

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

<p><b>1304.51</b>  <b>Management Systems and Procedures</b></p> <p>(a) Program Planning</p> <p>(b) Communications –General</p> <p>(c) Communication with Families</p> <p>(d) Communication with Governing Bodies and Policy Groups</p> <p>(e) Communication Among Staff</p> <p>(f) Communication with Delegate Agencies</p> <p>(g) Record-keeping Systems</p> <p>(h) Reporting Systems</p> <p>(i) Program Self-Assessment and Monitoring</p>	<p style="text-align: center;"><b>INTRODUCTION TO 1304.51</b></p> <p>The objective of 45 CFR 1304.51 is to establish dynamic and cohesive management systems that support continuous improvement and foster commitment to providing the highest level of services to children and families in accordance with legislation, regulations, and policies.</p> <p>Management systems and procedures are part of each program’s ongoing and organized approach to managing Head Start services. They are all connected and inter-related with each impacted by the others and all influencing and influenced by program services. With all these systems, the emphasis is as much on the process involved in their implementation as it is on the product that may come from implementation.</p> <p>The standards in this section are written to allow grantees great flexibility in designing the approach that will work best in their program and community. Through designing and implementing effective systems for program planning, communication, record-keeping, reporting, and program self-assessment and monitoring, each Head Start program has greater ability to integrate the various functions of Head Start and provide high quality services to children and families.</p>
<p><b>Performance Standard</b></p> <p><b>1304.51 (a)(1)(i)-(iii)</b></p> <p><b>(a) Program Planning.</b></p> <p>(1) Grantee and delegate agencies must develop and implement a systematic, ongoing process of program planning that includes consultation with the program’s governing body, policy groups, and program staff, and with other community organizations that serve Early Head Start and Head Start or other lowIncome families with young children. Program planning must include:</p>	<p><i>Strategies:</i></p>
<p>(i) An assessment of community strengths, needs and resources through completion of the Community Assessment, in accordance with the requirements of 45 CFR 1305.3;</p>	<p>1. A Community Assessment is conducted annually, January through April, by the WCAP agency with a report completed by October. A comprehensive Community Assessment is done every three (3) years that looks at community strengths, needs and resources in accordance with the requirements of 45 CFR 1305.3. Updates from the annual community assessment are incorporated into the three year comprehensive Community Assessment as indicated. Additional updates may occur, as needs indicate, in between these timeframes. Both the Policy Council and WCAP BOD, use information from the Community Assessment to identify both strengths and needs within the community. Policy Council and WCAP BOD incorporate the findings into any and all ongoing program planning efforts. Findings impact both long-range and short-term program planning and financial objectives.</p>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<ol style="list-style-type: none"> <li>2. An annual self-assessment of the Head Start and Early Head Start program is conducted January through March. A Self-Assessment Report including long-range goals and short-term program and financial objectives for the next program year is created using this information. The completed report is presented to Policy Council and BOD for approval by the end of April.</li> <li>3. WCAP HS uses the Head Start Self-Assessment Tool Kit as its primary assessment tool. The most recent PRISM, PIR, WCAP Community Assessment, Parent Survey, and Child Outcomes data are also used in the assessment process. Participants are also aware of WCAP HS School Readiness goals so progress towards meeting them can also be included.</li> <li>4. The Head Start Director is responsible for leading the Self-Assessment and writing the final report.</li> <li>5. Program Coordinators serve as team leaders for their content area.</li> <li>6. Policy Council and BOD members along with other Head Start and Early Head Start parents and community representatives are included in each content area assessment and planning team.</li> <li>7. At a minimum, representatives from RSU #20 &amp; 3, SAD 22, Broadreach Family &amp; Community Services, and Child Development Services is also included in assessment and planning teams to ensure all program partners have input into the planning process.</li> <li>8. The Director and Program Coordinators hold one (1) training session in January for all content team members to provide orientation on Head Start and Early Head Start mission, goals and philosophy. Team members receive training on the importance of the self-assessment process, their role, use of the assessment tools and the process of consolidating and sharing the results of collected information.</li> <li>9. Each individual Team Leader holds one (1) session in January/February during which team members receive training on the content area they will be assessing and the section of the assessment tool and any additional tools that will be used.</li> <li>10. Head Start and Early Head Start parents participating in any aspect of the assessment process are eligible to receive reimbursement for child care costs and mileage. Team meetings and assessment work is scheduled for times that are convenient for all team members.</li> <li>11. Policy Council and the WCAP BOD are responsible for approving the Final Self-Assessment Report and long-term goals and short-term program and financial objectives no later than May.</li> </ol>
<p>(ii) The formulation of both multi-year (long-range) program goals and short-term program and financial objectives that address the findings of the Community Assessment, are consistent with the philosophy of Early Head Start and Head Start, and reflect the findings of the program's annual self-assessment; and</p>	<ol style="list-style-type: none"> <li>1. Community needs identified by the Community Assessment, Annual Self-Assessment, Annual Child Outcomes, School Readiness goals and statement, most recent PIR, and Parent Survey data are analyzed and used to build long-range goals and short-term program and financial objectives, for the coming program year.</li> <li>2. The Program Director is responsible for writing the goals and objectives using data from the community and self-assessments and with direct input from each content area assessment and planning team, Policy Council, and the WCAP Executive Director.</li> <li>3. Both the long-range program goals and short-term program and</li> </ol>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	financial objectives reflect the philosophy and School Readiness goals of Head Start and Early Head Start.
(iii) The development of written plan(s) for implementing services in each of the program areas covered by this part (e.g., Early Childhood Development and Health Services, Family and Community Partnerships, and Program Design and Management). (See the requirements of 45 CFR Parts 1305, 1306 and 1308.)	<ol style="list-style-type: none"> <li>1. Separate plans for each content area are written and/or revised annually as the result of the community and self-assessment process. Plans are written for the following: <ul style="list-style-type: none"> <li>• 1304.20 – Early Childhood Development &amp; Health Services</li> <li>• 1304.22 – Child Health &amp; Safety</li> <li>• 1304.23 – Child Nutrition</li> <li>• 1304.24 – Child Mental Health</li> <li>• 1304.40 - Family Partnerships</li> <li>• 1304.41 – Community Partnerships</li> <li>• 1304.50 – Program Governance</li> <li>• 1304.51 - Management Systems &amp; Procedures</li> <li>• 1304.53 - Facilities, Materials &amp; Equipment</li> <li>• 1305 - ERSEA</li> <li>• 1306 - Staffing Requirements &amp; Program Options</li> <li>• 1308.4 - Disabilities</li> <li>• 1310.20 – 1310.23 - Transportation</li> </ul> </li> <li>2. New or revised plans are written annually in December through October.</li> <li>3. Content Area Coordinators and the Director are responsible for reviewing and updating plans and policies in their content area.</li> <li>4. Input from staff is gathered through monthly site staff meetings. The Health Services Advisory Committee &amp; Early Head Start Health Advisory Committee provides input on plans dealing with Early Childhood Development and Health Services.</li> <li>5. Policy Council reviews all new plans and revisions prior to them being brought to full Policy Council for discussion and approval when possible.</li> </ol>
<b>Performance Standard</b>  <b>1304.51 (a)(2)</b>	
(2) All written plans for Implementing services, and the progress in meeting them, must be reviewed by the grantee or delegate agency staff and reviewed and approved by the Policy Council or Policy Committee at least annually, and must be revised and updated as needed.	<ol style="list-style-type: none"> <li>1. All written plans listed in (iii – 1) are reviewed annually by the Director, WCAP Executive Director, and Program Coordinators.</li> <li>2. New or revised plans are written annually in December through October as needed as a result of self-assessment and Community Assessment review.</li> <li>3. Input from staff is gathered during monthly site staff meetings.</li> <li>4. The Policy Council reviews all new plans prior to them being brought to full Policy Council for discussion and approval when possible.</li> <li>5. Policy Council and the WCAP BOD approve all program plans annually.</li> <li>6. A schedule is developed in November at the Policy Council retreat for the review of program plans and policies to Policy Council for their consideration and approval:</li> <li>7. Content Area Coordinators are invited throughout the program year to speak at Policy Council. When they do attend, Content Area Coordinators are asked to update members on their content area.</li> </ol>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>This may include discussing any progress towards meeting their specific program plan/goals, areas of concern, suggested policy changes needed, and gather ideas for new initiatives. The schedule for content plans is developed annually during the Policy Council's fall retreat and is shared with Content Area Coordinators. The schedule is also posted for the Coordinators to see in their meeting room. Content Area Coordinators include:</p> <ul style="list-style-type: none"> <li>• Early Childhood Development Services</li> <li>• Child Nutrition</li> <li>• Disabilities &amp; Child Mental Health</li> <li>• Family &amp; Community Partnerships, Program Governance, and ERSEA</li> <li>• Health &amp; Safety</li> <li>• Management Systems;</li> </ul> <p>(facilities, materials &amp; equipment are included in the Directors report and cost centers.</p>
<p><b>Performance Standard 1304.51(b)</b>  (b) Communications -general.</p>	
<p>Grantee and delegate agencies must establish and implement systems to ensure that timely and accurate information is provided to parents, policy groups, staff, and the general community.</p>	<p>WCHS maintains written policies and procedures pertaining to communication systems that support the exchange of information that allows individuals to become fully engaged in program activities and to make shared group decisions.</p>
<p><b>Performance Standard</b>  <b>1304.51 (c)(1) &amp; (2)</b>  (c) Communication with families.</p>	
<p>(1) Grantee and delegate agencies must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year.</p>	<p>Two-way, comprehensive communication between staff and parents takes place on a regular basis throughout the program year in the following ways:</p> <ol style="list-style-type: none"> <li>1. Teacher Home Visits: <ul style="list-style-type: none"> <li>• Each child's family receives two (2) home visits per year</li> <li>• Home visits are made by the child's primary teacher (includes all Head Start Centers, pre-k partnership programs and Early Head Start partnership programs when ever possible. However in our full day partnerships, meeting at the center/classroom might be the only place parents can meet. Parents requesting this at the full time sites, may be granted upon discretion of the supervisor. Parents enrolled in our Combo- Option receive one monthly home visit per month of 90 minutes for a minimum of 8 home visits over the program year</li> <li>• The families of children attending a collaboration site, in either Head Start or Early Head Start classrooms, receive visits from the Collaboration Family Advocate</li> <li>• The first home visit takes place within the first 30, takes</li> </ul> </li> </ol>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>approximately 1 ½ hours, and is primarily used to build relationships and introduce the family to the daily routines and expectations at WCHS.</p> <ul style="list-style-type: none"><li>• The second home visit takes place in the spring of each year, takes approximately 1 hour. Spring home visits continue communication with the family regarding progress of goals set for their child during the first home visit and during the parent/teacher conferences. Teachers also share information about their child’s progress in domain areas using data from the Teaching Strategies Gold assessment or the High Scope COR assessments. The EHS Home Visitors share ASQ and ASQ-SE and ELAP Assessment Outcomes during monthly home visits. All spring home visits will also include updating their child’s transition plan. Staff will discuss program options that are available and support families in obtaining their goals.</li><li>• All visits are scheduled to accommodate families</li></ul> <p>2. Family Advocate Home Visits:</p> <ul style="list-style-type: none"><li>• Each Head Start and Early Head Start (in the Early Head Start Classroom Option) child’s family receives a minimum of two (2) home visits per year.</li><li>• Visits are made by the Family Advocate assigned to the child’s classroom. The first home visit takes place within the first 45 days of a child’s enrollment and lasts up to 1 ½ hours.</li><li>• The primary purpose of the first Family Advocate home visits is to explain the role of the Advocate, services to Head Start and Early Head Start families, the function of Parent Group and Policy Council, the role of families in the Head Start and Early Head Start program, and the volunteer opportunities available to families. Another important function is the completion of the Family Partnership Agreement. Advocates assist families in setting goals for themselves and their children and provide resources and support towards achieving those goals.</li><li>• The second home visit takes place after Winter break (February) and/or prior to the last thirty (30) days of the program year. The second visit is made to assess what progress the family is making towards goals set in the Family Partnership Agreement, to provide additional resources if needed, and to set new goals if initial goals have been met.</li><li>• All visits are scheduled to accommodate families</li><li>• Additional visits are made as needed/requested by families</li><li>• Family Services for children enrolled in the Combo-Option are provided through their teachers and not by Family Service Staff.</li><li>• Parent Group for the Combo- Options are either lead by teaching staff or by a Family Service Staff, if located in Unity.</li></ul> <p>3. Parent/Teacher Conferences:</p> <ul style="list-style-type: none"><li>• Two Parent/Teacher Conferences are held per program year for every Head Start child and Early Head Start child in the classroom option.</li><li>• Each child’s primary teacher is responsible for arranging, conducting, and documenting the conferences</li><li>• The Early Head Start/Head Start Education Manager and the</li></ul>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>assigned content coordinator is responsible for monitoring to ensure all children in collaboration sites receive two (2) Parent/Teacher Conferences in accordance with WCHS policy.</p> <ul style="list-style-type: none"><li>• The first Parent/Teacher Conference for children attending Head Start centers, Pre-K programs and/or Early Head Start classroom option is held in November/December. Parents whose children attend through the Como-Option receive their Parent/Teacher conference as part of their November home visit. The EHS/HS Education Manager ensures all families have the opportunity to participate in a Parent /Teacher Conference two times a year. The first Parent/Teacher Conference gives parents a picture of the progress their child has made since starting the program. Preschool and Pre-K Teachers share information taken from the Teaching Strategies assessment or the High Scope COR assessment and the Devereux Early Childhood Assessment (DECA). Early Head Start classroom teachers share information from the ASQ, the ASQ-SE, the ELAP and the Denver II. The first Parent/Teacher conference also gives parents an opportunity to ask questions, share concerns, offer suggestions and learn how they (parents) can participate in their child's development. It is also an opportunity to engage parents and invite them to volunteer in their child's classroom or provide opportunities at home to support their child in preparing for school.</li><li>• The second Parent/Teacher Conference takes place in May</li><li>• The second Parent/Teacher Conference continues the dialogue about children's progress using the format used during the first conference. The second conference also provides an opportunity for staff to discuss transition activities. This may include kindergarten registration, developing a plan for transition meetings for children with IEPs. WCHS realizes that each child is experiencing a transition, regardless of their HS option and a structured transition plan is developed with families and staff each spring to support the children and families that we serve. In the case of Early Head Start, transition meetings begin at 28 months and discussions around transition into Head Start, as appropriate, may be discussed at this time.</li><li>• Families enrolled in the Early Head Start home-based option receive weekly visits from a Home Visitor for at least 1 ½ hrs. In addition, two monthly socialization events are offered for families to meet together with the Home Visitors for educational and communication purposes. The Early Head Start Home Visitor works in partnership with the family which includes working on family and child goals throughout the program year.</li></ul> <p>4. Representation on Early Childhood Teams (ECT):</p> <ul style="list-style-type: none"><li>• Waldo County Head Start partners with two area Child Development Service sites: Two Rivers and Midcoast regional sites. (CDS) is responsible for notifying the Head Start Disabilities Coordinator and the child's parents seven (7) days prior to a scheduled ECT (IEP/IFSP) meeting.</li><li>• When possible, the Head Start Disabilities Coordinator will</li></ul>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>attend with the child's parent scheduled ECT meetings. The child's teacher or Early Head Start Home Visitor may also attend.</p> <p>5. Identified Health Needs:</p> <ul style="list-style-type: none"><li>• WCHS's Health &amp; Safety Coordinator or the Early Head Start Nurse meets with families who are facing medical issues for one-on-one assistance, to arrange for medical and dental care, to assist with establishing a medical home and dental home if one is not in place.</li><li>• WCHS's EHS Nurse and the Health &amp; Safety Coordinator meet with families who are facing medical issues to develop health plans to support the family and child.</li><li>• Health &amp; Safety Coordinator routinely shares medical information of a more general nature through the weekly Family Packs and with special Health Alert Bulletins.</li><li>• The Health &amp; Safety Coordinator, Early Head Start Nurse and/or Nurse Consultant attend Center Parent Group meetings on request to present health and safety information and training sessions of interest to parents.</li></ul> <p>6. Identified Nutrition Needs: Nutrition, weight gain and the affects on both mother and baby are part of every visit for the expectant parent. A collaborative effort occurs between the EHS nurse, the obstetric provider and the client to work towards control of weight and/or blood pressure to encourage a healthy outcome to the pregnancy. Education and use of such community resources as food cupboards, University of Maine co-operative extension nutrition aides, WIC and SNAP are used to positively influence this process.</p> <ul style="list-style-type: none"><li>• Both the Head Start Food Program Coordinator and Nutrition Consultant meet with families who have dietary or nutrition concerns, sharing information and composing individual plans to meet identified needs.</li><li>• Assistance is given to families where a child has as specific need that may require modification of diet both at home and within the Head Start or Early Head Start classroom option day.</li><li>• The Food Program Coordinator and Nutrition Consultant attend Center Parent Group meetings on request to present nutrition based informational topics of interest to parent and to discuss the Head Start food program.</li><li>• Food Program Coordinator routinely shares information of a more general nature through the weekly Family Packs.</li></ul> <p>7. Family Packs:</p> <ul style="list-style-type: none"><li>• A weekly parent newsletter titled "Family Pack" is created by Head Start center staff and distributed to all Head Start and EHS center based families on Monday of each week</li><li>• Once a month Family Service Staff create a newsletter that is distributed to all collaboration families. The program director and coordinators review all Family Packs and offer feedback to center staff on each issue. Copies are filed in the administration office after review.</li><li>• Collaboration sites also have parent newsletters for their individual programs that are sent home weekly to Head Start and EHS families attending their programs</li></ul>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>8. Family Packs include individual classroom news written by that classroom’s teachers, Family Advocate reports, field trip information and permission slips, special information about health, safety, nutrition, consumer information, and announcements of Parent Training events, conferences and upcoming community events Additional methods of communication used by WCAPHS:</p> <ul style="list-style-type: none"> <li>• minutes from Policy Council, , and WCAP Board meetings are available online at the WCAP website and hard copies are made available upon request to all centers with original documents filed in the administrative office</li> <li>• area radio and television stations are used to broadcast special announcements regarding WCAPHS and EHS including storm day closings or special events</li> <li>• local newspapers are used to publish news and events and to help with recruiting efforts throughout the county</li> <li>• both the WCAP/Head Start and local area news paper web sites are used to publish news and events and to help with recruiting efforts to enable parents to communicate with Head Start staff both during and after work hours, all centers and administrative staff have voice mail and email. Messages are answered immediately or within 24 hours if that is not possible</li> <li>• EHS home visitors, HS Family Advocates and Combo-Option Teachers are supplied with a cell phone to be used as a means to communicate with families. This is in addition to an office phone and voice mail. Home Visitors always carry their cell phones on visits and are used to assure their where-a bouts and safety at all times.</li> <li>• each Policy Council Member, Coordinator and sites are supplied with a Policy Binder. The binders include a set of written program plans, program policies and a place for Policy Council minutes to be stored. These binders are supplied in November, the beginning of the Policy Council year, and updated following each PC meeting.</li> <li>• Site Managers ensure parent receive accurate information in a timely fashion utilizing a variety of approaches to further ensure parent understanding of all methods of communication. Site Manager act as a liaison between direct service workers, parents and Administration.</li> </ul>
<p>(2) Communication with parents must be carried out in the parents’ primary or preferred language or through an interpreter, to the extent feasible.</p>	<p>All communication with families is conducted in English, the primary language of Waldo County. If a family requires interpretation, area ESL interpreters are engaged. Sign language interpreters are also available as necessary to facilitate communication.</p>
<p><b>Performance Standard 1304.51(d)</b></p>	
<p>(d) Communication with governing bodies and policy groups.</p> <p>Grantee and delegate agencies must ensure that the following information is provided regularly to their grantee and delegate governing bodies and to</p>	<p>HS ensures information is provided regularly to Policy Council, WCAP Board of Directors and Parent Groups using the following strategies:</p> <p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>• All new Policy Council member receive a Policy Council binder that contains, at a minimum: PC By--Laws; PC officer position descriptions; copy of Internal Dispute Resolution</li> </ul>



**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

members of their policy groups:	<p>Policy; meeting outline; current PC calendar; shared governance information; report forms; copy of Performance Standards for program governance (1304.41) (c) (2). The Family and Service Coordinator is responsible for creating the binders.</p> <ul style="list-style-type: none"> <li>• Training is provided for all Policy Council members at the annual Fall Policy Council Orientation held in October/November. Policy Council members, the WCAP Board, and Family Advocates are invited to the retreat. The 8 hour orientation includes time for members to get to know one another. Training is provided on, at a minimum: shared governance (roles of PC, BOD, and Parent Groups); how to plan and facilitate a successful meeting; meeting protocol including Parliamentary Procedure; communication; PC member responsibilities including fiduciary role; and how to read and interpret the monthly budget reports. The Director and Family Services Coordinator, working with Policy Council, are responsible for implementing the Retreat.</li> <li>• A joint meeting of Policy Council and the WCAP Board is held every December/January; the focus of this meeting is a review of the definition of “shared governance” and the roles and responsibilities of both groups. The Executive Director and Head Start Director are responsible for organizing and presenting information at this meeting.</li> <li>• The Family Services Coordinator and the appropriate Family Advocate for each classroom attend all initial Parent Group meetings held in September. ; These staff provides information and training on how to conduct Parent Group meetings. ; Information about the decision-making process and program policies and procedures are also discussed.</li> <li>• Training is provided by the Family Services Coordinator and Family Advocate for elected officers of Parent Group including information on fund raising and the specific responsibilities of the treasurer; training is provided within 30 days of the first Parent Group meeting.</li> <li>• Each Parent Group receives a Parent Group binder that contains, at a minimum: Parent Group roles and expectations; information on how to hold Parent Group meetings; curriculum planning policy and form; Parent Group fund raising guidelines; Parent Group officer position descriptions; parent involvement information; parent conference attendance guidelines. The Family Services Coordinator is responsible for creating the binders.</li> <li>• Members of the WCAP Board of Directors receive an initial individual orientation and an orientation in the first year of tenure. BOD members also receive a BOD Manual that includes Board by-laws, calendar, duties and past minutes.</li> </ul> <p><b>Shared Communication:</b></p> <ul style="list-style-type: none"> <li>• the Policy Council Chair sits on the WCAP Board of Directors as a voting member; the Policy Council Vice-Chair serves as his/her alternate</li> <li>• WCAP Board of Directors has one (1) member who holds a</li> </ul>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>seat on Policy Council</p> <ul style="list-style-type: none"> <li>• Meeting minutes from both Policy Council and the WCAP Board are shared with one another and with Parent Groups on a monthly basis</li> <li>• Every Policy Council meeting includes reports from representatives from each Head Start center including pPre-k classrooms and Early Head Start and other collaboration sites. Two EHS home based parents are also included, one representative from each socialization site (Belfast area and Unity area)</li> <li>• Every Parent Group meeting includes a report from Policy Council representatives on recent PC agenda items, actions and concerns. EHS parents are invited to attend their local parent group and participate in the sharing/gathering of information.</li> </ul>
<p>(1) Procedures and timetables for program planning;</p>	<p>Procedures and timetables for program planning:</p> <ul style="list-style-type: none"> <li>• WCAP Board and Policy Council meeting packets are sent out two (2) weeks prior to meeting dates to allow members time to review material;</li> <li>• Policy Council and Parent Group each have calendars that outline activities and responsibilities for the year</li> <li>• WCAP Board of Directors initiates an annual program-wide calendar of activities and responsibilities that includes Board and Policy Council activities; all activities needing joint governance approval are dovetailed to allow for an open exchange of ideas between governing bodies.</li> </ul>
<p>(2) Policies, guidelines, and other communications from HHS;</p>	<p>Policies, guidelines, and other communications from HHS:</p> <ul style="list-style-type: none"> <li>• The Performance Standards binder is located at each center and in the administrative office and is updated as needed. Each Policy Council Member has their own individual binder with all Standards. PC and BOD members in addition, also have access to the WCAP web site where they can also view these documents. A Head Start Policy Binder is located at each center and in the administrative office and is updated annually and as needed. Each Policy Council Member has their own individual binder with all Policies. PC and BOD members in addition, also have access to the WCAP web site where they can also view these documents.</li> <li>• The WCAP Personnel Manual is located at each center and in the administrative office and is updated as needed. PC and BOD members in addition, also have access to the WCAP web site where they can also view these documents.</li> <li>• A current State of Maine Child Care Licensing Handbook is located at each center and in the administrative office. This also is available on line or upon request.</li> <li>• The PC and BOD share at least one voting member. For the BOD, it is the PC Chair with the Vice Chair as an alternate. The PC shares a BOD member as a community member.</li> <li>• All PC minutes are reviewed and accepted at each meeting.</li> </ul>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	Any actions needed are discussed and voted on.
(3) Program and financial reports; and	<p>Program and Financial Reports</p> <ul style="list-style-type: none"> <li>• Monthly cost center reports are distributed to Policy Council members and administrative staff at each meeting.</li> <li>• The WCAP Bookkeeper is responsible for providing the cost center reports by the 10<sup>th</sup> of each month. The Director is responsible for distributing them.</li> <li>• The WCAP Board receives a monthly financial report that includes all program balance sheets, revenue and expense figures.</li> <li>• The Head Start Director’s monthly report to the WCAP Board of Directors is sent to BOD and Policy Council members before each meeting.</li> <li>• Minutes from each Parent Group meeting are sent to the Family Service Coordinator for review monthly.</li> <li>• A Parent Group Training Calendar is generated in the Fall. This calendar is then posted and reviewed at each Parent Group so that families are aware of all of the topics , times and locations they are being held.</li> <li>• The WCAP Executive Director’s report and reports of all other WCAP program managers are shared with BOD members including the Policy Council Chair and Head Start Director.</li> </ul>
(4) Program plans, policies, procedures, and Early Head Start and Head Start grant applications.	<p>Program Plans, Policies, Procedures and Head Start Grant Applications:</p> <ul style="list-style-type: none"> <li>• All Head Start and Early Head Start plans, policies and procedures are reviewed annually by both Policy Council and the WCAP Board. A set schedule for review of these documents is included on both the BOD and Policy Council annual calendars.</li> <li>• The Head Start Director, with assistance from the Executive Director and Head Start content coordinators, is responsible for ensuring all plans, policies and procedures are reviewed and approved by both governing bodies.</li> <li>• Policy Council representatives are responsible for sharing information about grants with their respective Parent Groups and for bringing feedback regarding grants from their Parent Group back to the Policy Council.</li> <li>• The annual Head Start grant and all other grant applications are brought to Policy Council for discussion and approval prior to submission; the Policy Council Budget Committee is responsible for helping write the grant budgets.</li> <li>• The WCAP Board of Directors must approve all grant applications once they have been approved by Policy Council.</li> <li>• A copy of the annual Head Start grant is located in the Director’s and Executive Director’s office.</li> </ul>
<b>Performance Standard 1304.51(e)</b>	
(e) Communication among staff.	Communication among staff:

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

<p>Grantee and delegate agencies must have mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families.</p>	<p>Regular communication among all Staff is encouraged through the following mechanisms:</p> <ol style="list-style-type: none"> <li>1. All staff, regardless of position, receives a minimum of one(1) meetings with their supervisor per month. Depending upon the position, one supervisory meeting is held one-on-one and an additional one may be conducted by the Site Managers. .</li> <li>2. Each Center also receives a monthly Site Visit conducted by the Site Supervisor. Information gathered through the Site Visit Report is included as part of the staff supervision process.</li> <li>3. All administrative staff has a minimum of one (1) one-on-one supervisory meeting per month. These meetings provide an opportunity for staff to share their ideas, concerns and feedback to their supervisor and/or colleagues. Administrative staff may also receive a second supervision through a monthly coordinators meeting. During these meetings, site specific information is shared and discussed as well as focused conversations specific their content areas.</li> <li>4. Reflective and managerial topics are discussed with the employee taking the lead regardless of their position. . .</li> <li>5. The following center staff attends one (1) content area meeting per month: Site Supervisors &amp; Lead Teachers, Assistant Teachers Cooks, Classroom Aides, Family Advocates and EHS Home Visitors..</li> <li>6. The Content Area Coordinator facilitates these meetings. Content Area meetings allow staff to discuss content specific information, receive mini-training, and share ideas and concerns.</li> <li>7. Monthly Staff Meetings are held <del>on</del> at all centers. All Center Staff attend. One member of the Administrative Team also attends each Team Meeting. Minutes are taken and a copy is circulated among all Administrative staff before being filed in the administrative office. Each Staff Meeting uses the same agenda Site Managers facilitate and Center team members take recording these meetings so all staff get an opportunity to provide leadership and take responsibility for note taking.</li> <li>8. Early Head Start staff meet twice monthly, at a minimum, to review program activities, Items on their standing agenda include: PROMIS, In-Kind, Enrollment, Recruitment, Health &amp; Safety, Disabilities, Documentation/Files, Training, Transitions ,Socializations, Paperwork Updates, Resources, Center Based, Education and Other, which includes any items that are brought from staff</li> <li>9. The Early Head Start program also hosts an Early Head Start Advisory Committee. This group meets monthly and is comprised of staff, collaborative partners and community members. Their standing agenda includes: Updates, Enrollment, In-Kind, Transitions, Health &amp; Safety, Trainings, Socializations, Paperwork, Center Based and Other. Minutes are shared with all members and are available at the central office The Administrative Team, including both Head Start and Early Head Start Administrators, holds meetings twice per month. These meetings serve to support ongoing planning and communication across all content areas for</li> </ol>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>better programming. Minutes of these meetings are filed in the Administrative office and are distributed to all centers for circulation.</p> <p>10. Circulation sign-off slips are used for all memos sent from the Administrative office. This assures that all center and Administrative staff have an opportunity to see and read all information that is sent out. The Administrative Assistant and Center Site Managers are responsible for circulating and returning all documentation slips to the Administrative office. Managers overseeing children in collaborative agencies meet monthly to discuss programming and to ensure all partners have the most up to date information.</p> <p>11. All staff when sending documentation/paper work to another Head Start or WCAP staff person uses a WCAP Routing Form. Use of the Routing Form enables staff to track the document, ensures staff understand why the document is being sent to them and what is expected as a result, and alerts the sender that the document has been received.</p> <p>12. All staff has access to email and the Internet. Email is used extensively to facilitate timely communication between Administrative and center staff using individual messages, file attachments and group memos. All staff must check email at least once per day. Service Coordinators, Teachers, and Family Advocates must check twice per day, once in the morning and again before leaving for the day. All messages must be answered or at least acknowledged within one working day of receipt.</p> <p>13. The use of PROMIS, a web based software system, allows staff in all locations immediate access to program data as appropriate.</p> <p>14. PROMIS generated monitoring reports are generated monthly and are included in all supervisions and monthly collaborative meetings. A one page program overview is shared with PC and the BOD. The monitoring report provides an overview of each content area along with attendance and in-kind.</p>
<b>Performance Standard 1304.51(f)</b>	
<p>(f) Communication with delegate agencies.</p> <p>Grantees must have a procedure for ensuring that delegate agency governing bodies, Policy Committees, and all staff receive Oil regulations, policies, and other pertinent communications in a timely manner.</p>	<p>Waldo Community Action Partners Head Start &amp; Early Head Start do not have delegate agencies.</p>
<b>Performance Standard 1304.51(g)</b>	
<p>(g) Record-keeping systems.</p> <p>Grantee and delegate agencies must establish and maintain efficient and</p>	<p>Record-Keeping Systems:</p> <p>WCAPHS maintains an effective record-keeping system that provides accurate and real-time information regarding children, families, and staff</p>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

<p>effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.</p>	<p>using the following strategies:</p> <ol style="list-style-type: none"><li>1. WCAPHS uses the web based software, PROMIS, to collect and aggregate data regarding children, families, staff, and volunteers and to run reports. The WCAP Bookkeeper, working with the Family Services Coordinator, is responsible for maintaining and monitoring the PROMIS system.</li><li>2. The following staff use PROMIS to either enter data and/or monitor for program compliance<ul style="list-style-type: none"><li>• Head Start Director</li><li>• Education Manager</li><li>• Early Head Start Manager</li><li>• WCAP Executive Director, Bookkeeper</li><li>• All Head Start Service Coordinators</li><li>• Early Head Start Nurse</li><li>• Center Site Managers</li><li>• All Teachers</li><li>• All Family Advocates</li><li>• Early Head Start Home Visitors</li></ul></li><li>3. Data is entered as it is generated including child, family and staff demographics, weekly attendance, status changes, and volunteer hours. Since PROMIS is web based, data can be entered at the center level and is accessible immediately to all staff as appropriate.</li><li>4. PROMIS is password protected and allows different levels of access to the software depending upon staff need and position. The WCAP Bookkeeper and Director are responsible for determining staff access.</li><li>5. An internet-based application, PROMIS data is stored on the Cleverex server located in Rockville, MD, and is protected by an Enterprise DBMS system.</li><li>6. WCAPHS uses standardized forms across all program options and locations. Each Content Manager / Coordinator is responsible for the maintenance and coordination of all forms used by the content areas. Two notebooks are maintained and kept in the Administrative office which contains 1) all forms used by content areas and 2) all forms necessary for establishment and maintenance of child files.</li><li>7. Each child file contains the following information: Child Index Form; Record Log (contains documentation of all contacts by staff and consultants), sections for enrollment, health, child development, family partnership, special services, notes, permissions &amp; Consents; repeat paperwork.</li><li>8. WCAPHS maintains child files and any other confidential documentation at the child's center in locked file cabinets. The Child File Access Procedure is followed for any access to child files. Children enrolled in a Collaborative Option have duplicate files that are kept with their assigned Family Advocate. However, WCAPHS and EHS have access to the child's primary file located at each site.</li><li>9. WCAP and WCAPHS maintain a Confidentiality Policy that is approved annually by both the Policy Council and WCAP Board. This policy clearly defines the term "confidentiality" and defines which individuals may share information as well as the standard for release of information.</li></ol>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<ol style="list-style-type: none"> <li>10. Consent to Release Information forms are used whenever information is shared to and from agencies or individuals; an Interagency Consent to Release form is used when releasing information between collaborative partners</li> <li>11. All Head Start staff receives training annually at pre-service held in September on WCAP and WCAPHS laws governing confidentiality policies. The Assistant Director is responsible for providing the training and back-up documentation.</li> <li>12. All staff has access to email and the Internet. Email is used extensively to facilitate timely communication between Administrative and center staff using individual messages, file attachments and group memos.</li> <li>13. The use of PROMIS, a web based software system, allows staff in all locations immediate access to program data as appropriate.</li> <li>14. The Devereux Early Childhood Assessment (DECA) is used in Head Start preschool and Pre-K partnerships two (2) times per year to assess children’s behavioral development. Reports are generated and shared with parents and used by teachers to individualize for children in the classroom. The software used is web based and is monitored by the Education &amp; Disabilities Supervisor.</li> <li>15. The Teaching Strategies Gold Assessment tool or the High Scope COR assessment is used in Head Start and Pre-K partnerships ongoing and three (3) times throughout the year to assess individual child progress in all developmental domains. The child’s primary teacher enters data and reports are shared with parents and used by teachers to individualize for children in the classroom.</li> <li>16. The Early Head Start classroom and home visiting options uses the Ages &amp; Stages (ASQIII) and ELAP for developmental assessments and the ASQ S/E for social-emotional (behavioral) assessments. Reports are generated by the Home Visitors for sharing with parents and for program planning. The ASQ and ASQ-SE assessments from the EHS center based children, are copied and submitted to WCHS with in the first 45 days and following the periodicity of the tool. Reports on the EHS center based enrolled children are generated by WCHS and shared with our collaborative partner during monthly meetings.</li> <li>17. Child records are always transferred to an LEA or another program, with parental consent, for children with an IEP/IFSP. In all other cases, transfer of records to another program or LEA, may take place when a parent has made the request and has authorized permission.</li> </ol>
<p><b>Performance Standard</b></p> <p><b>1304.51(h)(1)</b></p>	
<p>(h) Reporting systems. Grantee and delegate agencies must establish and maintain efficient and effective reporting systems that:</p> <p>(1) Generate periodic reports of financial status and program operations  In order to control program quality,</p>	<p>Reporting Systems:</p> <p>WCHS generates the following periodic reports of financial status and program operation:</p> <ul style="list-style-type: none"> <li>• Monthly Cost Center report: generated by WCAP Bookkeeper and distributed to Executive Director, Director, Content Area Coordinators, Policy Council, WCAP Board of Directors</li> <li>• Monthly budget projections: generated by WCAP Bookkeeper</li> </ul>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

<p>maintain program accountability, and advise governing bodies, policy groups, and staff of program progress: and</p>	<p>and distributed to Executive Director, Director, Content Area Coordinators, Policy Council, WCAP Board of Directors</p> <ul style="list-style-type: none"> <li>• Monthly Head Start Program Report to the WCAP Board of Directors: generated by the first of each month by WCHS Director and distributed to the Executive Director, WCAP Board, and Policy Council, all WCHS staff; contains information on program progress made the proceeding month including any performance standard deadlines/requirements, financial status, items of concern or needing BOD approval, and grant information; Monthly Content Area Reports: generated by the first of each month by each Content Area Coordinator and distributed to the Executive Director and Director; contains information/data on content area deadlines/requirements, health and safety issues, program goals and objectives</li> <li>• The Head Start Director aggregates tracking data taken from content area reports into a Monthly Monitoring Report. Report completed by the 10<sup>th</sup> of each month and distributed to: WCAP Executive Director, Policy Council, WCAP BOD, Service Coordinators, Center Site Managers, all Teachers and Family Advocates to be used to monitor for compliance with Performance Standards.</li> <li>• WCAP Annual Report generated in January and containing an update on Head Start program demographics and new or interesting program initiatives</li> <li>• Individual content area reports generated by content coordinators include:             <ol style="list-style-type: none"> <li>a. In-kind report: data entry by Family Advocates and Early Head Start Home Visitors and report generated by Administrative Assistant; sent to Director, WCAP Bookkeeper, Executive Director, Policy Council, WCAP Board</li> <li>b. Enrollment/Attendance Report: data entry by Family Advocates and Early Head Start Home Visitors and report generated by Family &amp; Community Partnerships Coordinator; sent to Director, Executive Director, Policy Council, WCAP Board, State of Maine Office of Child Care &amp; Head Start</li> <li>c. Monthly Inventory Report: completed by Administrative Assistant and submitted to Director and to WCAP Program Bookkeeper</li> <li>d. Weekly Menu Report: completed by center Cooks and sent to Food Program Coordinator</li> <li>e. Monthly Production Report: completed by center Cooks and sent to Food Program Coordinator</li> <li>f. Monthly CACFP Meal Count Report: completed by center Cooks and sent to Food Program Coordinator</li> <li>g. Monthly Nutrition Activity Report: completed by center Cooks and sent to Food Program Coordinator</li> <li>h. Head Start preschool and Pre-K classrooms use the Devereux Early Childhood Assessment (DECA) two (2) times per year to assess children’s behavioral development. Reports are generated and shared with parents at</li> </ol> </li> </ul>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>parent/teacher conferences and used by teachers to individualize for children in the classroom.</p> <ul style="list-style-type: none"><li>i. Head Start preschool and Pre-K classrooms use the Teaching Strategies Gold assessment or the High Scope COR assessment three (3) times throughout the year to assess individual child progress in all developmental domains. The child’s primary teacher enters data. Outcome reports are run by Education &amp; Disabilities Supervisor and are shared with parents at parent/teacher conferences and Teacher home visits and used by teachers to individualize for children in the classroom.</li><li>j. The Early Head Start, classroom and home visiting options, uses the Ages &amp; Stages (ASQIII) and the ELAP for developmental assessments and the ASQ S/E for social-emotional (behavioral) assessments. Reports are generated by the Early Head Start Home Visitors for sharing with parents and for program planning.</li><li>k. Monthly Child Development data: completed by teachers and home visitors is entered into PROMIS and Teaching Strategies (contains data on home visits, parent conferences, transition activities, developmental screenings, etc.). This data is reviewed by managers and supervisors. Monthly reports are generated, reviewed and shared with staff in supervision. The EHS child development data is reviewed by the EHS Manager and the EHS Education Manager. The EHS Manager creates a report and submits it monthly to the HS Program Director</li><li>l. Monthly Lesson Plans: completed by teachers and reviewed on the Teaching Strategies web site. Plans from our collaborative partners using the COR online,, are sent to the Education Manager and to Education &amp; Disabilities Supervisor. Early Head Start Collaborative Teachers submit weekly lesson plans to the EHS Education Manager for review and feedback.</li><li>m. Weekly Home Visit Plans: Completed by EHS Home visitors and submitted to the EHS Manager for review and feedback.</li><li>n. Monthly Family Advocate Report and Monthly Combo-Teacher Home Visit Plans are included in the PROMIS tracking report. It is completed by the Family Service Staff and is submitted to Family Services Coordinator. This report contains data on applications taken, referrals made, home visits, family partnership agreements completed, follow up’s made and enrollment and wait list information.</li><li>o. Monthly Referral &amp; Follow-up log: completed by Advocates and submitted to Family Services Coordinator</li><li>p. Disabilities Monthly Tracking Reports included in the PROMIS tracking report. : completed by the Education &amp; Disabilities Coordinator for each individual Head Start site (including collaborations) – includes data on evaluations completed, IEPs, diagnosis, services required and frequency, etc. The EHS children are also tracked and submitted in a report generated by the Education &amp;</li></ul>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>Disabilities Coordinator.</p> <p>q. Monthly Head Checks: completed by teachers in each classroom and submitted to Health Coordinator. EHS Home Visitors provide information on a regular basis and complete head checks when requested by families. .</p> <p>r. Individual Health Plans: completed as needed by EHS Nurse and Health Coordinator with input from parents; submitted to Health Coordinator</p> <p>s. Allergy Action Plan: completed by Nurse Consultant and parents and submitted to Health Coordinator</p> <p>t. Incident Report: completed by teachers and submitted to Health Coordinator. EHS Home Visitors submit all incident Reports that occur in the home during a visit or at socialization to the EHS Nurse.</p>
<p><b>Performance Standard</b></p> <p><b>1304.51 (h)(2)</b></p>	
<p>(2) Generate official reports for Federal, State, and local authorities, as required by applicable law.</p>	<p>The following official reports are generated for Federal, State, and local authorities as required by applicable law:</p> <ul style="list-style-type: none"> <li>• PIR: generated annually no later than July 30 by Family Services Coordinator using PROMIS</li> <li>• Year End Report to ACF: generated annually in March/April by WCHS Director</li> <li>• 272 quarterly report sent to ACF: generated by the WCAP Bookkeeper</li> <li>• 269 Report to ACF: generated in February, August, and November by WCAP Bookkeeper</li> <li>• Enrollment/Attendance Report: generated by the fifth of each month by the Family Services Coordinator and sent to the State of Maine Office of Child Care and Head Start</li> <li>• A10 Report: generated quarterly by the WCHS Director and sent by the fifteenth of January, April, July, October of each year to the State of Maine Office of Child Care and Head Start</li> <li>• ROMA Quarterly Report: generated quarterly by the Family Services Coordinator and sent by the fifteenth of January, April, July, October of each year to the WCAP agency for submission to the Maine DHHS.</li> </ul>
<p><b>Performance Standard</b></p> <p><b>1304.51 (i)(1)</b></p>	
<p>(I) Program self-assessment and monitoring.</p> <p>(1) 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</p>	<p>Program Self-Assessment and monitoring:</p> <p>WCHS uses the following strategies to conduct an annual self-assessment of the program:</p> <ul style="list-style-type: none"> <li>• An annual self-assessment of the Head Start and Early Head Start program is conducted January through March. A Self-Assessment Report including long-range goals and short-term</li> </ul>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

<p>progress In meeting program goals and objectives and in Implementing Federal regulations.</p>	<p>program and financial objectives for the next program year is created based upon this information. The completed report is presented to Policy Council for approval by the end of March.</p> <ul style="list-style-type: none"> <li>• WCHS uses the Head Start Self-Assessment Tool Kit as its primary assessment tool. The most recent PRISM, PIR, WCAP Community Assessment, Parent Survey, and Child Outcomes data are also used in the assessment process.</li> <li>• The Head Start Director is responsible for leading the Self-Assessment and writing the final report.</li> <li>• Program Coordinators serve as team leaders for their content area.</li> <li>• Policy Council and BOD members along with other Head Start parents and community representatives are included in each content area assessment and planning team.</li> <li>• Head Start and Early Head Start parents participating in any aspect of the assessment process are eligible to receive reimbursement for child care costs and mileage. Team meetings and assessment work is scheduled for times that are convenient for all team members.</li> <li>• At a minimum, representatives from RSU #20, RSU# 3 &amp; SAD 22, Broadreach Family &amp; Community Services, and Child Development Services are also included in assessment and planning teams to ensure all program partners have input into the planning process.</li> <li>• The Director and Program Coordinators hold one (1) training session in January for all content team members to provide orientation on Head Start and Early Head Start mission, goals and philosophy. Team members receive training on the importance of the self-assessment process, their role, use of the assessment tools and the process of consolidating and sharing the results of collected information.</li> <li>• Each individual Team Leader holds one (1) session in January/February during which team members receive training on the content area they will be assessing and the section of the assessment tool and any additional tools that will be used.</li> <li>• Data from the assessment is aggregated and analyzed by each Content Area Team. Reports generated include recommendations for future goals and objectives and are due to the Director by the end of February. Teams also develop corrective action plans to resolve any findings.</li> <li>• Once Content Area Team reports are completed by early February, a meeting that includes all content teams is held to assess data and make recommendations for goals using the self-assessment data analysis grid.</li> <li>• The Director, using Content Area Team data analysis, reports and recommendations, is responsible for writing and presenting the first draft of the self-assessment report including goals and objectives to the Executive Director and Policy Council Policy Committee for their review by mid-March.</li> <li>• Policy Council is responsible for approving the Final Self-Assessment Report and long-term goals and short-term program and financial objectives by the end of March. The WCAP BOD is responsible for approving them no later than</li> </ul>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	the end of May.
<b>1304.51 (i)(2)</b>	
<p>(2) Grantees must establish and Implement procedures for the ongoing monitoring of their own Early Head Start and Head Start operations, as well as those of each of their delegate agencies, to ensure that these operations effectively implement Federal regulations.</p>	<p>WCHS maintains a system of internal monitoring on two levels:</p> <p><b>Level 1:</b></p> <ol style="list-style-type: none"> <li>1. Each Content Area Coordinator maintains a system of ongoing monitoring for that content area that includes: monthly tracking reports taken from PROMIS; regular classroom observations; facility, collaboration site and home visits; health and safety checklists; The following list by content area identifies primary monitoring tools used in each area: <ul style="list-style-type: none"> <li>• <b>Child Development:</b> Individual child observations completed monthly by all Teachers; <i>Classroom observations</i> completed three times a year in each Head Start classroom by Education &amp; Disabilities Coordinator; Teaching Strategies Gold <i>or the High Scope COR assessment</i> - used three (3) times throughout the year to assess individual child progress in all developmental domains. The child's primary teacher enters data and runs reports. The Early Head Start uses the Ages &amp; Stages (ASQIII) and ELAP for developmental assessments and the ASQ S/E for social-emotional (behavioral) assessments. Reports are generated by the Early Head Start Home Visitors or center-based Teachers for sharing with parents and for program planning.</li> </ul> <p>In addition, each classroom is evaluated using the ECERS one time per year with a follow up supervisory meeting; the CLASS tool 2 times per year; along with ongoing : Site Visit reports, File Reviews, Monthly PROMIS Monitoring reports &amp; case conferencing. Children are also screened within 45 days of enrollment in vision, hearing, height, weight, speech &amp; language, as well as a developmental screen. Children are also screened using the IGDI/PALS and the DECA tools. In addition a mental health consultant conducts a minimum of two observations (fall/spring) as part of our screening process. General classroom observations and Mental Health Consultant recommendations are discussed during follow up and documented.</p> <ul style="list-style-type: none"> <li>• <b>Supervisory Meetings</b> – twice monthly meetings between Site Supervisors and Site Managers to discuss progress, concerns , professional development, etc.; <i>Monthly Content Area Meeting</i> – held between all teaching staff the Education Manager and Education &amp; Disabilities Supervisors. Classrooms in our EHS and Collaborative sites, will be observed by their own program. The reports generated from the observations is shared with WCAPHS as they occur and discussed in monthly collaborative meetings. Direct service supervisory meetings also include Professional Development Plans, Staff follow up, as well as follow up from all of the content areas.</li> <li>• <b>Health &amp; Safety:</b> <i>Classroom, and Playground Safety Check Lists</i> - completed monthly by center classroom teachers, and the Health Coordinator, respectively; submitted to the Health</li> </ul> </li> </ol>

**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>Coordinator</p> <ul style="list-style-type: none"> <li>• Kitchen inspections are held quarterly by the Food Program Coordinator or Nutrition Consultant. Results are shared with cooks and used as part of their supervision. <b>Facilities:</b> <i>Quarterly Center Check List</i> – completed by Health &amp; Safety Coordinator in September and February to ensure building meeting federal and state safety and licensing regulations</li> <li>• <b>Disabilities:</b> <i>Classroom Observations</i> - completed on classrooms, including pre-k classrooms, as requested by Teachers and completed by Education &amp; Disabilities Coordinator and/or Mental Health Consultant; <i>Child Observations</i> – completed by Mental Health Consultant as requested by staff, parents and CDS throughout the program year; <i>Disabilities Monthly Tracking Report</i> - completed by the Education &amp; Disabilities Coordinator for each Head Start site including pre-k classrooms, Early Head Start home-based option and collaboration sites</li> <li>• <b>Family Services:</b> <i>Monthly Family Advocate Report</i> – completed by Family Advocates and sent to Family Services Coordinator; contains data on enrollment, applications taken, referrals made, home visits, family partnership agreements completed; <i>Monthly Site Visit</i> – conducted by Family Services Coordinator – includes meeting with Family Advocate, child file review, and review of Parent Group Treasurer’s notebook</li> <li>• <b>Community Collaborations:</b> Qualified WCAPHS staff will conduct a CLASS observation twice per year in each collaborative site. Data will be shared during the monthly collaborative meetings. The following are collected monthly by the FA: child observations, playground safety check (using check list), First Aid kit check, Monthly lesson Plan Check; <i>Health &amp; Safety Check</i> – completed three (3) times per school year in October, February, and May by the Family Advocate – PRISM Health &amp; Safety Check list used as tool; Teaching Strategies or the COR <i>are</i> - used three (3) times throughout the year to assess individual child progress in all developmental domains – entered by the Family Advocate with data report to Child Development Supervisor</li> <li>• The Early Head Start center-based collaborative site is monitored by the EHS Education Manager. Classroom observations are conducted by the Collaboration Manager and shared with WCHS and discussed during monthly collaborative meetings.</li> </ul> <p>2. <b>Nutrition:</b> <i>Quarterly Kitchen Sanitation</i> is completed in September, December and March by Food Program Coordinator; <i>Daily Kitchen Cleaning Schedule</i> – completed by center Cooks and sent to Food Supervisor; two times per year (2X) <i>Meal Time Observations</i> (completed in all Head Start centers and collaboration options) – oversight for completion responsibility of Food Program Coordinator – <b>Data taken from the monitoring tools mentioned above is aggregated by PROMIS, then compiled into a monthly Program Status Report / monthly PIR data report. The Head Start Content Area</b></p>
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**1304.51**  
**MANAGEMENT SYSTEMS AND PROCEDURES PLAN**  
**Program Year 2012-2013**

	<p>Coordinators, Managers and Early Head Start Manager supplement the Program Status Report by submitting data on a regular schedule to the HS Director. This data is included in the HS Directors monthly narrative report and shared with the WCAP Board of Directors and Policy Council. Copies of the Director's report are kept in a central file in the Director's office for reference.</p> <ol style="list-style-type: none"><li>3. The Program Status Report is distributed to the WCAP Executive Director, Service Coordinators, Policy Council, WCAP BOD, Center Site Managers and all Teacher and Family Advocates. The report is used to monitor for compliance with federal Performance Standards.</li><li>4. Data collected is also used to prepare state and federal reports and to do future program planning.</li></ol> <p><b>Level 2:</b></p> <ol style="list-style-type: none"><li>1. A scheduled review is conducted annually on the following: Head Start content area plans from December to November annually. This is done in conjunction with the corresponding plan review. A schedule is developed annually with the Policy Council and is published / shared with the coordinators, the PC members and the BOD.</li><li>2. The Director is responsible for leading the review process. Content Area Coordinators are responsible for coordinating their plans and policies.</li><li>3. Policy Council and members of the Policy and Budget Committees and the WCAP Board must approve all documents.</li></ol>
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