

Performance Standards 1304.21(a) (1); 1304.21(a) (1) (ii) **Child Development and Education Approaches for All Children**

Objective	Strategy	Staff	Resources	Time Frame
Child development and education approach for all.	Teaching staff understand that children are active, sensory learners who need many opportunities for self-chosen exploration, social interaction, and problem-solving and that a child learns best through direct, hands-on experiences. The classrooms and outdoor activities will be provided to meet children’s individual needs and to stimulate learning in all developmental areas-physical, social emotional, and intellectual.	Teachers Teacher Assistant Caregivers Home visitor Center Coordinator Education Specialist, Disabilities Specialist Parents Education/Disabilities Coordinator	Early Head Start Center-based Curriculum- Creative Curriculum Early Head Start Home-based Curriculum -Partners for Healthy Baby Head Start Curriculum – Creative Curriculum Galileo, Weekly Lesson Plans, HSCIP/EHSCIP,	At the beginning and throughout the school year
Performance Standards: 1304.21(a)(1)(ii); 1308.19				
Be inclusive of children with disabilities, consistent with their Individualized Family Support Plan (IFSP) or Individualized Education Plan (IEP). (see 45 CFR 1308.19)	Meet with family to ensure program can provide child Individual needs. Meet with educator responsible for each child’s IEP/IFSP to establish on-site/off site schedule of services. Therapist will provide parents and teachers with ongoing updates on child’s progress and other objective.	Education/Disabilities Coordinator Health Service Coordinator Family Service Coordinator LEA/Early Steps Child’s Find Teacher Caregiver Home visitor Disabilities Specialist	Individuals with Disabilities Act document which govern education for children who are identified with a disability.	Beginning of school year and at intervals as required by law. Ongoing throughout the school year

Performance Standards 1304.21(a) (1),1304.21(a) (1) (iii)

Objective	Strategy	Staff	Resources	Time Frame
<p>Provide an environment of acceptance that supports gender, culture, language ethnicity and family.</p>	<p>During enrollment, staff will ask parents about the child's language ability and preference. During first home visit teachers will discuss child's home language. Parents are encouraged to come into the classroom and share cultural traditions and family customs. Community volunteers are invited into the classroom to read or tell stories to demonstrate any cultural activities or traditions</p>	<p>Family Service Worker Centers Coordinator</p> <p>Teaching Staff</p> <p>Teaching staff</p>	<p>Enrollment forms</p>	<p>During Enrollment</p> <p>At the beginning and throughout the school year</p> <p>During Home visits</p>

Performance Standards 1304.21(a) (1),1304.21(a) (1) (iv)

Objective	Strategy	Staff	Resources	Time Frame
<p>Provide a balanced daily program of child initiated and adult-directed activities, including individual and small group activities</p>	<p>A daily schedule of activities will be posted in each classroom with the time for the activity.</p> <p>Free-play time will be part of the daily schedule for 45 minutes. Teaching staff will arrange learning centers and materials to encourage children’s independent, sustained exploration of materials.</p> <p>Using the results of the BDI screening tool and ongoing observations teaching staff will provide additional opportunities for children to initiate their own learning activities.</p> <p>Teaching staff will support children’s self-initiated activities by providing them with guidance to develop children’s problem-solving</p>	<p>Teaching staff Education Specialist Education/Disabilities Coordinator</p> <p>Teaching staff Education Specialist Education/Disabilities Coordinator</p> <p>Teaching staff and Education Specialist Education/Disabilities Coordinator</p> <p>Teaching staff</p>	<p>Classroom Daily Schedule Of activities will be posted in classroom. Weekly Lesson Plan</p> <p>Each child’s goals and individual objective will be on file in folder. Individual Proficiency Report and Observation note</p> <p>Copy of BDI HSCIP/EHSCIP</p> <p>Progress report reflecting educational progress as well as behavior.</p> <p>Documented balance of teaching staff directed and child initiated activities on Weekly Lesson Plan</p>	<p>At the beginning of new school year</p> <p>Goals set by parents and the teaching staff will be updated throughout school year</p>

Performance Standards 1304.21(a) (1),1304.21(a) (1)(iv) cont.

Objective	Strategy	Staff	Resources	Time Frame
<p>Provide a balanced daily program of child initiated and adult-directed activities, including individual and small group activities</p>	<p>Outdoor time will be also used as teacher-directed time to help children develop scientific knowledge, scientific skills and methods, listening and understanding, speaking and communicating, phonological awareness, number and operations, geometry and spatial sense, creative arts skills, self-concept, self-control, cooperation, social relationships, fine motor skills and gross motor skills. Teaching staff document their observation of individual children’s performance during both child-initiated and teacher-directed activities. The teaching staff will review their observations documentation weekly to develop Posted Weekly Lesson Plans and to develop approaches to learning for each child in small group, large group or one to one basis for individualization activities.</p>	<p>Teaching staff Education Specialist Education/Disabilities Coordinator</p>	<p>Daily schedule, Lesson Plan Child outcome, Weekly observations, individualization</p>	<p>Daily</p>
		<p>Teaching staff Education Specialist Education/Disabilities Coordinator</p>	<p>Education File</p>	<p>Daily</p>
		<p>Teaching staff Education Specialist Education/Disabilities Coordinator</p>	<p>Individualization notes, Posted Weekly Lesson Plan</p>	<p>Ongoing throughout the school year</p> <p>Weekly</p>

Performance Standards 1304.21(a) (1),1304.21(a)(1)(v)

Objective	Strategy	Staff	Resources	Time Frame
<p>Allow and enable child to independently use toilet facilities when it is developmental appropriate and when efforts encourages toilet training are supported by parents.</p>	<p>During enrollment parent will be asked if child is potty trained. If the child is toilet trained, parent will be asked what type of assistance the child need. The information will be given to the teaching staff for follow-up with parent. If the child is not toilet trained, the teaching staff will develop and implement a toilet training plan with the help of Health Coordinator. Teaching staff will speak with parent about the child's progress on a weekly basis.</p>	<p>Family Service Worker Centers Coordinator Teaching Staff Parent Teaching staff Health Coordinator Teaching staff Parents</p>	<p>Enrollment forms Health intake information Develop and implement a toilet training plan with the parent</p>	<p>At the beginning of the school year As needed As needed</p>

Performance Standards 1304.21(a)(2)(i),1304.40(e)(5);1304.51(i)

Objective	Strategy	Staff	Resources	Time Frame
<p>Parents must be invited to become integrally involved in the development of the program’s curriculum an approach to child development and education</p>	<p>During orientation parent will be invited to volunteer in program and serve on the Policy Council, Health and Education Advisory Committee, and also to become actively involved in parent committee. Parent will have an opportunity to contribute to the curriculum at monthly parent meeting. Teaching staff will meet with parents at four separate meeting throughout the year Parents will be asked to express the goals they have for their children. Parents will be invited to attend all related training. Home visits and parent conferences will be used as an opportunity for parents to share with teaching staff observations about their child’s development patterns and behavior to help individualize for their child.</p>	<p>Family Service Worker Centers Coordinators</p> <p>Teaching Staff Parents</p>	<p>Sign-in sheets</p> <p>Parent meeting minutes</p> <p>Parent meeting minutes</p> <p>Home visit/Parent conference forms</p> <p>Observation</p>	<p>At the beginning of the school year</p> <p>1st Parent Meeting</p> <p>October, December March, May</p>

Performance Standards 1304.21(a) (2) (ii); 1304.20(b)(3);1304.51(c)1304.24(a)(1)(ii)

Objective	Strategy	Staff	Resources	Time Frame
Provide opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences;	Parents will be invited to observe a classroom as a training and skilled development activities Parent's orientation will give parents information concerning ongoing assessments at home and school. Teaching staff will encourage parents to share their observation of their child at home during home visits, parents conference and anytime the parent desires to review their child's individualized Child Plan	Teaching staff Parents	Sign Sheets/list of parents Home visit/Parent conference form, Galileo Physical Health Domain	At the beginning of school Year Home visits- October, March Parent conference – December, May

Performance Standards 1304.21(a) (2) (iii)

Objective	Strategy	Staff	Resources	Time Frame
Encourage to participate in staff-parent conference and home visits to discuss their child's development and education (see 45 CFR 1304.40 (e)(4) and 45 CFR 1304.40(1)(2)	Teaching staff will set up appointment for home visits and parent conference at times that are convenient for parents. Head State/Early Head Start home visit and parent conference forms will be used to document conversation and discussions. Teaching staff will discuss the child's individual goal and Progress Reports. Teaching staff will include parent suggestion in Child HSCIP/EHSCIP. Staff will forward referral information to Center Coordinator If a child enrolls after January a Parent Orientation will be done.	Teaching Staff Parents Center Coordinator Education Specialist Teaching staff	Completed Home visit and Parent Conference form Galileo Report HSCIP/EHSCIP Referral form Parent Orientation Form	Home visits October, March Parent Conference – December, May After January of current school year

Performance Standards 1304.21(a)(3)(i)(B);1304.21(a)(4)(iii);1304.21(a)(1)(iv)

Objective	Strategy	Staff	Resources	Time Frame
Fostering Independence	Teaching staff will provide self-help skills by;	Teaching Staff Center Coordinator Education Specialist	Posted hand washing procedures	At the beginning of the school year
	Providing visual of hand washing in the hand washing area and giving children instructions. Giving children tooth brushing instructions and providing children with assistance. Supporting and assisting children to wipe up spills until children can wipe up spills unassisted	Teaching Staff	Posted tooth brushing charts	Daily
	Teaching staff will use the concept of helpers to provide children with as many leadership opportunities as possible.	Teaching staff	Helper chart displayed in classroom	Daily
	Infants will be moved from one area or position to another, Objects will be rotated or changed to stimulate or challenge infants/toddlers. Infants will be provided with opportunities for tummy time.	Caregivers	Individual Plan	Daily
	Infants and toddlers will be engaged through their senses. Interacting face to face during all kind of routine activities including diapering and feeding.	Caregivers		

Performance Standards 1304.21(a)(3)(i)(E); 1304.40(a)(5)(iv); 1304.52(h)(1)(i); 1304.52(g)(2) 1304.53(b)

Objective	Strategy	Staff	Resources	Time Frame
Supporting an respecting home language, culture, and composition or each child in ways that support the child's health and well being; and different or additional	<p>Teaching staff will present a lesson on language and literacy daily. Staff will expand language and children will be exposed to theme related words</p> <p>Teaching staff will provide children opportunities to learn about and respect diversity through books, songs, finger play and other materials that reflect the language of others in the surrounding community.</p> <p>Teaching staff will support other languages by using key words in the other language and encouraging children to participate in teaching of these words as they learn to speak English.</p>	<p>Teaching staff Center Coordinator Education Specialist Education/Disabilities Coordinator</p> <p>Teaching staff Parents</p>	Weekly Lesson Plans, Individualization	At the beginning of the school year and ongoing throughout the year

Performance Standards 1304.21(a)(3)(ii)

Objective	Strategy	Staff	Resources	Time Frame
Planning for routines and transitions so that they occur in timely, predictable and unrushed manner according to each child's need	<p>Teaching staff will develop daily schedules that are predictable, repetitive, and responsive to the child's natural rhythm.</p> <p>Staff will minimize waiting time in group setting including hand washing, toileting, tooth brushing, and waiting in lines.</p> <p>Teaching staff will allow adequate time so that routines and transitions are purposeful.</p>	<p>Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	Daily Schedule Weekly Lesson Plan	At the beginning of the school year and ongoing throughout the year

Performance Standards 1304.21(a)(3)(ii) Cont.

Objective	Strategy	Staff	Resources	Time Frame
Planning for routines and transitions so that they occur in timely, predictable and unrushed manner according to each child's need	Teaching staff will give all children advance notice to prepare for change. Teaching staff will explain to children what is happening and what will happen next, and... Teaching staff will provide all children with opportunities to participate in classroom routine such as clean up time, serving food during meal time, and cleaning up after meals and snack.	Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator	Daily Schedule Weekly Lesson Plan	At the beginning of the school year and ongoing throughout the school year

Performance Standards 1304.21(a)(4)(i); 1304.53(b)

Objective	Strategy	Staff	Resources	Time Frame
The Grantee must provide the development of each child's cognitive and language skills by : supporting each child's learning , using various strategies including experimentation, inquiry, observation, play and exploration.	Teaching staff will include opportunities to learn through play, inquiry, experimentation, and explorations weekly. Teaching staff will plan developmentally appropriate experiences for children to learn the functions and properties of objects and to classify materials into a group. Teaching staff will offer a rich variety of experiences, projects, materials, problems and ideas to extend children's thinking and support their interest. Teaching staff must have frequent and encourage conversations with children to extend their thinking and learning.	Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator	HSCIP/EHSCIP Observation Individualization Weekly Lesson Plan	At the beginning of the school year and ongoing throughout the school year

Performance Standards 1304.21(a)(4)(i); 1304.53(b) Cont.

Objective	Strategy	Staff	Resources	Time Frame
The Grantee must provide the development of each child's cognitive and language skills by : supporting each child's learning , using various strategies including experimentation, inquiry, observation, play and exploration.	Teaching staff will provide weekly take home activities for parents to do with their child at home. Teaching staff will include all eleven domains of the Head Start Outcome Framework in the lesson and use the phonological awareness, listening, rhyming, alliteration, sentence segmenting and syllable blending and segmenting to move the children to the next level of development.	Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator	HSCIP/EHSCIP Observation Individualization Weekly notes Weekly Lesson Plan Educational activities based on concept previously presented in class.	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(a)(4)(ii)

Objective	Strategy	Staff	Resources	Time Frame
Ensuring opportunities for creative self expression through activities such as art, music, movement and etc.	Teaching staff will engage in rhythmic activities, singing, and the use of musical instruments, and the exploration of art materials. Teaching staff will demonstrate appreciation of each child's self-expression and stimulate their imagination through drama puppetry, and other language rich experiences. Teaching staff will communicate with parents the importance of creative expression, how parents can support creative expression. Staff will engage child in conversation to learn about others, to enhance communication skills and to expand vocabulary.	Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator	Observation Individualization Weekly Lesson Plan Educational activities based on concept previously presented in class.	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(a)(4)(iii); 1304.24(a)(4)(ii)

Objective	Strategy	Staff	Resources	Time Frame
<p>Promoting interaction and language use among children and between children and adult</p>	<p>Teaching staff will build trust through fairness in application of rules, honesty and sensitivity in conversation and choices that will be honored. Teaching staff will encourage child to express ideas using complete sentences.</p> <p>Teaching staff will interact with children one-to-one and in small group activities. Teaching staff will give children time to talk to one another and ask questions and recognize infant's communication skills and respond to their cues. Teaching staff will use simple sentences when talking to younger children and use more complex language when talking to older children.</p> <p>Teaching staff will speak in tones that are pleasant to children and use a variety of strategies for children to learn vocabulary, and to expand their language through songs, games and finger plays. Teaching staff will engage in dramatic play to support acting out familiar activities like going to the store and using the telephone. Teaching staff will engage in meaningful conversation initiated by adult or child. Staff will model appropriate language complete sentence and correct grammar, and expand upon child's speech. Teaching staff will respect the child's home language.</p>	<p>Teaching staff Center Coordinator Education Specialist Disabilities Specialist Education/ Disabilities Coordinator</p>	<p>HSCIP/EHSCIP Observation Individualization Weekly Lesson Plan</p> <p>Educational activities based on concept previously presented in class. IEP/IFSP</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(a)(4)(iv); 1304.40(e)(4)

Objective	Strategy	Staff	Resources	Time Frame
Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Teaching staff will support the development of early literacy through daily read aloud with discussions, one to one and small group, having reading materials accessible and inviting to children to support their awareness of and emerging skills with letters and numbers. Teaching staff will provide opportunities for children to listen to stories read aloud by an adult or on tape. Teaching staff will provide opportunities for family members or volunteers to tell stories. Teaching staff will provide children opportunities to reflect upon experiences and to see their own words being written down by adult. Teaching staff will have books and stories with repetitive verses, words or sounds or in which the procure follow the text closely so children can relate to what they see and hear. Teaching staff will help children develop awareness of the sound of language by using rhymes and by identifying sounds. Teaching staff will give children opportunities see functional use of print in the center and home. Teaching staff will plan family activities that provide children with experiences. Teaching staff will use the local library.	Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator	HSCIP/EHSCIP Observation Individualization Weekly Lesson Plan Educational activities based on concept previously presented in class.	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(a)(4)(i)v; 1304.40(e) Cont.

Objective	Strategy	Staff	Resources	Time Frame
Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	Teaching staff will support children numeracy skills by designing opportunities for children to discover how numerical concepts and other concepts instead of rote counting drills. Teaching staff will provide age appropriate objects for counting, sequencing games and one to one correspond toys. Teaching staff will use food experiences, science experiments, games, dramatic play, finger play, puzzles, blocks, and computer software to provide numeracy activities. Teaching staff will share numeracy concepts and activities with parents for at home activities using the home environment. When developmentally appropriate teaching staff will provide children the opportunity to write numerals	Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator	HSCIP/EHSCIP Observation Individualization Weekly Lesson Plan Portfolios Educational activities based on concept previously presented in class.	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(a) (5)(i); 1304.20(d); 1304.52(h)(1)(iii); 1304.53(a)(9); 1304.53(a)(10)(x)

Objective	Strategy	Staff	Resources	Time Frame
In Center based settings, grantee agencies must promote each child’s physical development by: providing indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the develop of gross motor skills	Through activities teaching staff will strengthen children listen skills and help children distinguish among various auditory cues. Teaching staff will assist children to connect integrated movement within weekly lesson concepts such as music and storytelling. Staff will support children in choosing movement pattern based upon their ability.	Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator	HSCIP/EHSCIP Observation Individualization Weekly Lesson Plan Portfolios Educational activities based on concept previously presented in class.	Daily

Performance Standards 1304.21(a)(5)(i); 1304.20(d); 1304.52(h)(1)(iii); 1304.53(a)(9); 1304.53(a)(10)(x)

Objective	Strategy	Staff	Resources	Time Frame
<p>In Center based settings, grantee agencies must promote each child’s physical development by: providing indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the develop of gross motor skills</p>	<p>Teaching staff help children verbally describe movement experiences thereby conceptualizing movement and language and support children in acquiring school readiness skills that enhance learning numbers, shapes, colors, alphabets patterning and sequencing. Caregiver/home visitor will arrange physical space so that children have room to roll over, crawl, sit, walk, and test new found skills. Teaching staff will have a schedule so that not more than one classroom on playground at a same time (EHS only). This way the children can have the maximum opportunities to use the climbing structures, slides and wheeled toys. *No Infant walkers and jumpers are used because their use has been found to considerably increase injury. Teaching staff will at all times provide appropriate playground supervision (two paid) staff must be with each classroom group at all times) and guidance as children’s safety and well being of primary concern.</p>	<p>Teaching staff Center Coordinator Education Specialist, Education/ Disabilities Coordinator</p> <p>Center Coordinator teaching staff</p>	<p>Daily schedule Observation Individualization</p> <p>Weekly Lesson Plan</p> <p>Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(a)(5)(ii)

Objective	Strategy	Staff	Resources	Time Frame
<p>Providing appropriate time, space, equipment, materials and adult guidance for the development of the fine motor skills according to each child's developmental level</p>	<p>Teaching staff will support children's fine motor development by planning experiences for developing fine motor skills and physical strength through repetitive action, increasing the complexity of age appropriate manipulative materials and activities, fostering self-help skills, buttoning, lacing and zipping, providing time for children to demonstrate and practice new skills, encouraging parents to find developmentally appropriate opportunities to enhance the fine motor skills. Staff must provide adult supervision and guidance during all activities for safe and active learning.</p>	<p>Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator</p> <p>Center Coordinator teaching staff</p>	<p>Daily schedule HSCIP/EHSCIP Observation Individualization</p> <p>Weekly Lesson Plan</p> <p>Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(a)(5)(iii)

Objective	Strategy	Staff	Resources	Time Frame
<p>Provide an appropriate environment and adult guidance for the participation of children with special needs</p>	<p>Teaching staff and home Visitors will work with parents and management team, specialist, and therapist and other staff to implement the IEP/IFSP. Possible activities are providing spaces that make playing equipment and materials accessible, adapting materials and equipment so children can share in activity, assist children if necessary in using and playing with materials,</p>	<p>Teaching staff Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>HSCIP/EHSCIP Observation Individualization Weekly Lesson Plan Portfolios Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(a)(5)(iii); 1308.; 1304.53(b)(1)(iii) Cont

Objective	Strategy	Staff	Resources	Time Frame
<p>In Center based settings, grantee agencies must promote each child's physical development by: providing indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the develop of gross motor skills</p>	<p>Teaching staff and home visitor will be sensitive to parent's expectation. Staff will adapt activities; make accommodations and the use of other strategies recommended by therapist to integrate children socially and enable them to participate in all activities regardless of abilities.</p>	<p>Teaching staff, Center Coordinator Education Specialist Disabilities Specialist Education/ Disabilities Coordinator Parent</p>	<p>HSCIP/EHSCIP Observation Individualization IEP/IFSP Weekly Lesson Plan Portfolios Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(a)(6); 45CFR 1304.21(A)(5)

Objective	Strategy	Staff	Resources	Time Frame
<p>In home-based setting grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials</p>	<p>Home visitor must provide parents a focus on the importance of physical activity. Staff must plan and incorporate age-appropriate, outdoor and indoor physical activities into both home visits and group socializations experiences. Home visitor will discuss realistic development expectations, individual rate of development, interest, preferences, and temperament. Participating in children physical activities, identify equipment and activities appropriate for each child's age and ability, model interactions that guide children safe, active indoor and outdoor play</p>	<p>Home visitor Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>Weekly Home visitor Plan EHSCIP Observation Individualization Portfolios Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(a)(6) ; 45CFR 1304.21(a)(5) Cont

Objective	Strategy	Staff	Resources	Time Frame
<p>In home-based setting grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children’s outdoor and indoor active play, and guide children in the safe use of equipment and materials</p>	<p>Home visitor will provide opportunities for dancing, exercising and creative dramatic in the home and jumping, hopping climbing and running outdoors. Staff will provide opportunities for children to be involved in making safety rules, and helping them understand the reason for each rule. Home visitors will develop and implement curriculum, which for infants and toddlers is based on relationships, routines, and daily experiences</p>	<p>Home visitor Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>Curriculum – Partners for Healthy Baby EHSCIP Observation Individualization Weekly Home visitor Plan Portfolios Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

*Teaching staff (Caregiver, Home visitor, Teacher and other staff)

Performance Standards 1304.21(b)(1)(i)

Infants/Toddlers

Objective	Strategy	Staff	Resources	Time Frame
<p>Grantee and delegate agencies program of infant and toddlers must encourage (see 45 CFR 1304.3(a)(5) for definition of curriculum). Develop of secure relationship in out-of-home care setting for infants and toddlers by having limited numbers of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child’s family culture and whenever possible speak the child’s language.</p>	<p>Caregiver and home visitor are assigned to each infants and toddler as a primary caregiver. Staff changes, when they occur will be gradual, to maintain the emotional security of infants and toddlers. Caregiver/Home visitor will value continuity in language and culture when assigning staff. Caregiver/home visitor will communicate with family members about the child. Caregiver/ Home visitor will encourage families to volunteer in the program to increase staff understanding of a child’s culture and home routine.</p>	<p>Caregiver Home visitor Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>Center-based Curriculum- Creative Curriculum Home-based Curriculum- Partners for Healthy Baby EHSCIP Observation/Portfolios Individualization Weekly Home visitor Plan Weekly Lesson Plan Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(b)(1)(ii); 45CRF 1304.23(b)(1)(iv) 1304.23(c)(5)

Objective	Strategy	Staff	Resources	Time Frame
Trust and emotional security so that each child can explore the environment according to his or her developmental level	Caregiver/Home visitor will feed infants when they are hungry and comfort them when they are in distress. Caregiver/Home visitor will support and encourage infants to learn by observing them as they interact with the environment. Caregiver/Home visitor will interact with infants and toddlers by gently holding, talking, and gesturing with them. Staff will provide an emotionally secure and physically safe environment that allows mobile infants and toddlers to explore and to develop independence and control. Staff will nurture the individuality of infants and toddlers by giving them choices and by providing opportunities for them to do things for themselves	Caregiver/Home visitor Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator	EHSCIP Observation Classroom set-up Weekly Lesson Plan Weekly Home visi Plan (infant individual schedule) Educational activities based on concept previously presented in class.	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(b)(1)(iii)

Objective	Strategy	Staff	Resources	Time Frame
Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family member	Caregiver/ Home visitor will promote sensory and motor development by changing the area of play by moving infants from one place to another. Caregiver/ Home visitor will change and rotate objects to stimulate and change infants and toddlers and encourage movement and playfulness. Caregiver/Home visitor will engage infant and toddlers through their senses with physical contact, making sounds, feeling texture, and tasting or smelling foods. Caregiver/Home visitor will interact face to face during all kind of routine activities, including diapering and feeding. This includes tummy time for infants.	Caregiver/Home visitor Center Coordinator Education Specialist Education/Disabilities Coordinator	Monitoring reports	Beginning of the program year and ongoing throughout the school year

Performance Standards 1304.21(b)(2)(i)

Objective	Strategy	Staff	Resources	Time Frame
<p>Grantee and delegates agencies must support the social and emotional development of infants and toddlers by promoting an environment that encourage the development of self awareness, autonomy and self expression.</p>	<p>Caregiver/home visitor and parents will provide experience that encourages young children to develop self-awareness, autonomy, trust, and exploration by affirming each child as an individual. Caregiver/Home visitor will respond to the child’s sense of pleasure in his or her successes. Caregiver/Home visitor will establish face to face contact and engaging in playful exchanges for sounds and simple games. Staff will use pictures and photographs of infants and toddlers with their families. Caregiver /Home visitor will respond to children’s behavior associated with fears or needs. Caregiver/Home visitor will develop activities that match children’s developmental levels and honor their preferences.</p>	<p>Caregiver Home visitor Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>EHSCIP Observation Individualization Weekly Lesson Plan Weekly Home visitor Plan Classroom set-up Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(b)(2)(ii)

Objective	Strategy	Staff	Resources	Time Frame
<p>Support the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.</p>	<p>Caregiver/Home visitor will engage children in the use of verbal and nonverbal methods of communications. Caregiver/Home visitor will provide opportunities for appropriate interactions with peers and in daily activities. Caregiver/Home visitor will use descriptive language and behavior during routine activities to build a foundation for the use of language. Staff will respond to children attempt at conversation by expanding on their vocalizations or gestures. Staff will read stories, sing songs, recite rhymes and encourage child to hold and manipulate books.</p>	<p>Caregiver Home visitor Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>Classroom observations</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(b)(3)(i)

Objective	Strategy	Staff	Resources	Time Frame
<p>Grantee and delegate agencies must promote the physical development of infants and toddlers by supporting the development of the physical skills of infants and toddlers including gross motor skills such as grasping, pushing, crawling walking, and climbing</p>	<p>Caregivers/Home visitors will support the physical development of infants and toddlers by assisting children when task become frustrating, rather than by doing the task for them. Home visitor will recognize developmental milestones that indicate children’s changing needs for independence. Caregiver/Home visitor will allow infant and toddlers to play with and explore objects in a safe environment. Staff will bring objects and activities to young infants. Caregiver/Home visitor will provide open and accessible indoor and outdoor space for children to practice skills such as crawling, walking and reaching activities.</p>	<p>Caregiver/Home visitor Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>EHSCIP Observation Individualization Weekly Lesson Plan Weekly Home visitor Plan Classroom -setup Playground Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(b)(3)(ii)

Objective	Strategy	Staff	Resources	Time Frame
<p>Creating opportunities for the motor development that encourage the control and coordination of small specialized motions, using the eyes, mouth, hands and feet</p>	<p>Caregivers/Home visitor will provide activities and materials that involve grasping, dropping, pulling, throwing, touching, and mouthing. Caregiver/Home visitor will provide opportunities for hand-eye coordination such as fitting objects into a hole in a box and self feeding. Caregiver/Home visitor will provide infant and toddlers opportunities to interact.</p>	<p>Caregivers/ Home visitor Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>Classroom materials Material take to home Weekly Lesson Plan Weekly Home visitor Plan</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(c)(1)

Preschool Children

Objective	Strategy	Staff	Resources	Time Frame
<p>Child development and education approach to preschoolers. Grantee agencies, in collaboration with parents must implement a curriculum.</p>	<p>Tri-County Head Start/Early Head Start curriculum is</p> <ul style="list-style-type: none"> -Based on sound child development principles. -Well-grounded in its approach and methods. -Specific goals and objectives for children’s development and the learning is achievable and challenging. -Inclusive of developmentally appropriate outdoor and indoor activities. -Supportive of spontaneous learning opportunities. -Responsive to a system for observing and documenting children’s progress in the 11 domains of the Child Outcome Framework. -Intellectually engaging and personally meaningful to children. 	<p>Teacher Parent Education Specialist Education/ Disabilities Coordinator Policy Council</p>	<p>Creative Curriculum Weekly Lesson Plan</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(c)(1)(i); 1304.53(b)

Objective	Strategy	Staff	Resources	Time Frame
<p>Support each child's individual pattern of development and learning</p>	<p>Teacher will plan periods of time for children's sustained involvement in teacher planned and/or Child initiated. Teacher will provide opportunities for children to work alone or with other children. Teacher will recognize and respond to children's individual interests, learning style including visual tactile or auditory and use their preferred approach to learning. Teacher will plan and conduct activities that enable children to develop emerging skills and to practice existing skills. Staff and parent will develop and update and Child Individual Plan noting child's strengths and needs in each of the 11 domains of the Child Outcomes Framework</p>	<p>Teacher Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>HSCIP Daily Schedule Weekly Lesson Plan Individualization Outcome Observation Educational activities based on concept previously presented in class.</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(c)(1)(ii); 13.04.21(a)(4)

Objective	Strategy	Staff	Resources	Time Frame
<p>Provide for the development of cognitive skills by encouraging each child to organize his or her experiences to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision making skills which form a foundation for school readiness and later school success.</p>	<p>Teacher will provide a learning environment that offers children experiences which support individual interest and abilities. Teacher will ask questions that have more than one answer to extend children’s thinking. Teacher will incorporate developmentally appropriate strategies for children to learn concepts and skill related to science, social studies, language, literacy, numeracy, creative arts, math and physical development. Teacher will use books, games, computers, and other concrete materials to raise questions and solve problems. Staff will engage children in creative activities and problem solving and encourage children to interpret and represent their experiences, understanding, and ideas through drawing, writing and other media.</p>	<p>Teacher Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>Weekly Lesson Plan Classroom Set-up Technology in classroom Books and manipulative</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(c)(1)(iii); 1304.41(f);1304.24(a)(3)(ii)

Objective	Strategy	Staff	Resources	Time Frame
<p>All education of the health, nutrition, and mental health, services into the program activities</p>	<p>Teacher will integrate health practices into the curriculum by talking about physicals and dental examinations before they occur, in order to increase understanding and reduce fear. Teacher will encourage role play and reading books, before and after visits to the doctor, dentist and therapist. Teacher will include props and opportunities for learning through dramatic play, for example housing keeping centers can become a hospital for dolls and doll in beds can be patients in hospital beds or examination tables. Staff will provide learning experiences through food preparations and through the sampling of a variety of nutritious foods. Staff will provide books, pictures, and special guest to provide information related to health, nutrition, and mental health awareness.</p>	<p>Teacher Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator Health Service Coordinator</p>	<p>Weekly Lesson Plans Classroom Set-up Tooth brushing schedules Books and Posters</p>	<p>Beginning of the new Program year and ongoing throughout the school year</p>

Performance Standards 1304.21(c)(1)(iv); 1304.21(a)(1)(iii)

Objective	Strategy	Staff	Resources	Time Frame
Ensure that the program environment helps children develop emotional security and facility in social relationships	Teacher must enhance emotional security for children by providing an environment of acceptance for each child. Teacher will show respect for children's feelings and ideas. Teacher will facilitate opportunities for children to develop social skills. Teacher will recognize and nurture children's interaction and social dramatic play. Teacher will model effective communication and conflict resolution technique. Staff will equip the environment with multiple sets of material in order to reduce conflict. Teacher will encourage children to resolve their own conflicts with adult support when necessary and help individual children manage stressful situation and events.	Teacher Parent Center Coordinator Education Specialist Disabilities Specialist Family Service/Mental Health Coordinator Education/ Disabilities Coordinator	Weekly Lesson Plans Classroom Set-up Mental Health classroom observations Books and manipulative	Beginning of the new Program year and ongoing

Performance Standards 1304.21(c)(1)(v); 13.04.21(a)(4)

Objective	Strategy	Staff	Resources	Time Frame
Enhances each child's understanding of self as an individual and as member of a group	Teacher will encourage children's self-awareness through individual and group activities by providing individual identified space for personal belonging of each child.	Teacher Parent Center Coordinator Education Specialist	Weekly Lesson Plan Classroom Set-up Technology in classroom Books and manipulative	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(c)(1)(v) Cont.

Objective	Strategy	Staff	Resources	Time Frame
Enhances each child's understanding of self as an individual and as member of a group	Teacher will use photos, drawing and tape recording of children and families. Staff will engage in cooperative play activities that help children to respect others. Teacher will assist children in recognizing their strength. Teacher will design activities that allow children to express their feelings proactively and build a sense of community through group discussion and shared project. Teacher will encourage parents to respectfully display their children's work and will model respect and helping children demonstrate their respect for others.	Teacher Parent Center Coordinator Education Specialist Family Service /Mental Health Coordinator Education/ Disabilities Coordinator	Posted Weekly Lesson Plans Classroom Set Display of children artwork Books and	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(c)(1)(vi)

Objective	Strategy	Staff	Resources	Time Frame
Provides each child with opportunities for success to help develop feeling of competence, self-esteem, and positive attitudes toward learning	Teacher will use a variety of strategies to assure that children experience success by encouraging and allowing them to do as much for themselves as they can. Teacher will intervene when appropriate to expand the children experiences.	Teacher Parent Center Coordinator Education Specialist Disabilities Specialist Family Service/Mental Health Coordinator Education/ Disabilities Coordinator	Galileo assessment Social & Emotional Domain Classroom Mental Health Observation	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(c) (1) (vi)

Objective	Strategy	Staff	Resources	Time Frame
Provides each child with opportunities for success to help develop feeling of competence, self-esteem, and positive attitudes toward learning;	Teacher provides experiences that move from simple to more complex thinking and skills. Staff will challenge children to work at the edge of their capability and to acquire new skills and competencies which will increase their self-confidence and self-efficacy. Teacher will help children to acknowledge their own and other progress.	Teacher Parent Center Coordinator Education Specialist Disabilities Specialist Family Service/Mental Health Coordinator Education/ Disabilities Coordinator	Galileo Assessment Social & Emotional Domain Ages and Stages	Beginning of the new Program year and ongoing throughout the school year

Performance Standards 1304.21(c) (1) (vii); 1304.53(a) (3)

Objective	Strategy	Staff	Resources	Time Frame
Provides individual and small group experiences both indoors and outdoors	Teacher will provide children with opportunities to work alone and with others by organizing space to allow for individual and group activities. Staff will organize space into learning centers that facilitates children extended explorations of current and recent concepts. Staff will provide playground activities for both individual and group.	Teacher Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator	Posted Weekly Lesson Plans Classroom Set-up	Beginning of the new Program year and ongoing

Performance Standards 1304.21(c) (2) (ii); 1304.20(b); 1304.20(d); 1304.20(e); 1304.24(a) (3) (i)

Objective	Strategy	Staff	Resources	Time Frame
<p>Staff must use variety of strategies to promote and support children’s learning and developmental progress based on the observation and ongoing assessment of each child.</p>	<p>Teacher will individualize Creative Curriculum and adapt the environment to promote and support children learning by regularly and continually observing and recording children’s behavior and progress in order to help in design of activities that support a range of developmental levels. Staff will provide individual appropriate activities according to each child capabilities. Teacher will include parents on the process of ongoing assessment through formal and informal means, and incorporating observations and ongoing assessment information.</p>	<p>Teacher Parent Center Coordinator Education Specialist Education/ Disabilities Coordinator</p>	<p>Weekly Lesson Plan Classroom Set Parent input Galileo Assessment.</p>	<p>Beginning of the new Program year and ongoing</p>

- *1304.21. (a) Child Development and Education Approach for All Children
- Teaching staff (Caregiver, Home visitor, teacher, and other staff)
- *1304.21 (b) Additional requirements for Infants/Toddlers
- *1304.21 (c) Specific requirements for Preschoolers

Galileo Implementation Plan

2009 - 2010

The information listed below provides the teaching staff with guidance as to which Galileo v2 observation should be entered in to each child's online record for the corresponding week. Teachers can enter as many observation notes as appropriate for each child.

Programs will be evaluated for strengths and weaknesses in the following areas: progress of children, classroom reports, and assessment systems. Based on the results of this analysis, plans will be made for training during the next school year. In order to do this, data from each observation period will be analyzed and shared with teaching staff, center coordinator, and program coordinators.

PERIOD ONE	Aug 24 - 30	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Early Math • Galileo v2 Creative Art • Galileo v2 Language & Literacy • Galileo v2 Fine and Gross Motor Development
	Aug 31 - Sept 6	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Nature & Science • Galileo v2 Physical Health Practices • Galileo v2 Social & Emotional • Galileo v2 Approaches to Learning
	Sept 7-13	<p><i>End of Observation Period One Print Baseline Knowledge Area Proficiency Profiles</i></p>
	PERIOD TWO	Sept 14 -20

Galileo Implementation Plan Worksheet

PERIOD TWO	Sept 21 - 27	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Language & Literacy • Galileo v2 Fine & Gross Motor Development
	Sept 28 – Oct 4	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Nature & Science • Physical v2 Health Practices
	Oct 5 - 11	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Social & Emotional Development • Galileo v2 Approaches to Learning
	Oct 12 - 18	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Early Math • Galileo v2 Creative Art
	Oct 19 - 25	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Language & Literacy • Galileo v2 Fine & Gross Motor Development
PERIOD TWO	Oct 26 – Nov 1	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Nature & Science • Galileo v2 Physical Health Practice <p style="text-align: center;">(Holmes & Washington County Fall Break)</p>

PERIOD THREE	Nov 2 - 8	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Social & Emotional Development • Galileo v2 Approaches to Learning
	Nov 9 -15	<p>End of Observation Period Two Print Individual Knowledge Area Proficiency Profile</p>
	Nov 16 -22	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Language & Literacy • Galileo v2 Fine & Gross Motor Development <p style="text-align: center;"><i>Start 1st Parent/Teacher Conference</i></p>
	Nov 23 - 29	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Nature & Science • Galileo v2 Physical Health Practices <p style="text-align: center;"><i>Thanksgiving Holiday (Walton County out all week)</i></p>
	Nov 30 – Dec 6	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Social & Emotional Development • Galileo v2 Approaches Learning
	Dec 7 -13	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Early Math • Galileo v2 Creative Art
	Dec 14 - 20	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Language & Literacy • Galileo v2 Fine & Gross Motor Development
	Dec 21 - 27	<p><i>Christmas Holiday Break</i></p>

PERIOD THREE	Dec 28- Jan 3	Christmas Holiday Break
	Jan 4- 10	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> • Galileo v2 Social & Emotional Development • Galileo v2 Approaches to Learning
	Jan 11 - 17	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> • Galileo v2 Early Math • Galileo v2 Creative Art
	Jan 18 - 24	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> • Galileo v2 Language & Literacy • Galileo v2 Fine & Gross Motor Development
	Jan 25 - 31	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> • Galileo v2 Nature & Science • Galileo v2 Physical Health Practices
	Feb 1 - 7	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> • Galileo v2 Social & Emotional Development • Galileo v2 Approaches to Learning
PERIOD THREE	Feb 8 - 14	End of Observation Period Three Print Individual knowledge Area Proficiency Profile
	Feb 15 - 21	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> • Galileo v2 Early Math • Galileo v2 Creative Art <p style="text-align: center;">Start 2nd Home Visit</p>

PERIOD FOUR	Feb 22- 28	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Language & Literacy • Galileo v2 Fine & Gross Motor Development
	Mar 1 - 7	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Nature & Science • Galileo v2 Physical Health
	Mar 8 - 114	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Early Math • Galileo v2 Creative Art
	Mar 15- 21	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Language & Literacy • Galileo v2 Fine & Gross Motor Development
	Mar 22- 28	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Nature & Science • Galileo v2 Physical Health Practices
	Mar 29 –Apr 4	<ul style="list-style-type: none"> • Galileo v2 Social & Emotional Development • Galileo v2 Approaches to Learning • <p style="text-align: center;"><i>(Holmes and Washington County Spring Break)</i></p>
	Apr 5 - 11	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Early Math • Galileo v2 Creative Art • <p style="text-align: center;"><i>(Walton County Spring Break)</i></p>
	Apr 12- 18	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Language & Literacy • Galileo v2 Fine & Gross Motor Development

Apr 19 - 25	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Nature & Science • Galileo v2 Physical Health Practices
Apr 26- May 2	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> • Galileo v2 Social & Emotional Development • Galileo v2 Approaches to Learning
May 3-9	<p>End of Period Four Print Individual Area Proficiency Profile</p>
May 10-28	<p><i>(Start Parent/Teacher Conference)</i></p>

**Tri-County Community Council
Head Start**

Subject: Galileo for Classroom

Section: Record-keeping and Reporting

Policy: The teaching team will be responsible for printing Class Observation Record or each scale in Galileo v2 on a regular basis. The Observation Record will be utilized in planning for individualization and child outcomes.

Procedure:

- The teaching team will print a Class Observation Record at the beginning of each observation period for each scale in Galileo v2.

Class Observation Record Printing Dates 2009 - 2010
September 7-13, 2009
November 9-15, 2009
February 8-14, 2010
May 3-9, 2010

Tri-County Community Council Inc.
Head Start/Early Head Start

Transition Plan

Performance Objective: Head Start/Early Head Start will ensure that families successfully transition from home into and out of the program.

Expected Outcome: Head Start/Early Head Start will provide children and families with a smooth transition and continuity of care.

Approach:

General Transition Procedures

1. Once a child is enrolled in a Head Start/Early Head Start program, they will remain in the program. Unless there is a change in the family's income when transitioning from EHS to HS or the child ages out while waiting for a HS slot.
2. In the event that an opening does not exist in Head Start when an Early Head Start child is ready to transition, Early Head Start may retain the child until an opening is available in the program or to the end of the program year. A Homevisitor may continue to do home visits with the family until an opening is available.
3. Early Head Start caregivers/homevisitors and early intervention service providers, and the family will meet at least six months prior to transition, to discuss a plan for the transition from early intervention Individual Family Service Plan (IFSP) to the school district's Committee on Preschool Special Education Individual Education Program Plan (IEP).
4. Transition related activities will be scheduled annually for Head Start and Early Head Start children and families.

Home to Head Start/Early Head Start Transitions

Family Service Coordinator will:

1. Meet with the Selection Committee to select children in programs.
2. Notify families enrolled with an acceptance notification letter.
3. In conjunction with the Health & Nutrition Coordinator and Family Service Staff, ensure that all required paper work is completed before attendance begins in any program option.
4. Work with other program/agency administrators to provide for collaborative agreements regarding transition activities.

Family Service Worker will:

1. Make sure the required paperwork is completed and obtained **before** a child starts the program.
2. Establish child's file upon acceptance
3. Review Family Orientation, including Family Handbook.
4. Explain Family Partnership Process

Transitions within Head Start

When a child leaves a site, Family Service Staff will"

1. Review the child file for completeness, including all physicals, dentals, immunizations, and screening and assessment materials.
2. Review current files including Family Partnership Plan with family and have them re-sign as reviewed and updated on current date.
3. Deliver file to appropriate Head Start Center the child is transitioning to at date of withdrawal.
4. Complete an exit interview on child's last day at site.

When child enters a new site, Family Service Worker will:

1. Contact the family to arrange time for parent/child to visit the site and set a start date.
2. When the child is physically present at new site (date of enrollment).
3. Conduct any necessary pre-planning (consult with service providers or others about related services such as transportation or classroom assistant).
4. Update Family Partnership Plan.

Education/Disabilities Coordinator will:

1. Establish, train and supervise education staff in the completion of transition activities.
2. Assist in planning and ensuring transition activities for children enrolled in Head Start Programs to Local school system.
3. Assist with contacting school principals to invite kindergarten teachers and other pertinent staff from various schools to visit Head Start and provide information to teachers and families.
4. Assist with visitation to public schools and other activities agreed upon in Partnership agreements.

Education Staff will:

1. Plan transition activities for children throughout the program.
2. Provide information for parents by distributing approved transition information on home visits.
3. Provide information, support and encouragement for children to enable them to transition smoothly to preschool and public schools.
4. Assist parents to understand the importance of their continued involvement in their child's education.

Education/Disabilities Coordinator and/ or Disabilities Specialist Family Service/Mental Health Coordinator will:

1. Maintain data on children with special needs who will be enrolled in Head Start/Early Head Start.
2. Coordinate efforts with the LEA/Early Steps to provide information-sharing between agencies for children with special needs enrolled in Head Start/Early Head Start.
3. Facilitate joint transition with other service providers and appropriate agencies.
4. Discuss referrals from the Head Start/Early Head Start classrooms for potential special needs and determine a plan of action.
5. Discuss with teachers children enrolled who are suspected or identified as having developmental delays or disabilities.
6. Ensure that release of information forms is signed by parents/guardians to receive appropriate paperwork.

Early Head Start to Head Start Transition

(The transition process is individualized to meet the needs of the child and can be altered if needed)

Family Service Worker/Homevisitor will ensure:

1. Parent has completed a Head Start Application.
2. Inform families of expected transition date and the child will need a physical and dental exam.
3. Review Battelle progress/developmental level of child.
4. For children participating in the Early Intervention Program assist the family with attendance/participation in the IFSP/IEP transition meetings.
5. Create goals and objectives that will help child to succeed in the next placement
6. Parent Issues/Input—(Parents receive a copy of the transition plan)

Create Transitional Plan

1. Create goals and objectives that will help child to succeed in the next placement.
2. Current Caregiver/Homevisitor will share developmental information with new teacher and document on a Conference form.
3. Continue to plan for the transition using the Individual Transition Form including dates and times of planned visits to classroom.
4. Parent Issues/Input—(Parents receive a copy of the transition plan)

Continued Transition

1. Family Service Worker/Homevisitor confirms start date of transition with Center Coordinator and Education/Disabilities Coordinator.
2. Family Service Worker/Homevisitor will discuss final arrangements for the transition and share information on development and any pertinent issues.
3. During the visit the caregiver/homevisitor and child will explore the room together and allow the child to interact as he is comfortable. The initial visits will be about 1 hour and at a time which will be the most appropriate for the child.

4. Weekly transition visits will gradually increase in the number and times of visits following the child's cues as to his comfort level. The primary caregiver/homevisitor will withdraw for short periods; letting the child know that she will return.
5. There should be a steady flow of communication with the parents and they should be encouraged to visit the new classroom at any time.
6. As the child adjusts, he/she may be left for longer periods and without the previous caregiver until he/she is comfortable and begins to see it as their classroom.