate through source documents the process the agency has implemented to determine whether each child has an ongoing source of continuous, accessible health care?

No concern in this area.

Notes:

- *Medical/Dental Home – if not, make referral*
- *Physical/dental in file @ time of enrollment. If not, FSW assists with appointments. Check health assessment for concerns and plan as needed.*
- *Health Advisory Committee and Welcome Day*
- *Medical/Dental Home and insurance*

2-F Can the grantee and delegate staff responsible for overseeing the health services describe and demonstrate through source documentation how they track the provision of health services to children, including developing and implementing a follow-up plan?

No concern in this area.

Notes:

- *Database tracking system—extensive information of children’s health*
- *Talking to parent, FSW, health team, teaching staff, health check. Health team member visits classroom 2-3 weeks.*
- *Allied Health, health plans*

2-H Can the grantee and delegate describe and demonstrate s system to implement ongoing procedures to identify new or recurring medical, dental, or developmental concerns to facilitate timely referrals?

- *Speak to parent, have FSW make a referral; ensure parent follows up with referral*
- *May call parent; running note;, possibly call health; incident reports*
- *Health history—ongoing issues—staff follows up—inform health staff*

Health Services

Section III – Involving Parents

3-A Do the grantee and delegate consult with parents immediately when children’s health problems are suspected or identified?

No concerns in this area.

Notes:

- *Inform parents (face-to-face) or by phone, letters, follow-up meetings.*
- *Fails dental exam—send letter for follow-up; FSW also follows up*

3-B Do the grantee and delegate familiarize parents with the use of and rationale behind health and developmental procedures administered through the program or by contract and obtain advance authorization for such procedures?

No concerns in this area.

Notes:

- *Parent Handbook—info provided*
- *Permits for lead screening; hemoglobin—permission for screenings*

3-C Do staff talk with parents about how to familiarize their children in a developmentally appropriate way before the children receive health procedures?

The parent indicated the health team implemented a Health Plan at the beginning of the school year for her child; to ensure her health needs were met. A plan is in place if she experiences a seizure.

Head Start was instrumental in obtaining a helmet for her daughter in the event she should experience a seizure while at school.

The parent also indicated the health team was willing to answer any questions she has regarding her child’s health.

Notes:

- *Orientation—discuss self-help skills, parent meetings*
- *Inform parents—use of restroom, hand washing, health check*
- *Non-English—translators*
- *Showing/modeling, pamphlets (hand washing)*
- *Send HIP with health home with parents*
- *Daughter’s helmet (seizures) – health plan. Parent indicated Health Team implemented a health plan at beginning of year to ensure daughter’s health needs would be met. Plan in place if she experiences a seizure. H.S. instrumental in obtaining a helmet for daughter to wear to ensure no head injuries would occur. Health willing to answer any questions parent has.*

Health Services

Section IV – Health Policies and Procedures

- 4-A Can grantee and delegate staff operating center-based programs demonstrate that policies and procedures include methods of notifying parents in the event of an emergency with their child?**

No concerns in this area.

Notes:

- *Yes, ETA, backpack (First Aid Kits) files*
- *ETA, files*
- *Medical plans, food allergies sheet*

- 4-B Can the grantee and delegate describe how they ensure that a child with a short-term injury (that cannot be readily accommodated) or short-term contagious illness is temporarily excluded from participating in program activities or group experiences while risk to the health or safety of that child or others is present?**

No concerns in this area.

Notes:

- *Injury—write health plan; state limitations*
- *Illness—exclude until receive doctor's note*
- *Injured neck*
- *Asthma—monitor child's activity*
- *Strep throat—inform parents excluded for short term*
- *Running notes; physician's notes*

Safe Environments

SECTION II – Hygiene

- 2-A Do staff, volunteers, and children wash their hands with soap and running water after diapering and toilet use, before food-related preparation activity, after hands have become contaminated with blood or other bodily fluids, after handling pets or other animals, before and after giving medications, before and after bandaging a wound, and after assisting a child with toilet use?**

No concerns in this area.

Notes:

- *Children washed hands after toilet use & applied hand sanitizer.*

- 2-H Do the grantee and delegate ensure that first aid kits are well supplied, age appropriate, and readily accessible to staff (but not children) at each facility and while offsite?**

No concern in this area.

Notes:

- *In compliance*

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EDUCATION AND EARLY CHILDHOOD DEVELOPMENT SERVICES

Questions: 3-A

HEALTH SERVICES

Questions:2-G,

DISABILITIES SERVICES

Questions: 3-A

SAFE ENVIRONMENTS

Questions: 4-A

NUTRITIONAL SERVICES

Questions: 1-B

Education And Early Childhood Development Services

SECTION III - Providing Education and Early Childhood Development Services

3-A Do teaching staff ensure that environments for all children are accepting and respectful of culture, home language, and family composition?

Yes.

For Spanish-speaking families:

- *Flyers, handbook, parent/teacher conferences in Spanish*
- *Staff welcomes other family members, with parental permission, to meetings such as IEP meetings. For a few children, the grandparents are the primary caregiver.*
- *There are books and manipulatives (toys) that display diversity and different languages, ex. Dolls and books displaying different disabilities and representing different races.*
- *Picture schedules are used for children who need visual prompts rather than just verbal.*
- *In the content standards it states that you have to teach environments and cultures. A number of the content standards are sent to the teachers monthly to work on/implement into classroom.*
- *Creative curriculum – how we teach the children (lesson plan)*
- *Anti-bias teacher resource manual comes from mental health*

Health Services

SECTION II – Providing Health Services

2-G How do the grantee and delegate ensure that each child with an observable, known, or suspected health or developmental problem receives further testing, examination, and treatment from a licensed or certified professional?

The health staff observes the children, speaks with the teachers and the FSW to obtain information on the children. The health staff conducts screenings such as vision, hearing & lead. A referral is written for the child to a professional specializing in the area of the deficit that the children may have. The FSW follow up with the family regarding the referral. Referrals are only made to certified professionals.

Disabilities Services

SECTION III – Outreach and Recruitment

3-A Do the grantee and delegate conduct outreach and recruitment activities to actively locate and recruit preschool-age children with disabilities?

- *Recruitment involves local school districts, doctors, FSW out recruiting families for enrollment, and word of mouth.*
- *Head Start flyer that states Head Start is an all inclusive program.*
- *Inter-agency agreement with the LEA, MRDD and Help Me Grow helps support the recruitment piece.*

Safe Environments

SECTION IV – Ongoing Monitoring

4-A Can the grantee demonstrate that it has established and implemented procedures for ongoing monitoring of facilities, materials, and equipment as well as child health and safety policies, plans, and procedures at the grantee and delegate level to ensure effective implementation of Federal regulations?

- *Health and safety checklist is completed two times a year.*
- *ODE licensing professionals come into the buildings/classrooms 2 times a year.*
- *Fire Dept. comes to the building to do an inspection one time a year to check for fire hazards.*

Nutritional Services

SECTION I – Staffing and Training

1-B Are nutritional services supported by staff or consultants who are registered dietitians or nutritionists?

- *Writes all menus*
- *Checks for food allergies and provides a separate menu for the child with the allergy, substituting food items.*
- *Provides monthly nutrition activities that the teacher implements.*