

East Missouri Action Agency, Inc.
Head Start

**Education, Mental Health and Transition
Work Service Plan
2011-2012**

Approved by Health Services Advisory Committee

Chairperson signature: _____

Date: _____

Approved by Policy Council

Chairperson signature: _____

Date: _____

**EMAA HEAD START
EDUCATION, MENTAL HEALTH AND TRANSITION
WORK SERVICE PLAN
2011-2012**

East Missouri Action Agency Head Start shares the national program’s goal to best serve children and their families by being a:

**FAMILY-BASED
SOCIAL-EMOTIONAL
LITERACY PROGRAM**

EMAA Head Start uses *Creative Curriculum* which includes
Teaching Strategies GOLD Objectives and Assessment,
Conscious Discipline, and the HeadsUp! Reading mental model:

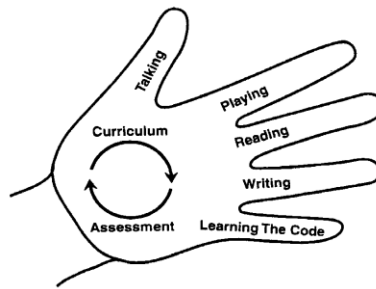


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I. HEAD START EDUCATOR REQUIREMENTS

It is each staff member's responsibility to turn in the original copies of documentation of the following to central office (Attention: computer specialist) and to give a copy to the site manager for the personnel file on site.

A. PHYSICAL

Strategies: All staff must have a current yearly physical, including a TB test. See Health Work Service Plan.

Time Frame: Within two weeks of employment or two weeks after the anniversary date of the last one. (See Health Plan)

People Involved: All staff

Documentation: Physical and TB test on file at place of employment

B. EDUCATION

Objectives: 1304.52(b) *Staff Qualifications—general* (1) Grantee....must ensure that staff....have the knowledge, skills, and experience they need to perform their assigned functions responsibly.

STAFF QUALIFICATIONS AND DEVELOPMENT

Sec. 648A. of the Head Start Act, as Amended 10/27/98

(2) DEGREE REQUIREMENTS-

(A) **HEAD START TEACHERS-** The Secretary shall ensure that not later than September 30, 2013, at least 50 percent of Head Start teachers nationwide in center-based programs have-

(i) a baccalaureate or advanced degree in early childhood education; or

(ii) a baccalaureate or advanced degree and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.

(B) **ADDITIONAL STAFF-** The Secretary shall ensure that, not later than September 30, 2013, all--

(ii) Head Start teaching assistants nationwide in center-based programs have--

(I) at least a child development associate credential;

(II) enrolled in a program leading to an associate or baccalaureate degree; or

(III) enrolled in a child development associate credential program to be completed within 2 years.

(3) **ALTERNATIVE CREDENTIALING AND DEGREE REQUIREMENTS-** The Secretary shall ensure that, for center-based programs, each Head Start classroom that does not have a teacher who meets the qualifications described in clause (i) or (ii) of paragraph (2)(A) is assigned one teacher who has the following during the period specified:

(A) Through September 30, 2011--

(i) a child development associate credential that is appropriate to the age of children being served in center-based programs;

(iii) an associate degree in early childhood education;

(iv) an associate degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children.

(B) As of October 1, 2011--

(i) an associate degree in early childhood education;

(ii) an associate degree in a related field and coursework equivalent to a major relating to early childhood education, with experience teaching preschool-age children

(4) WAIVER

Strategies:

1. SPECIFIC REQUIREMENTS REGARDING EDUCATION AND STAFF DEVELOPMENT

A. All education staff meet annually with our Training Specialist to review their specific Professional Development Plan to ensure compliance with mandates. Each plan is signed by the staff member and Training Specialist.

B. Site managers/teachers without a 4-year degree in early childhood are required to take 5-6 credit hours per semester. EMAA Head Start will limit classes paid for teachers to two classes per 16 week semester;

- C. Since our primary purpose is to serve Head Start children, teachers will be allowed to take time off for college on Monday only, unless there is a holiday or training, unless there has been prior approval by the Head Start Director. Time off for classes is described below in 2.C.
- D. Refer to the Training Work Service Plan for additional information.

2. SITE MANAGER/TEACHER REQUIREMENTS

- A. Child Development Certification (CDA). If site managers/teachers do not have a two year degree with an emphasis in early childhood education or related subjects, they must possess a current CDA, or obtain one within 180 days. Renewal is optional and is not paid for by EMAA if a staff member has a 2-year degree with an emphasis in early childhood education. .
- B. All site managers/teachers must possess or be continuously working towards an AA or AS in Early Childhood Education.
- C. Time off for classes other than Monday CMU courses
 - 1. On campus classes
 - a. In order to remain within our 40-hour work week, staff attending classes need to take time off to cover the actual time in class each week.
 - i. For example, staff taking 2 three-credit courses, take off up to 5 hours 20 minutes (2 hours, minutes/class) that week, depending on how long classes are in session.
 - ii. At the beginning of each semester, staff's schedule will reflect the anticipated time that they will be taking time off during the week. If they get out of class early, the time will be made up that week or staff will be paid for the shorter time period.
 - iii. College attendees will work out with their site manager their time-off schedule for classes each semester. This schedule will be put into their personnel file at the center and turned into their area coordinator.
 - b. Documenting time when attending classes
 - i. At the end of each class staff will have instructor sign, date and enter the time that class ended.
 - ii. This Time Sheet Addendum is turned in biweekly when submitting TimeStar.
 - iii. Staff is responsible for keeping up with this log.
 - 2. Online classes and telecourses
Teachers will be allowed 1 hour and 20 minutes/week for each 3-credit class.
 - 3. College attendees will work out with their site manager their time-off schedule for classes each semester. This schedule will be put into their personnel file at the center and turned into their area coordinator.
- D. Site managers/teachers pursuing a B.A. or B.S. Degree in Early Childhood: EMAA Head Start requires site managers/teachers to have or be continuously working on a B.A. or B.S. Degree in Early Childhood. Summer months are voluntary. Site managers/teachers who are not working on, or have a degree by August 1, 2013 will be terminated from their position at that time.
- E. Policy for College Classes for Head Start Site Managers/Teachers
 - 1. Central Methodist University (CMU) has designed a degree plan specifically for Head Start. Classes are offered online. No student teaching is required, nor will staff have to test for their certification upon completion of these courses. Therefore, effective August 1, 2005 the following policy is to be adhered to:
In order for EMAA to assume payment for college classes, Head Start site managers/teachers pursuing their four year degree MUST enroll in CMU classes or attend Southeast Missouri State University (SEMO). Time-off from work for student-teaching will not be allowed.

2. Site managers/teachers who take classes not leading to an early childhood degree will be responsible for any and all payments associated with outside classes. Furthermore, time off or adjusted time from work schedule will not be allowed for attending outside classes nor will the employee receive pay for attending these classes.
3. Any deviation from this plan must have prior approval from the Head Start Director.
- F. At the end of each semester, a transcript/grade card must be turned in to the Training Spec.
- G. This policy reflects EMAA Personnel Manual, Section VII, Part 6.

3. ASSISTANT TEACHER REQUIREMENTS

Assistant teachers are required to have or to be working on their CDA. This must be obtained within two years of employment unless they are pursuing an associate degree (D. below), which is not an EMAA Head Start requirement.

- A. All new education staff must complete the 32 hours of New Education Staff Site Manager Training within a year of employment, preferably within the first 90 days unless they have previously had or are currently obtaining at least 16 clock hours of *Conscious Discipline* training and 16 hours of literacy training.
- B. All assistant teachers who are not attending college classes must attend the CDA training offered by EMAA Head Start. Since these are required, assistant teachers are reimbursed for mileage (group together to reduce mileage expense) and are paid for training and travel time. Training and the CDA Professional Resource File must be completed within 1 $\frac{3}{4}$ years of employment with EMAA Head Start.
- C. All assistant teachers must obtain at least 15 hours of EMAA Head Start training each year. In this way they will meet the CDA renewal requirement of 45 contact hours of instruction as well as the 12 hour licensing requirement.
- D. Enrolled in a program leading to an associate degree
 1. In order to be considered as “enrolled in a program leading to an associate degree,” assistant teachers who choose to attend college must take at least one class every semester. The first two classes must be early childhood courses. (Child Development counts as an early childhood course.)
 2. At the end of each semester, a transcript/grade card must be turned in to the Training Specialist.
 3. If staff do not complete a course in a semester, they will either take EMAA Head Start CDA training the following semester or apply for their CDA credential, if they already have two college courses in early childhood education within the past five years. (Calculation: 48 clock hours/course x 2 courses + 32 hours New Education Staff Training = 128 hours. 120 hours is the minimum required to apply for a CDA credential—along with meeting the other CDA requirements.)

4. CDA RENEWAL for teachers who have a CDA and have not met the two year degree requirement and assistant teachers with CDAs.

The CDA Credential is valid for three years the first time and then every five years thereafter. To determine the expiration date of a CDA, check the date that appears on the credential, or the date that appears on the last CDA Renewal Credential. Then add the number of years valid (written on the bottom part of the credential). *Staff is responsible to contacting the EMAA Head Start Training Specialist for materials needed for renewal packet at the appropriate time.*

5. LOOKING TO THE FUTURE

ACF-IM-HS—11-03

Center-based Preschool Classroom Teacher Qualification Waiver Authority and Procedures

**Requirements Effective October 1, 2011 – Head Start Center-based Classroom Teachers
Requirements for Waiver of Education Credentials for Head Start Preschool Center-based Classroom
Teachers (Section 648A(a)(4)(B) of the Head Start Act)**

Effective October 1, 2011, requests for waiver of Head Start preschool center-based classroom teacher qualification requirements must include the following information:

1. Evidence the Head Start agency has unsuccessfully attempted to recruit an individual who has at least an associate degree in early childhood education or in a related field and the required coursework and experience.
2. Evidence each individual for whom a waiver is requested is enrolled in a program that grants a qualifying associate or higher degree and that the degree will be awarded in a reasonable time not to exceed 3 years.
3. Evidence the individual for whom a waiver is requested has: a) a current CDA credential appropriate to the age of the children being served; b) a State-awarded certificate for center-based pre-school teachers that meets or exceeds the requirements for a CDA; or c) the teacher can demonstrate that she/he has completed all prerequisites for a CDA or State-awarded preschool certificate meeting or exceeding the requirements of the CDA and is awaiting the award of the CDA or certificate.

Waiver requests must include the information described in items 1- 3. Requests should be submitted to your Office of Head Start Regional Office for all Head Start preschool center-based classroom teachers who do not have at least a qualifying associate degree and any required experience, will be employed as a preschool teacher effective October 1, 2011, and will be assigned to teach in a classroom without a teacher with the required credentials. Any center-based classroom teacher hired after October 1, 2011, who does not have at least a qualifying associate degree, and any required experience, may not be assigned to a preschool center-based classroom unless covered by an approved waiver under the procedures described above or another teacher with the required credentials will be teaching along with the teacher covered by the waiver.

According to the Head Start Act as amended on 10/27/1998, in order to be eligible for a teaching position, effective October 1, 2011 one must have an Associate, Baccalaureate or an Advanced Degree in Early Childhood Education or a related field. If a candidate does not have one of the above mentioned degrees, but does have a CDA and is enrolled in a program that will grant them a qualifying degree within three years, an ACF IM dated 8/19/2008 says the grantee can request a three year waiver for that person if they wish to hire them for a teaching position.

It is our policy to promote from within when possible. We value the Head Start experience of our assistant teachers and will seriously consider them for teaching jobs as long as the above mentioned federal mandate can be met. It takes approximately four years to get an Associate Degree while working for Head Start, so an individual who is currently employed by our program would need to have at least 28 college credits before we could consider them for a teaching position and an associate's degree must be awarded in a reasonable time not to exceed 3 years. Many things are considered when hiring a Head Start teacher such as education, performance evaluations and staff attendance. So, while meeting this mandate would make one eligible, it would not guarantee a position as a Head Start teacher.

Time Frame: Teachers: Continuously enrolled in college until obtaining a B.S. degree; Individual Professional Development Plan indicating how teacher plans to address December 12, 2007 mandate. Assistant teachers: Obtain their CDA within two years of employment

People Involved: Site managers, teachers, assistant teachers, training specialist

Documentation: Proof of meeting requirements-- Individual Professional Development Plan.; CDA certificate or diploma; Time Sheet Addendum; Transcript each semester; Waivers

C. STANDARDS OF CONDUCT

Objective: 1304.52(h) (1) *Standards of conduct.* (1) Grantee...must ensure that all staff, consultants, and volunteers abide by the program's standards of conduct. These standards must specify that: (i) They will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability; (ii) They will follow program confidentiality policies concerning

information about children, families, and other staff members; (iii) No child will be left alone or unsupervised while under their care; and (iv) They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

Strategies:

1. All Head Start staff sign the Code of Conduct Agreement which is maintained at Central Office. This code includes the NAEYC Code of Ethical Conduct.
2. All volunteers sign the Code of Conduct Agreement. These are placed in the center personnel file.
3. All consultants sign the Code of Conduct Agreement, which is attached to their consulting agreements.

Time Frame: Upon employment or commitment to volunteering

People Involved: All staff, volunteers and consultants

Documentation: Standards of Conduct in each person's file; employees also at Central Office.

D. APPEARANCE

All staff must be neat, clean and dressed appropriately, as a professional working with young children. Refer to EMAA Dress Code Policy.

E. FAMILIARITY WITH AND IMPLEMENTATION OF POLICIES

Objectives: 1304.52(b) Staff Qualifications—general (1) Grantee....must ensure that staff....have the knowledge, skills, and experience they need to perform their assigned functions responsibly.

Staff is familiar with and implements the following:

1. EMAA Personnel Policies
2. Performance Standards, with Guidance, as incorporated in Work Service Plans
3. Licensing Rules for Child Care Centers
4. Staff member's Job Description

All the above can be found on www.eastmoaa.org.

F. BREAK/PLANNING TIME

1. Each teacher/assistant teacher who works full-time or close to full-time has one 30-minute unpaid break/lunch. This is time to relax, to take care of personal business—and come back with renewed energy. In addition they have two 15-minute paid breaks.
2. Break time and planning time are on the "Staff Schedule" form.
3. Staff who work part-time have one 15 minute break.

G. EDUCATION STAFF TRAINING

Objectives: 1306.23 Training (a) Head Start grantees must provide pre-service training and in-service training opportunities to program staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. This training must be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies.

1304.22 Child health and safety. Guidance: Head Start's commitment to wellness embraces a comprehensive vision of health for children, families and staff. The objective of 45 CFR 1304.22 is to support healthy physical development by encouraging practices that prevent illness or injury, and by promoting positive, culturally relevant health behaviors that enhance life-long well-being.

(a) Grantees...operating center-based programs must establish and implement policies and procedures to respond to medical....emergencies with which all staff are familiar and trained.

1304.52(k)(3) This program must also include: (i) Methods for identifying and reporting child abuse and neglect that comply with applicable State and local laws using, so far as possible, a helpful rather than a punitive attitude toward abusing or neglecting parents and other caretakers; and (ii) Methods for planning for successful child and family transitions to and from the....Head Start program.

Licensing 19 CSR 30-62.102 Personnel (3) Child Care Training.

(A) The center director....all other caregivers, and those volunteers who are counted in staff/child ratios shall obtain at least twelve (12) clock hours of child-care related training during each year of employment in training which is approved by the department in—health, safety, nutrition, guidance

and discipline, appropriate activities and learning experiences for children, positive communication and interaction with parents, planning and setting up an appropriate environment for children, professional and administrative practices, or other child related areas.

Head Start Act of 2007 648A(a)(5) Each Head Start teacher shall attend not less than 15 clock hours of professional development per year. Such professional development shall be high-quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness.

Strategies

Any site manager, teacher or assistant teacher who does not complete at least 15 hours of training each year will be terminated. These hours may include the required current certification in age-appropriate first aid and cardiopulmonary resuscitation (CPR) training. If staff miss training they will be required to find local training to make up the clock hours they missed.

Training includes:

1. Pre-service: includes child health and safety, child abuse and neglect, and transitioning into Head Start information.
2. In-service: four 3½ -hour trainings for teaching teams composed of teachers and assistant teachers.
3. Yearly CPR certification and First Aid certification renewal every three years.
4. Healthy Living Counselor training: See Section II.E.
5. DIAL-3 Screening training prior to using the DIAL-3. The site manager is responsible for training new teachers on this protocol.
6. Participation in Mentoring Program. (See next section below.)
7. New education staff participate in a 3-month long training which includes training in Creative Curriculum, Conscious Discipline, and HeadsUp! Reading as well as knowledge about all the major aspects of their job.
8. CDA training for assistant teachers who are not attending college and who do not have their CDA. This training is individually scheduled to achieve 120 hours within 1¾ years.
9. Training classroom volunteers. See Section VIX.A.1.e

Time Frame: As is indicated

People Involved: All education staff

Documentation: Sign in sheets on file with training specialist; Mentoring form; Healthy Living Counselor Report; New Education Staff Training form; CPR and First Aid in on-site personnel file

H. EARLY LITERACY MENTOR COACH PROGRAM

Promoting continuous quality improvement and building local capacity is a primary goal of Head Start. Developing staff capacity is key to promoting high-quality educational services and to improving child outcomes. An excellent way to enhance teacher capacity and to promote developmentally appropriate practice is through mentoring. The individualized nature of mentoring makes it a particularly valuable approach for all staff, whether they are new to the profession or have years of experience. [Adapted from *Putting the PRO in Protégé*, p. 3.]

Objectives:

Sec. 641(e) Head Start agencies shall adopt, in consultation with experts in child development and with classroom teachers, an assessment to be used when hiring or evaluating any classroom teacher in a center-based Head Start program. Such assessment shall measure whether such teacher has mastered the functions described in section 648A(a)(1)

Sec. 648A. (a) CLASSROOM TEACHERS.--

(1) PROFESSIONAL REQUIREMENTS.—The Secretary shall ensure that each Head Start classroom in a center-based program is assigned one teacher who has **demonstrated competency to perform functions that include —**

- (A) planning and implementing learning experiences that advance the intellectual and physical development of children, including improving the readiness of children for school by developing their literacy and phonemic, print, and numeracy awareness, their understanding and use of language, their understanding**

- and use of increasingly complex and varied vocabulary, their appreciation of books, and their problem solving abilities;
- (B) establishing and maintaining a safe, healthy learning environment;
- (C) supporting the social and emotional development of children; and
- (D) encouraging the involvement of the families of the children in a Head Start program and supporting the development of relationships between children and their families.

Sec. 648A.(b) MENTOR TEACHERS.

- (1) **DEFINITION; FUNCTION.** For purposes of this subsection, the term “mentor coach” means an individual responsible for observing and assessing the classroom activities of a Head Start program and providing on-the-job guidance and training to Head Start program staff and volunteers, in order to improve the qualifications and training of classroom staff, to maintain high quality education services, and to promote career development, in Head Start programs.
- (2) **REQUIREMENT.** In order to assist Head Start agencies in establishing positions for mentor teachers, the Secretary shall--
 - (A) provide technical assistance and training to enable Head Start agencies to establish such positions;
 - (B) give priority consideration, in providing assistance pursuant to subparagraph (A), to Head Start programs that have substantial numbers of new classroom staff, that are experiencing difficulty in meeting applicable education standards, or that lack staff of a similar cultural background to that of the participating children and their families;
 - (C) encourage Head Start programs to give priority consideration for such positions to Head Start teachers at the appropriate level of career advancement in such programs; and
 - (D) promote the development of model curricula, designed to ensure the attainment of appropriate competencies of mentor teachers in Head Start programs.

Source: Head Start Act, as amended October 27, 1998; Sec. 648A.(b) MENTOR TEACHERS, page 35; U.S. Department of Health and Human Services, Administration for Children and Families, Administration on Children, Youth, and Families, Head Start Bureau.

Outcome: Increase staff competence and skills in early literacy education.

Strategies

- A. Through Region VII training and technical assistance, the EMEA Head Start ELMC Trainer has attended trainings and has worked with a Mentor Coach Specialist to develop our Early Literacy Mentor Coach Program.
- B. Area Coordinators and Site Managers, supported by other EMEA staff, serve as Early Literacy Mentor Coaches (ELMCs). They received training from the EMEA Head Start Education Specialist who served as the ELMC Trainer, utilizing *The Early Childhood Mentoring Curriculum*, supplemented by Director Mentor-Coach Orientation material from the National Head Start Directors Institute, January 12, 2003 and *Putting the Pro in Protégé: A guide to Mentoring in Head Start and Early Head Start*. As part of monitoring, this responsibility is reviewed.
- C. Early Literacy Mentor Coach Responsibilities: an additional part of an Area Coordinator and Site Manager’s Job Description
 - 1. Guides mentees in goal-setting related to United Way Framework Assessment Checklist and in accomplishing these goals.
 - 2. Is knowledgeable about early literacy and mentoring strategies.
 - 3. Observes participants, as well as works side-by-side with them to model appropriate early literacy strategies, as needed.
 - 4. Meets at with mentees to identify and help meet goals.
 - 5. Supports mentees in their efforts to educate and inform parents about Head Start language and literacy goals, and how parents can help staff implement them.
- D. List of Toolkit Tools for Early Literacy Mentor Coaches
 - 1. United Way Framework Assessment Checklist
 - 2. Mentoring form
 - 3. On-going early literacy training for site managers and education staff
 - 4. HeadsUp! Reading videos – for all new staff
 - 5. Opportunities for staff to visit another center

II. CENTER OPERATIONS

A. CHILDREN'S ATTENDANCE/EXTENDED ABSENCES POLICY

Objective: 1305.8 Attendance

(a) When the monthly average daily attendance rate in a center-based program falls below 85 percent, a Head Start program must analyze the causes of absenteeism. The analysis must include a study of the pattern of absences for each child, including the reasons for absences as well as the number of absences that occur on consecutive days.

(b) If the absences are a result of illness or if they are well-documented absences for other reasons, no special action is required. If, however, the absences result from other factors, including temporary family problems that affect a child's regular attendance, the program must initiate appropriate family support procedures for all children with four or more consecutive unexcused absences. These procedures must include home visits or other direct contact with the child's parents. Contacts with the family must emphasize the benefits of regular attendance, while at the same time remaining sensitive to any special family circumstances influencing attendance patterns. All contacts with the child's family as well as special family support service activities provided by program staff must be documented.

(c) In circumstances where chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option, the child's slot must be considered an enrollment vacancy.

Strategies:

Good attendance is a key to success in school and work.

1. Perfect attendance

a. Teachers send home monthly "Perfect Attendance" certificates.

Note: They are careful not to make other children feel badly about their absences.

b. In addition, children with perfect attendance are recognized in the monthly newsletter.

c. At the end of the year special recognition is made at Volunteer Appreciation Day of those parents whose children have had perfect attendance.

2. Absences

a. Parents need to notify the center regarding their child's absence.

b. Daily Attendance Worksheet

1. Teachers enter 'P' for children who are present.

2. At the end of class teachers enter *in red* 'A' for children who are absent.

3. The teacher records the reason on the "Daily Attendance Worksheet" in the 'Notes' section. Every attempt must be made to learn why a child did not attend. If no reason can be ascertained, enter 'unknown' in the 'Notes' box.

4. See "Procedure for Attendance and Meal Count, Appendix B, in the Nutrition Work Service plan.

c. If an enrolled child is absent three (3) consecutive days, the family advocate contacts the parent or legal guardian to establish the reason for the absence and to stress the importance of regular attendance, or leave documentation to show an attempt was made. Family advocates immediately inform the teacher about the reason for the absence, as well as fill out the Contact/Transaction Form, so that teachers can document the reason on the Daily Attendance Worksheet. Parents are encouraged to turn in homework when the child returns.

d. If the family has a valid reason for the absences (e.g. specific illness, family crisis, out of town) family advocates work with them to correct the situation.

e. Children are marked as absent (A), unless the family participates in the Home Bound program (see below).

f. If validity of reasons is questioned, site managers consult with area coordinator.

g. If reasons are not considered valid the family advocate notifies the parent or legal guardian in writing that the child must resume regular attendance or they will be dropped from the program.

h. If a child is absent more than 25% of the time in a quarter as is indicated on the Progress Report, the site manager, working with parents, teachers, family advocates and the area coordinator re-evaluate the family's situation. If they determine that another child would

benefit more from the Head Start program the team may place the child back on the waiting list and enroll a new child.

i. From: Health Work Service Plan:

1304.22(b)(1) (b) Conditions of short-term exclusion and admittance. (1) Grantee and delegate agencies must temporarily exclude a child with a short-term injury or an acute or short-term contagious illness, that cannot be readily accommodated, from participation in center-based activities or group experiences, but only that generally short-term period when keeping the child in care poses a significant risk to the health or safety of the child or anyone in contact with the child.

Plan of action-Head Start Staff will work with parents of children who may need to be excluded for a short-term illness or injury. The child's health care provider may need to be consulted on some injuries and illness. (Such as children who have broken bones, injuries, or an illness that may pose a danger to the child, other children or staff if they attend Head Start) Staff may be able to provide an Home Bound services as an alternative until the child can safely return to Head Start. Site managers will closely monitor the children's attendance and follow the guidelines set forth in the Education Plan.

Head Start will follow the guidelines from the State of Missouri licensing book on when to send a child home.

3. EMAA Head Start Extended Absences Policy

Because of illnesses and hospitalizations (which are especially a circumstance in the lives of children with disabilities) or family emergencies, there are circumstances where children are absent for an extended period of time. EMAA Head Start policies and procedures are as follows:

- a. The site manager determines, in conjunction with the teacher, parent and family advocate, if the Home Bound program would be appropriate for the child and family.
- b. If return to the regular program looks highly probable, the child can qualify for home-bound services.
- c. This change is approved by the area coordinator, who informs the department head.
- d. Home Bound Program
 1. Home visits are made on a weekly basis, taking in educational materials and supporting the family's social service needs during this period of time.
 2. The site manager determines who will provide the services. It could be the site manager, a teacher, the family advocate or assistant teacher, or a combination of people.
 3. If the family needed to move temporarily to another location, mileage and time for the home visit is approved by the area coordinator. Services can be provided for up to 30 miles away.
 4. Visits are documented on the "Home Bound Services" form which is attached to a Contact/Transaction form for computer entry.
 5. Family advocates will provide the home bound visit at least monthly at which time services will be re-evaluated.
 6. Absences are entered on the computer as 'N' for not scheduled on the three (3) days that they were not scheduled for the home-bound program, and for the day that they are scheduled, 'P' if they are present and 'A' if they are absent.

Time Frame: As indicated

People Involved: Site manager, area coordinator, teachers; education specialist

Documentation: "Home Bound Services" form; Attendance form; ChildPlus Attendance

B. CENTER CLOSINGS/REMAINING OPEN

1. Centers remain open no matter how few children are in attendance. If the right ratio is met and no children show up, this will not have to be a make-up day. Staff not needed in ratio may work on

- paperwork, or other various duties assigned by site manager. Staff use this opportunity to have a lot of fun learning experiences with a small group.
2. Teacher requirements in order to have class. In order to have class, there must be two paid staff, one of whom **must** be an education member. This is at the discretion of the site manager and area coordinator and should not interfere with other staff's work responsibilities.
 3. Children should not be left in the care of someone they are not familiar with. Staff make adjustments to their schedules as **NO** additional hours are paid for subbing.
 4. If a center must close due to an emergency this is determined by the site manager and area coordinator.

C. CHILDREN WHO ARE NOT PICKED UP (From Parent Handbook)

LATE PICK-UP POLICY

Regular Head Start policy. For the regular Head Start day, children must be picked up at the end of the scheduled core time. If this does not occur, after every attempt has been made to reach the parent and emergency contacts, staff may contact the Family Support Division for child abandonment.

Full day Head Start late fee policy. Because our staff members are guaranteed a regular work week and have set hours to work, a late pick-up fee will apply per child as follows:

Five dollars (\$5.00) for the first 15 minutes late and \$1.00 for every minute thereafter. Late pick-up fees will need to be paid by the following week. If you are unable to remain current on fees, we will transfer your child to regular Head Start.

1. If a child is not picked up at the end of his or her Head Start class session, every attempt will be made to reach the parent and/or emergency contact persons. However, if the child has not been picked up within one hour of the end of their class time, Head Start staff will notify Family Support Division for child abandonment, following the EMAA Head Start Child Abuse/Neglect Plan. (See Health Services Work Service Plan for reporting abuse/neglect.)
2. For children enrolled in the full day program, the policy as outlined in #1 above will be followed except, if parents or emergency contacts cannot be reached within ½ hour from the time the child was scheduled to leave, Family Support Division will be called.

D. STAFF:CHILD RATIO AND SUPERVISION

Objectives:

Licensing 10 CSR 30-102(1)(C) Individuals eighteen (18) years of age or older shall be counted in meeting the required staff/child ratios.

Licensing 10 CSR 30-102(1)(K) Volunteers counted in staff/child ratios, caregivers and other personnel shall be screened for child abuse/neglect.

Licensing 10 CSR 30-102(1)(L) The child care provider shall request and have on the results of a criminal record review....[for] employees...or volunteers counted in staff/child ratios.

Licensing 19 CSR 30-62.112(1)(C) Ages 3 through 4 years. Groups composed solely of three and four year olds shall have no less than one adult to ten children.

Licensing 19 CSR 30-62.082 (6) Outdoor Space. (A) General Requirements. 3. Adult supervision shall be provided at all times when children are outside. For children three (3) years of age and above, staff/child ratios may be one and one-half (1 1/2) times the indoor staff/child ratios. The required indoor staff/child ratios shall be maintained on the premises at all times.

1304.52(g)(3)For center-based programs, the class requirements specified in 45 CFR 1306.32 must be maintained through the provision of substitutes when regular classroom staff are absent.

1304.52(g)(5)Staff must supervise the outdoor and indoor play areas in such a way that children's safety can be easily monitored and ensured.

1304.52(h)(1)(iii) No child will be left alone or unsupervised while under their care.

Strategies:

1. Children's activities, both indoors and out, are supervised at all times.

2. Adult:child ratio --1:10 at the center at all times.
3. Volunteers who are 18 yrs of age and have a physical, TB test and child abuse and criminal record check on file can be counted in ratio, but never left alone with children.
4. Students/Cadets cannot be counted in ratio or left alone with children.

Time Frame: Ongoing

People Involved: Site managers; area coordinators

Documentation: "Staff Schedule in Classroom Team _____" form

E. PUPIL RELEASE AND KIDNAPPING PREVENTION

Objective: Licensing 19 CSR 30-62.182(1)(A)(2)Children shall be dismissed only to the parent(s), guardian, legal custodian or to individuals approved by the parent(s), guardian or legal custodian.

Strategies:

1. Released-to list. A child may be released from the classroom only to the persons who appear on the 'released-to' list.
2. Sign out. Persons taking the child sign the sign-out sheet.
3. Written request. Persons not on the release-to list need a written permission signed by parent or guardian, except in an emergency.
4. Phone calls only in emergency. No phone calls are accepted except in an **EXTREME** emergency. The nature of the emergency and the name of the caller and person to pick up child are documented on the contact/transaction form.
5. Kidnapping precautions
 - a. If a staff member is at all uneasy about releasing a child, explain to the adult that you need to call the parent to verify this release. Normally that adult appreciates your care and concern. If the adult instead becomes agitated
 - b. Calmly signal a fellow staff member by saying _____ (each program needs to fill this in for their program).
 - c. Quietly assess where the child is safest.
 - d. Call the parent and/or the police.
6. Kidnapping precaution drill. Staff role play or discuss this procedure at least once each semester.

Time Frame: Ongoing

People Involved: All staff

Documentation: 'Release-to' form; sign-out sheet

F. EMERGENCY PROCEDURES

1. Fire, tornado and earthquake drills must be held on a monthly basis.
2. Emergency Drill Log. Drills are documented on the Emergency Drill Log.
3. A written plan with illustrations (understandable to children) for each drill, must be posted in each center children's eye level and one copy placed in the parent area.
4. A detailed emergency medical plan must be written and posted in the Parent Area.
5. See Health Work Service Plan.

Time Frame: Monthly

People Involved: Classroom staff

Documentation: Emergency Drill Log

G. RECRUITMENT

Objective: 1305.5 Recruitment of children.

(a) In order to reach those most in need of Head Start services, each Head Start grantee and delegate agency must develop and implement a recruitment process that is designed to actively inform all families with Head Start eligible children within the recruitment area of the availability of services and encourage them to apply for admission to the program. This process may include canvassing the local community, use of news releases and advertising, and use of family referrals and referrals from other public and private agencies.

(b) During the recruitment process that occurs prior to the beginning of the enrollment year, a Head Start program must solicit applications from as many Head Start eligible families within the recruitment area as possible. If necessary, the program must assist families in filling out the application form in order to assure that all information needed for selection is completed.

(c) Each program, except migrant programs, must obtain a number of applications during the recruitment process that occurs prior to the beginning of the enrollment year that is greater than the enrollment opportunities that are anticipated to be available over the course of the next enrollment year in order to select those with the greatest need for Head Start services.

Strategies:

All staff participate and cooperate in a joint effort with family advocates to:

1. Recruit new and returning children, as well as siblings of Head Start children.
2. Canvas service area for new children.
3. Attend recruitment meetings when possible.
4. Contact and recruit public entities for Recruitment Committee and to participate in recruitment efforts.

Time Frame: Ongoing with an emphasis in the spring

People Involved: All staff

Documentation: Applications

H. TEACHER PAPERWORK

1. TimeStar/Mileage form
2. Parent Development of the Classroom Curriculum (beginning of year)
3. New children
 - a. Preparation for DIAL-3 screening.
 - b. Social-Emotional Screen – during Family/Child Staffing
 - c. Fill out Mental Health Screening Follow-up form before Healthy Living Counselor arrives- within 45 days of enrolling children
4. Children’s Portfolios:
 - a. Organizing ongoing observations/work samples made in the classroom for the portfolios.
 - b. Fill in Outcome Entry Teaching Strategies Gold.
 - c. Child Development Plan for Individualization and Progress Report - 4 times/child
5. Weekly Planning form – weekly
6. Written information given to parents about what occurs each week – regularly
7. Perfect Attendance Certificates and Reading Certificates—given out liberally
8. Field Trip Request/Plan-as needed
9. Emergency Drill Log - weekly
10. Attendance Log - in classroom (daily)
11. Outdoor Checklist - designated person daily
12. Health and Safety: Accident Report, Medication Log, Symptom Record - as needed
13. Procurement: Purchase Notices, Education Supply Requests (monthly), Book Ordering - as needed
14. For volunteers: in-kind forms- as needed
15. IEP Communication with school – monthly/quarterly for children with disabilities
16. Classroom Equipment List/Inventory - update in December; use the same one for licensing
17. Family Contact/Transaction form - as needed
 - a. The Family Contact/Transaction form needs to be filled out when there is a personal contact with the parent. This documents the flow of interaction with the program. This may be:
 1. A phone conversation *of substance*, e.g. a child has lice, or ‘don’t let grandma pick up the child.’
 2. A *meaningful* conversation when the parent picks a child up from school. When a child is picked up from school and there is no meaningful conversation, this is documented on the

Sign-Out Sheet.

3. A personal note sent home, e.g. a child's accident or a child had a great day, *if a copy has not been kept*
4. Communication about missed home visit or conference—*important to document three tries*

b. Contact Sheet

The Contact Sheet is for anything that is 1) not tracked on the Family Contact/Transaction form and 2) is not document in the computer. Routine communication such as weekly newsletters only needs to be entered on each child's Contact Sheet one time, *if they are, indeed, weekly and not sporadically.*

The Contact Sheet for each individual child does *not* need to be filled out if there is another way to document the contact on the computer such as:

- an Accident Report
 - in-kind for a parent's visit to the center
 - if a copy is kept in the portfolio of a child's dictated message to parent,
 - Progress Report documenting a home visit or Parent/Teacher Conference
 - communication regarding a child's absence, if documented on the Attendance sheet
 - Field Trip Parent Permission form—put in each child's file in family advocate's office
- c. These need to be placed in the child's file.

III. PROCUREMENT, STORING AND CARE OF CLASSROOM MATERIALS

Objective:

1304.53(a)(10)(viii) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions.

1304.53(b) Head Start equipment, toys, materials, and furniture. (1) Grantee....must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participate of children and adults. Equipment, toys, materials, and furniture owned or operated by the grantee or delegate agency must be: (i) Supportive of the specific educational objectives of the local program; (ii) Supportive of the cultural and ethnic backgrounds of the children; (iii) Age-appropriate, safe, and supportive of the abilities and developmental level of each child served, with adaptations, if necessary, for children with disabilities; (iv) Accessible, attractive, and inviting to children;(v) Designed to provide a variety of learning experiences and to encourage each child to experiment and explore.

Strategies:

1. Procurement of classroom materials must reflect our curriculum, *Creative Curriculum*. Thus materials are to build interest areas, enhance weekly planning including developing topic materials, and aid in assessing children's growth.
2. Because local staff is most knowledgeable about the needs, backgrounds and abilities of the children in their program, they have the authority to make the majority of the procurement decisions for their classroom, under the guidance of their area coordinator and the education specialist, and are responsible for the care and cleanliness of all items.

PROCEDURES

A. MONTHLY PROCUREMENTS

Send in ALL requests the third Friday of the month.

1. Monthly supplies. Education staff send in the Monthly Education Supply Request form by the third Friday of the month for the supplies needed for the next month.
2. Books: Education staff send in "Ordering Books" form or filled-out copy of the actual book list.
3. Classroom purchasing.
 - a. Staff use current Purchase Notice form, checking the revision date. They follow notes on that form.
 - b. Site managers are responsible for all purchases.
 1. They may designate others to purchase items. This may include giving out the Walmart card.
 2. Staff track all procurements on the two Classroom Money forms.
 - c. For educational spending purposes, there have four months in the spring (January-April) and four months in the fall (August, September, October, November). Money can accumulate up to November. Because our fiscal year is the calendar year (except for CACFP), money that is not spent by November is gone.
 - d. Items to send into Central Office *on the third Friday of the month:*
 - 1) Purchase Notices; 2) Monthly Educational Supply Requests; 3) Ordering BooksException: When placing catalog orders send in Purchase Notice and packing slip immediately upon receiving items so that we can pay the business.
 - e. Materials meet the developmental needs of each child. If a child with a disability needs a more costly item, talk with the disabilities specialist.
 - f. If nutrition experiences can be eaten during a meal or snack, CACFP funds cover the cost of the food. If the food is eaten at other times during the day, the expense comes out of classroom funds. (Note: food items still need to meet CACFP requirements.) Food items purchased to make such things as playdough, are not covered with CACFP funds.
 - g. When a program uses donated money that is on account at Central Office, this is *not* taken out of classroom supplies, it is taken out of the account item for money received for your program.

B. EDUCATION PURCHASING KIT

Each classroom team has an Education Purchasing Kit.

One hanging file, labeled “Education Purchasing Kit.” In the hanging file the following four folders:

1. Folder - **Purchasing**

- a. Classroom Money form (Checkbook), unless this form is kept in a central location - online
- b. For purchases made, copies of all Purchase Notices and receipts.

These can be thrown away each December.

2. Folder – **Procurement information**

- a. Education Supply Request (master) - online
- b. Purchase Notice (master) - online
- c. Accounts
- d. Procurement, Storing and Care of Classroom Materials Policies and Procedures (information from above)

3. Folder – **Book List**

Book List/ Book Order Form for Books Not on Book List —keep a copy of the books you ordered for *the current year* in this folder - online

- b. *Creative Curriculum* Interest Area Implementation Checklist

4. Folder - **Inventory**

Classroom inventory. This inventory form meets licensing requirements so that staff do not have to duplicate this activity. (Updated each December. *Old copies can be thrown away.*)

C. PROCUREMENT PLAN

1. The education inventory, the *Creative Curriculum* Interest Area Implementation Checklist and development of topics serve as a basis for determining classroom procurement decisions. The inventory is updated each December. This inventory form can also be used to meet licensing requirements.
2. In addition, each December the education specialist determines procurement priorities for the next year based on overall program needs.

D. TRANSITION MONEY

The Education/Transition Specialist will work with teachers and site managers on meaningful ways to assist children with transitions. The transition money is used to further this goal.

E. BOOKS

1. Each year there is a line item for procuring books using the “Ordering Books” form and/or a list of books.
2. Firefly Book Club. The *Firefly Book Club* is the only time that parents are offered an opportunity to purchase books. *It is completely up to staff as to whether they want to spend the time to make this opportunity available.*
3. Staff may purchase books on their own for the classroom using classroom supply money.

F. CLASSROOM COMPUTER HARDWARE AND SUPPLIES

1. Ink Cartridges. Ink cartridges are purchased with classroom supply funds. Color ink cartridges may only be used for photographs to further language and literacy, such as book-making, sequencing or children’s portfolios. Parents can help if coloring is needed on a publication with parent’s time counted as in-kind.
2. Computer challenges
 - a. Staff check with the education specialist regarding purchasing items such as a mouse, a keyboard or a printer. If other monies are not available, staff use classroom supply money.
 - b. Designated computers will be kept functioning through our contract with Midcom. Let the education specialist know if your designated computer is having problems. Sites are welcome to use additional computers—however, they will need to be maintained locally.

G. PHOTOGRAPHS

Classroom supply money may be used for photographs only if these are used to: enhance children's language and literacy, such as for book-making; or for sequencing, topic development, or children's portfolios.

H. NOTES REGARDING SPECIFIC PURCHASES

1. Classroom trash bags and vacuum bags. These items are purchased using the "Supplies - Cleaning" category on the Purchase Notice.
2. Save money. Make your own playdough.

There are three recipes for playdough (and two for clay) found on page 324 of your *Creative Curriculum* book. Add vanilla and not only does it feel like store-bought, but smells like it as well. There is nothing more relaxing than playing with warm playdough!

Literacy opportunity: Make a recipe card, work with a small group of children and have them "read" the recipe card and make the playdough themselves.

I. CARE OF TOYS, FURNITURE AND MATERIALS

Objective:

1304.53(a)(10)(viii) Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions.

1304.53(b) Head Start equipment, toys, materials, and furniture. (1) Grantee....must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned or operated by the grantee or delegate agency must be: (vi) Safe, durable, and kept in good condition; and (vii) Stored in a safe and orderly fashion when not in use.

Licensing Rules 19 CSR 30-62.082 (2)(A)(9) The facility shall be clean at all times and free of dirt, insects, spiders, rodents or other pests.

Licensing Rules 19 CSR 30-62.102(1)(I) Caregivers shall not be engaged in major housekeeping, cleaning or maintenance activities during the hours of child care, but may do routine cleanup to maintain order and sanitation in the facility.

Strategies

1. Indoor and outdoor premises are cleaned daily and kept free of undesirable and hazardous materials and conditions.
2. Toys, materials and furniture are safe, durable and kept in good condition, or are disposed.
3. Sanitizing toys. If a toy is mouthed, it must be removed from the play area as soon as the child is through with it, and sanitized before being returned (1/2 *teaspoon* bleach: 1 gallon water if toys are immersed)
To sanitize areas as needed on a daily basis. (1 *teaspoon* bleach: 1 gallon of water for wiping down and spraying surfaces).
4. Stuffed animals and other cozy items are allowed in the classroom as long as they are kept clean. Cleaning machine washable or surface clean stuffed animals and cloth toys:
 - a. Put them in a pillowcase, tied it with a twist tie, and tossed it into the washer, then the dryer. Even surface clean items often work out fine. OR
 - b. Use a gentle bar soap (like Dove) or even a small amount of baby shampoo in a bowl of water. Dip a clean cloth in your mixture and scrub away just as you would do on your own skin. Take another clean cloth and dampen it and rinse the animal with clear water. You can blow dry it to make it fluffy and soft again, or just let it air dry.
5. Outdoor safety checklist and classroom cleaning, safety must be conducted and initialed by staff daily. This will be monitored by the site manager and area coordinators.
6. When items are not in use they are organized in topic boxes, by interest areas and in other ways that enable staff to remember and easily locate materials.
7. All staff work together to maintain order and sanitation in the facility, but do not do major housekeeping, cleaning or maintenance activities during hours children are present.

Time Frame: On-going People Involved: Site managers, teaching staff

Documentation: Purchase Notices; Classroom Money form; education specialist spreadsheet; bookkeeping spreadsheet; health specialist monitoring

CHILD DEVELOPMENTAL SERVICES

IV. SCREENING

Objectives:

1304.20(a)(1)(ii) *Determining child health status.* Obtain from a health care professional a determination as to whether the child is up-to-date on a schedule of age appropriate preventive and primary health care which includes....mental health.

1304.20(b) *Developmental, sensory, and behavioral screening.* Screenings for developmental, sensory, behavioral concerns. (1) In collaboration with each child's parent, and within 45 calendar days of the child's entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate developmental, sensory and behavioral screenings of motor, language, social, cognitive, perceptual, and emotional skills. To the greatest extent possible, these screening procedures must be sensitive to the child's cultural background. (2) Grantee and delegate agencies must obtain direct guidance from a mental health or child development professional on how to use the findings to address identified needs. (3) Grantees must utilize multiple sources of information on all aspects of each child's development and behavior, including input from family members, teachers, and other relevant staff who are familiar with the child's typical behavior.

1304.20(d) *Ongoing care.* ...Grantee must implement ongoing procedures by which Head Start staff can identify any new or recurring....developmental concerns so that they may quickly make appropriate referrals.

1304.21(a) (2) Parents must be: (ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences.

1304.24 Child mental health (a) *Mental health services* (1) Grantee and delegate agencies must work collaboratively with parents by: (i) Soliciting parental information, observations, and concerns about their child's mental health.

Strategies

- A. Purpose. The purpose of screening is to determine, in conjunction with parents, whether a child needs to be referred to the school district for an evaluation, or to work more with the Healthy Living Counselor.
- B. Screening protocol. DIAL-3, DIAL-3 Parent Questionnaire and the Social-Emotional Screen are used to screen all children and are completed *within the 45 days* of enrollment.
- C. Children with IEPs and previously screened children. Those children who have been screened using the DIAL-3 through the school's early childhood program within the past six (6) months do not need to be re-screened, nor do children with IEPs. *However, DIAL-3 Parent Questionnaires are filled out on all children.*

Note: Please send back the DIAL-3 Record Forms and cutting cards for those children for whom you did not give the DIAL-3. This saves us money.

D. Screening procedures:

1. **DIAL-3 Screening:** Screening takes place during the first home visit before a child begins attending unless this is not feasible to do. In that case, children are screened as early after enrollment as possible.
2. In addition to the motor, concept and language sections, the behavioral section is also filled out.
3. Training. In years following the initial training, site managers are responsible for reviewing procedures with staff on an as needed basis as well as for training new staff who are involved in DIAL-3 screening.
4. **DIAL-3 Parent Questionnaire:** This questionnaire, which addresses self-help and social development, can be filled out during the first home visit and placed in child's portfolio. As requested during the Health Services Advisory Committee Meeting, parents may receive an authorized copy of items on this questionnaire during final enrollment/first home visit. They can think through responses that they are giving, and give it to the teacher who transfers information onto the official form.
5. **Social-Emotional Screen:** is completed during the first Child/Family Staffing. This first staff meeting and each subsequent Family/Child Staffing staff rate each child on a 1-5 scale. Parents sign this form during the Parent-Teacher Conference, unless there are problems. In that case, this form helps a teacher work with parents to develop solutions earlier in the semester. (See "Developing Strategies for Social-Emotional Supports" online and Appendix C: Positive Intervention for Challenging and Disruptive Behavior.)

- E. Inaccurate reflection of child. If the classroom team and parents feel that the screening did not accurately reflect a child's ability, they may 1) ascertain informally whether the child knows the answer to questions by asking parents for input or observing children engaged in activities that demonstrate their knowledge. This may occur, for example, if a child is shy; or 2) discuss this child with the disabilities specialist or ECSE teacher at the school. This is documented on the Family/Child Staffing form, the Disabilities Alert List and Contact Sheet (when the parent or the ECSE teacher is contacted.)
- F. Social, emotional and behavioral screenings. Using the "Mental Health Screening Follow-Up" form, the Healthy Living Counselor, in conjunction with local staff, assess how best to address identified needs of children with whom there are concerns.
- G. Sharing results with parents:
 - 1. DIAL-3 screening results are shared with parents immediately at the first home visit if the DIAL-3 is completed there. During the first home visit, teachers and family advocates learn a lot about a child when talking with parents. The DIAL-3 Parent Questionnaire and screening results are other tools for parent input about their child. The Social-Emotional Screen is discussed at the Parent-Teacher Conference, if not before then when there are problems.
 - 2. All screening results: Area support assistants give the family advocates two (2) copies of Report #3030, Participant Health Summary, to share with parents. One signed copy is placed in the child's health file. Parents keep the other copy.
- H. Entering results on computer: Screening results on each child are turned into area support assistants as soon as screening is completed.
- I. Spanish-speaking children are screened on the DIAL-3 in Spanish.
- J. Check screening progress. Request Report #3020 which identifies what screenings have been complete on the children.
- K. Follow up. Refer to the Disabilities Work Service Plan for follow-up for children for whom there are concerns based on screening results.
- L. Concerns during the year. If at any time during the year staff have concerns about a child's development, needed portions of this process should be repeated.

Time Frame: Within 45 days of enrollment

People Involved: Teaching team, including family advocate; healthy living counselor

Documentation: DIAL-3 protocol; Social-Emotional Screen; Progress Report form; ChildPlus Report #3030

V. ASSESSMENT: *Teaching Strategies GOLD Assessment/Portfolio/Social-Emotional Well-Being*

Objective: 1304.21(c)(2) *Child development and education approach for preschoolers.* Staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child.

1304.20(d) *Ongoing care.* In addition to assuring children's participation in a schedule of well child care,....grantee must implement ongoing procedures by which....Head Start staff can identify any new or recurring....developmental concerns so that they may quickly make appropriate referrals. These procedures must include: periodic observations and recordings, as appropriate, or individual children's developmental progress, changes in physical appearance....and emotional and behavioral patterns. In addition procedures must include observations from parents and staff.

1304.20(f)(1) *Individualization of the program.* (1) Grantee....must use the information from the developmental, sensory, and behavioral screenings, the ongoing observations....and insights from the child's parents to help staff and parents determine how the program can best respond to each child's individual characteristics, strengths and needs.

Strategies

A. *Teaching Strategies GOLD Objectives and Dimensions* (Appendix A)

Although staff strive to help children grow on all 38 of the *Teaching Strategies GOLD Objectives and Dimensions*. EMAA Head Start has selected portions of this assessment.

- 1. These items assess children's social-emotional, physical, language and cognitive development as well as content areas, literacy, mathematics, science and technology, social studies, the arts and English language acquisition.

2. Children are assessed through utilization of some of the DIAL-3 screening items, observations, Assessment Opportunity cards, work samples, and parent input.
3. Assessed outcomes are placed in the child's portfolio in the appropriate place, labeled with the date, outcome number and outcome level. *The same item can be used to indicate more than one outcome. In that case, make a copy is made for each section.*

B. PORTFOLIO NOTEBOOK

1. An organized portfolio is kept on each child. *The portfolio consists of the following which needs to stay in the notebooks at all times, except for the progress report when the ASA is entering that information.*
2. Order of Portfolio
Front pocket: *(this order front to back)*
 - Progress Report
 - DIAL-3 Parent Questionnaire
 - Social/Emotional Screen*If a child has one:*
 - IEP goals
 - For child with an IEP, copies of Ongoing Communication
 - Forms/observations for “Developing Strategies for Positive Social-Emotional Supports”
 - Positive Social/Emotional Support Plan(s)Your Child's Growth
 - Your Child's Growth title page
 - ChildPlus Data Entry form
 - Family/Child Staffing: Child Development Plan and Activities for Individualization
 - Teaching Strategies GOLD Objectives & Dimensions* sheet
 - Remaining outcome pages with entries
 - Other items that staff, parents and children want to include to keep the memory of a child's Head Start experience alive through the years.*Behind entries:*
 - Green folder with remaining papers to give to parents (plus the DIAL-3 to be put in the back of the child's center file at the end of the year)
 - Homework: unless you incorporate those pages in with the outcomes
3. Portfolios are shared with parents during the parent-teacher conferences and home visits. Parents' observations can be valuable entries, as well as other sources of documentation that have. Parents may also want to see their child's portfolio when visiting the center.
4. Portfolios are sent home when a child transitions to kindergarten or when a child moves.
 - a. Keep the portfolios of the children that are returning the next year
 1. EXCEPT if a parent *really* wants their child's portfolio, they can be the custodian of it. They are informed that we need use the portfolio next year to observe their child's progress through Head Start for two years.
 2. If younger children need to take something home like the big kids, they produce some work which is made into an end-of-the-year booklet.
 - b. What to include in the portfolio--EVERYTHING except DIAL-3 protocol, which is moved to the child's manila folder at the end of the year.
5. Yearbooks
 - a. No professionally printed yearbooks are approved.
 - b. The portfolio is the only “yearbook” the child receives. Staff make the portfolio attractive—this is the child and family's memory of their child's Head Start growth and experience.
 - c. Publishing tip: photos of people need to be at least the size of a dime.
 - d. Classroom money cannot be used for “extras.”

C. OUTCOME ENTRY: TEACHING STRATEGIES GOLD

Objective: 1304.21 (c)(1) *Child development and education approach for preschoolers*. Grantee....., in collaboration with parents, must implement a curriculum that: (ii) provides 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.

The first time teachers record children's outcomes for area support assistant (ASA) entry, they use the Outcome Entry: Teaching Strategies Gold form. As soon as the outcomes are entered the ASA gives each teacher ChildPlus Report 5440. The following two times, the teacher uses this ChildPlus Report 5440 to enter outcomes, thus observing children's progress.

D. FAMILY/CHILD STAFFINGS AND PROGRESS REPORTS

1. Family/Child Staffings occur quarterly with teacher, family advocate and other interested persons.
2. The Family/Child Staffing: "Child Development Plan and Activities for Individualization" form is filled out.
 - a. Family advocates share information about the family and enter observations on the form.
 - b. The child's teacher enters activities that focus on at least three (3) objectives.
 - c. Especially during the first Family/Child Staffing and subsequently as needed, potential need for special services is discussed and follow-up is planned.
3. Each participant signs this form.
4. The portfolio with the "Child Development Plan and Activities for Individualization" is discussed with parents during parent-teacher conferences and the second home visit. Parent insights and observations of their child are included on the Progress Report.
5. *For children with IEPs*
 - a. On the "Child/Family Staffing: Child Development Plan and Activities for Individualization" those outcomes that are adapted from the IEP goals are checked.
 - b. Staff discuss with parent(s) the connection between activities and the IEP.
 - c. No undue attention is drawn to the child's disability in the classroom.

E. CHILDREN ENROLLED LATER IN THE YEAR

1. The first home visit occurs during final enrollment, or if not possible, as soon after as possible.
2. For the remainder of the year, the same section is filled out as for the other children in the program.
3. The Family/Child Staffing calendar and the Timeline indicated dates that later enrolling children's outcomes need to be completed.

F. COMPUTER ENTRY

1. After the home visit or parent-teacher conference, the area support assistant enters, on the Education screen, the date.
2. If there were 3 attempts to make a visit, the teacher will document this information on a Family Contact/Transaction form and check the box on the Progress Report. The ASA will make a note of that fact in Education Notes.

G. IDENTIFYING CONCERNS ABOUT A CHILD'S PROGRESS

If at any point in observing and assessing a child or talking with parents, a concern becomes evident, staff return to needed portions of the screening process, such as talking with ECSE staff, to determine if there are additional needed supports for the child.

Time Frame: On-going

People Involved: Teachers

Documentation: Progress Report; Portfolio, "Child/Family Staffing: Child Development Plan and Activities for Individualization," Timeline, ChildPlus

H. ONGOING SOCIAL-EMOTIONAL ASSESSMENT

Objectives:

1304.24(a)(2) Grantee....must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of and intervention in family and staff concerns about a child's mental health.

1304.24(a)(3) Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to: (i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children. (iii) Assist in providing special help for children with atypical behavior or development.

Strategies:

1. The Healthy Living Counselor meets with the staff in each of the classrooms to discuss issues of concern with them as documented on the "Healthy Living Counselor Report."
2. Staff fill out the "Social-Emotional Screen" (see Screening, Section IV) on each child. This form was developed by and has been modified by our mental health professional through the years and is based on the criteria below and The Head Start Child Development and Early Learning Framework.
3. Staff fill out "Mental Health Screening Follow-Up." The Healthy Living Counselor reviews, dates and initials the entries for each child. The Healthy Living Counselor provides observation and needed supports for those children who need it.
4. Staff follows EMAA head Start policy, "Positive Intervention for Challenging and Disruptive Behavior" (Appendix C) for children who meet the "Head Start Criteria for Identifying Children with Emotional and Behavioral Disorders."

Head Start Criteria for Identifying Children with Emotional and Behavioral Disorders

On January 21, 1993, Head Start published regulations outlining the criteria for identifying children with emotional or behavioral disorders. EMAA Head Start's "Social-Emotional Screen" is based on these criteria. These state:

A child is classified as having an emotional/behavioral disorder who exhibits one or more of the following characteristics with such frequency, intensity, or duration as to require intervention:

- * Seriously delayed social development, including an inability to build or maintain satisfactory (age appropriate) interpersonal relationships with peers or adults (e.g., avoids playing with peers);
- * Inappropriate behavior (e.g., dangerously aggressive towards others, self-destructive, severely withdrawn, noncommunicative);
- * A general pervasive mood of unhappiness or depression, or evidence of excessive anxiety or fears (e.g., frequent crying episodes, constant need for reassurance); or
- * Has a professional diagnosis of serious emotional disturbance.

In addition, the rule requires that "the eligibility decision be based on multiple sources of data, including assessment of the child's behavior or emotional function in multiple settings," and that it "include a review of the child's regular Head Start physical examination to eliminate the possibility of misdiagnosis due to an underlying physical condition" (*Federal Register*, 58, 12, 21 January 1993: 5506).

Time Frame: Within or shortly after a child's first 45 days in the program

People Involved: Teaching staff, site managers, healthy living counselor; area support assistants

Documentation: Healthy Living Counselor Center Reports, "Mental Health Screening Follow-Up." ChildPlus

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

VI. POSITIVE METHODS OF CHILD GUIDANCE

Objective: 1304.52(h) (1)(iv) They will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, they will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

Strategies:

- A. Positive Methods of Child Guidance. Staff use both *Conscious Discipline* materials as well as Positive Methods of Child Guidance (Appendix B) which is based on *Creative Curriculum: Building a Classroom Community*.
- B. Classroom Strategies for Positive Social-Emotional Supports. Staff develop 'Classroom Strategies for Positive Social-Emotional Supports' for children with concerns.
- C. Positive Intervention for Challenging and Disruptive Behavior Policy. Staff utilize "Developing Strategies for Positive Social-Emotional Supports" (on website) as well as follow Positive Intervention for Challenging and Disruptive Behavior Policy (Appendix C) for children who display challenging and disruptive behavior.
- D. Missouri Licensing Regulations Regarding Child Guidance. Staff adhere to Missouri Licensing Regulations listed below.

Note: Item e, "Brief, supervised separation" does NOT mean using Time-Out in our program. See Conscious Discipline for effective strategies with working with children who display challenging behaviors.

MISSOURI LICENSING REGULATIONS

Staff follow Missouri Licensing Rules for Group Child Care Homes and Child Center discipline regulations (19 CSR 30-62.182(1)(C)).

- a. The provider shall establish simple, understandable rules for children's behavior and shall explain them to the children.
- b. Expectations for a child's behavior shall be appropriate for the developmental level of that child.
- c. Only constructive, age-appropriate methods of discipline shall be used to help children develop self-control and assume responsibility for their own actions.
- d. Praise and encouragement of good behavior shall be used instead of focusing only upon unacceptable behavior.
- e. Brief, supervised separation from the group may be used based on a guideline of one (1) minute of separation for each year of the child's age.
- f. Firm, positive statements or redirection of behavior shall be used with infants and toddlers.
- g. Physical punishment including, but not limited to, spanking, slapping, shaking, biting or pulling hair shall be prohibited.
- h. No discipline technique which is humiliating, threatening or frightening to children shall be used. Children shall not be shamed, ridiculed or spoken to harshly, abusively or with profanity.
- i. Punishment or threat of punishment shall not be associated with food, rest or toilet training.
- j. Children shall not be placed in a closet, a locker or unlit room or any other place which is frightening.
- k. Children shall not be permitted to intimidate or harm others, harm themselves or destroy property.

E. Implications

1. Immediate dismissal. Under no circumstances do Head Start Staff physically discipline any child. This includes such actions as hitting, grabbing, pinching, yanking, and spanking a child. Any staff found doing any of these or related actions are immediately dismissed.
2. Parents or volunteers in the center are not allowed to physically discipline any child, including their own.

Time Frame: On-going

People Involved: All staff; education specialist; healthy living counselors; site managers; area coordinators

Documentation: Documentation of training related to positive child guidance as well as *Conscious Discipline* structures in the classroom; Classroom Strategies for Positive Social-Emotional Supports

VII. CLASSROOM ENVIRONMENT

Objective: 1304.53 (a) *Head Start physical environment and facilities.* (1) Grantees must provide a physical environment and facilities conducive to learning and reflective of the different stages of development of each child. (2) Grantees must provide appropriate space for the conduct of all program activities. Adjustments will be made to accommodate children with disabilities. (3) The center space provided must be organized into functional areas that can be recognized by the children and that allow for individual activities and social interaction.

Strategies:

A. SETTING UP & MAINTAINING THE CLASSROOM, *Creative Curriculum*, pp. 56-72

The physical environment in your classroom has a profound effect on individual children, the group as a whole, and you.....A physical setting that is safe, attractive, comfortable, and well designed helps children engage in the activities you offer. Such an environment can support your goals for children and free you to observe and interact with them in positive ways.

Checklist

- ___ Classroom displays: Most of the display space in each classroom is saved for children's work.
- ___ Places for storage: The classroom has open storage for materials staff want accessible to children; secure storage for materials you want to control; and personal storage for children and adults.
- ___ The setting is comfortable and attractive.
- ___ Adaptations are made for children with special needs.

B. ESTABLISHING INTEREST AREAS, *Creative Curriculum*, pp. 56-60, *Vol. 2: Interest Areas*

In the *Creative Curriculum*, the environment typically includes space for the following activities:

Blocks	Discovery	Library
Dramatic Play	Sand and Water	Computer
Toys and Games	Music and Movement	Outdoors
Art	Cooking	

Time Frame: From the beginning of the school year

People Involved: Classroom staff

Documentation: Monitoring reports

C. Water Table Health Department Regulations (9/06)

(F) The following shall occur before any new group of children begins an activity at a water play table or water basin:

- 1. The water play table/basin shall be washed, rinsed and sanitized;**
- 2. Toys shall be washed, rinsed and sanitized before being placed in the water play table/basin;**
- 3. Children shall wash their hands before and after the water play activity;**
and
- 4. The water play table/basin shall be emptied when water play is over.**

REASON: Unclean hands can contaminate the play table water and spread disease to other users. Standing water promotes the growth of germs and the spread of disease.

Note: Children/providers with cuts on their hands shall not use a water play table. Germs can enter the cut and germs from the cut can be spread to other users of the table.

VIII. THE DAILY SCHEDULE

1304.21(a)(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.

Strategies:

A. ESTABLISHING A STRUCTURE FOR EACH DAY, *Creative Curriculum*, pp. 72-88

The second aspect of building an effective learning environment is establishing a structure for each day--the predictable use of time. When time is blocked out in an orderly and consistent fashion, children tend to feel safe and secure and develop increasing independence. When children don't know when things will happen, classroom life can seem chaotic.

THE DAILY SCHEDULE (pp. 81)

A daily schedule establishes the consistency that helps young children to predict the sequence of events and thus to feel more secure and more in control of their day.....Consistency does not preclude flexibility or spontaneity, however. Nor does it mean that the clock rules the day. A special occurrence can be reason enough to alter the daily routine. For example, an unexpected snowfall might inspire you and the children to pause in the middle of choice time, put on jackets and hats, and go outdoors. Similarly, on a day when children are particularly engrossed in their chosen activities, you may decide to extend choice time. Keep in mind what's most important: you want children to be excited about and engaged in what they are doing. Be flexible about time when children are playing well.

PLANNING FOR THE WEEK (p. 89)

Day-to-day teaching is done in the context of weekly planning. A weekly plan helps you to implement *The Creative Curriculum* in manageable chunks of time, to determine what will happen during group activities and in each interest area, to prepare the environment for that week's work, and to allocate time.

.....Observation is the basis for weekly as well as all other planning. By observing children, you can find out if the activities you have been planning and the materials you have been providing are producing the desired outcomes.

B. GREETING/DISMISSING CHILDREN

Objective: Licensing 19 CSR 40-62-182 (1)(A)(2) A caregiver personally shall admit each child upon arrival and personally shall dismiss each child upon departure.

Strategies:

1. As children arrive, education staff personally greet them and their parents. At the same time, they observe children's health status. Either at this time, or some other time early in the day, each child signs in.
2. Education staff communicate with parents when they pick their child up as well as tell the children good-bye.

C. CHOICE (OR WORK) TIME

Objective: 1304.21 (a)(1)(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities.

Strategies:

1. Choice (or work) time is at least 45 minutes of child-selected activity time in part-day programs and at least one hour in full-day programs. This time is an opportunity to work with individuals and small groups.
2. Short group times include 1) songs, rhymes and movement, 2) story time and a "book time" in which children select books to read on their own.. These group times may be broken down into small groups.

D. TRANSITION TIMES

Objective: 1304.21 (a)(3)(ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.

Strategies:

1. TRANSITION TIMES, *Creative Curriculum*, pp. 77-78

- Give children notice.
- Allow sufficient time.
- Give children specific tasks.
- Be clear and consistent.
- Be flexible.
- Meet individual needs.
- Use transitions as opportunities to teach..

2. Waiting/Standing in lines

- a. When children need to wait in line, teachers provide language activities.
- b. Whenever possible transitions flow so that children wait for only a brief period of time. For example, as soon as the adult:child ratio is sufficient, the children who quickly got ready to go outdoors go, rather than being penalized for their promptness.
- c. With attached outdoor areas, whenever possible, children can flow from indoor interest area to outdoor interest area. Staff need to see that the indoor adult:child staff ratio (1:10) and the outdoor staff ratio (1.5 times the indoor ratio) are maintained.
- d. It is great if there is no need for standing in lines! In this case, teach pre-kindergarteners this concept in one week toward the end of the school year.

E. TOILETING

Objective: 1304.21(a)(1)(v) Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.

Strategies:

- 1. Encourage parents to share information about the child's experiences with toileting at home
- 2. Encourage independence and help child with toileting as needed; reinforce their efforts regardless of outcomes.
- 3. Do not under any circumstances shame a child for accidents.

F. FOOD: MEALS, COOKING AND OTHER NUTRITION EXPERIENCES

Objective: 1304.23(c)(7) As developmentally appropriate, opportunity is provided for the involvement of children in food-related activities.

1304.21(c)(1)(iii) Integrates all educational aspects of health, nutrition, and mental health services into program activities.

1304.23(b)(1)(vi) Foods served must be high in nutrients and low in fat, sugar, and salt.

1. Mealtimes

- a. EMAA Head Start mealtime policies: See Nutrition Work Service Plan.
- b. Mealtimes, *Creative Curriculum* pages 89-91
 - Mealtimes are learning times when teachers sit with children, have them serve their own food, and carry on conversations. Good experiences at mealtimes help children to develop positive attitudes toward food and nutrition.
 - ___ Make mealtimes sociable.
 - ___ Be prepared.
 - ___ Encourage children to help.
 - ___ Allow enough time.
 - ___ Never use food to reward or punish.

2. Cooking and Nutrition Activities

Strategies:

- a. **Cooking**, *Creative Curriculum* pages 447-473

|Cooking is fun. It's also a natural laboratory for helping children to develop and learn.

When children participate in cooking activities, they learn how food is prepared and how it contributes to their health and well-being. They also form eating patterns that can last a lifetime.

- b. **Nutrition experiences** include a) one weekly nutrition activity, b) foods served during snacks and meals which tie into topics and c) other food related experiences, such as growing sprout, going on a picnic, going to the grocery store and having a student-run snack bar.
- c. **Nutrition activity**
 1. All children participate in at least one hands-on nutrition activity each week. The adults supervise and the children prepare the food. In most instances, the children do all the steps required to prepare a food item.
 2. Foods served must be high in nutrients and low in fat, sugar, and salt [1304.23(b)(1)(vi)].
 3. Food experiences must meet CACFP guidelines. Thus foods can be purchased from CACFP monies *as long as the food is served at a snack or a meal.*
 4. Recipes are integrated into topics whenever possible.
 5. Food preparation timing. Teachers can be flexible, with food preparation timing. Children can taste while preparing. Also, they may only make a portion of what is served at the meal, for example, snap some beans to have with beans served at lunch.
 6. The emphasis at the beginning of the year is to teach children expectations. Children learn the process of following directions, step by step, as independently as possible. Thus early experiences are very simple.
 7. Younger children need to be paired with an older child, have recipes modified, or supervised more closely.
 8. By the second semester, the expectation is that pre-kindergarten children follow most of the recipes independently.
 9. Sharp knives
 - a. Children may use knives sharp enough to cut items that need to be cut, such as apples.
 - b. A bread knife or a paring knife that are not razor-sharp are good choices.
 - c. Children should have experience cutting with table knives at meal times before proceeding with sharper knives.
 - d. Supervision is important.
- d. **Chef Combo:** provides an excellent source for ideas and nutritional facts that can be incorporated into mealtime and nutritional experiences.

G. OUTDOOR TIME

Objective: Licensing 19 CSR 30-62.182(2)(B)(4) A total of at least one (1) hour of outdoor play for children in attendance in full day unless prevented by weather or special medical reasons (Based on wind chill factor or heat index, children shall not be exposed to either extreme element.)

1304.21(a)(5) In center-based settings, grantee must promote each child's physical development by: (i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.

Strategies:

1. Time
 - a. Part day children play outdoors a minimum of one half hour each day.
 - b. Full day children play outdoors a minimum of one hour each day.
2. Children go outdoors daily unless:
 - a. Temperature. Staff adhere to the Missouri Child Care Weather Watch Guidelines. The link to this chart is on the EMAA Head Start Staff Information web page.
 - b. It is raining or the ground is very wet. (Talk to the maintenance specialist if you have drainage problems.)

Note: Snow. If it is snowing or there is snow on the ground, it is especially important to go outdoors. Playing in snow is a wonderful opportunity for children in southeast Missouri to learn about this amazing stuff.

- c. With a written note from a parent, a child may stay in if the child is recovering from an illness or a doctor states that a health condition requires a child to stay indoors.
- d. The length of time may be shortened on very cold or very hot days.
- e. If a child has inadequate outdoor wear:
 1. Inform the family advocate to work with the family to obtain the appropriate attire.
 2. Keep spare mittens, hats, boots and coats in the classroom.
3. Staff/child ratio. The outdoor staff/child ratio may be up to 1.5 times the indoor staff/child ratio. As ratios become larger, it is especially important to remain vigilant in observing children.
4. Interest areas
Interest areas need to be incorporated into the outdoor area as much as possible.
5. Number of classes outdoors. Classroom outdoor time needs to be scheduled at separate times to the extent this is possible. These times may be extended, and overlap, when a specific study activity is taking place and the weather is beautiful.
6. Outdoor safety checklist is to be checked and initialed daily and posted in the center. See Health Work Service Plan.

H. REST TIME

1. Regulations

EMAA Head Start adheres to the requirements of **Missouri Licensing 19 CSR 40-62.092(1)(B)(1)(A,B,D) & Licensing CSR 40-62.182 Child Care Program(1)(A)(6-7) which are as follows:**

a. Sleeping Equipment

1. **An individual cot or bed with an individually assigned sheet and blanket shall be provided for each child who naps or sleeps.**

Plan of action:

- a. Head Start provides all napping equipment, cots, blankets and sheets. No other napping equipment is to be used in the center due to health and safety regulations. This includes pillows and blankets brought from home.
- b. If there is a child with a special need, families can send something for rest time. This item must be stored in the child's cubby, separated from other children's items, or put in a plastic bag and stored out of children's reach.
- c. Label each cot with child's name. The sheets stay on the cot all week long unless an accident occurs. The blanket is folded after naptime and placed in the middle of the assigned cot.

2. **All bedding shall be clean with sheets laundered at least once a week. Once bedding has been used by a child, it shall not be used by another child until it has been laundered.**

Plan of action: All sheets and blankets are taken off at the end of the week and laundered. Cots are cleaned at this time.

3. **Sleeping equipment shall be arranged to provide at least two foot (2') aisle on one (1) long side of the equipment.**

b. Care of Child (during Naptime)

1. **A caregiver shall remain in the room with preschool children while they are napping or sleeping and shall be able to see and hear them if they have difficulty during napping or when they awaken.**
2. **Preschool children who do not sleep shall rest on cots or beds at least thirty (30) minutes, but shall not be forced to remain on cots or beds for longer than one (1)**

hour. They shall then be permitted to leave the napping area to engage in quiet play.

2. Procedures
 - a. *Creative Curriculum*, p. 80-81 addresses rest time.
 - b. The Daily Schedule for full-day classroom includes a 1 to 1½ hour rest time.
 - c. Long nappers: Teachers will talk with parents of children who do not wake up easily at the end of nap time. As a team they will work out when a child should be woken up. As stated above in H(1)(b)(1), a caregiver remains in the room while they are napping. If snack time is over, children can have a simple snack when they wake up.
 - d. No-nappers: Some children do not need to sleep. These children still need a time to rest or read quietly for about 30 minutes after which they can get up *if* they can engage in a quiet activity. Activities need to be planned for these children with an emphasis on literacy, art and manipulatives.
3. Strategies (*developed with significant input from parents and community members of Health Services Advisory Committee*)
 - a. Teachers and assistant teachers work as a team at the beginning of the year to develop a Rest Time plan, to be modified as needed. Floating assistant teachers need to be considered in the plan and the plan discussed with them.
 - b. Talk with parents about how bedtime is handled at home. Rocking, patting, back rubs, or simply leaving him on his own are some of the many ways that adults help children go to sleep.
 - c. Preparing for naptime
 1. There is a consistent routine that occurs before naptime begins.
 2. Things to consider
 - a.. Have children had an opportunity for vigorous physical activity during the morning?
 - b. Cots need to be in place before time for children to lay down making certain that there is at least a 2' aisle on one long side of the cot (see above for regulation). Who is responsible?
 - c. Relationship of cots is important.
 1. What children need to be separated because they keep each other awake?
 2. What children are bothered by others' noises?
 3. Children who do not sleep or wake up early may need to be placed together as may the long nappers.
 4. Perhaps instant sleepers need to be next to chatterboxes.
 5. Once a system is in place, make sure children rest in the same place each day. This helps them feel more secure and fall asleep more easily.
 - d. Does the group need to exercise or to stretch first, or does reading a book or telling a story help children to unwind? Different strategies work with different groups of children.
 - e. Children need to go to the bathroom before naptime.
 - d. The first few minutes of naptime is crucial
 1. Determine what signifies the beginning of nap time. Lights off...music on...children, if they want to be, are tucked in individually.
 2. Music: Each naptime area needs to have calming music or the sound of rain, or something similar playing. (Classical music can start out soothingly, and then change tempo, which can be a problem.) Once music is found that works for a particular group of children, it needs to stay the same.
 3. Different children relax in different ways. Some children will lie quietly and fall asleep;

- other will move around and talk to themselves before they can get to sleep.
4. A child may decide to use a blanket as a pillow.
 5. Some classrooms have successfully had children rub their own hands with lavender-scented hand lotion as a way to unwind.
 6. Have the children pretend, for instance, that they are camping. Or put glow-in-the-dark stars on the ceiling and pretend that they are sleeping under the stars.
 7. In some classes, especially with older children, they can read to themselves first. If these books are not obtained from the regular library, make sure that books remain of interest to the children by changing them.
- e. Getting children to sleep
1. Sitting between children who have the potential to be disruptive helps.
 2. Patting backs helps some children relax. (See Challenging Children below)
 3. Have children take deep breaths.
 4. Keep voices soft and gentle, never calling across the room.
 5. It is important to staff to feel relaxed, as children pick up on tension. Taking deep breaths is important to do if a staff person is feeling tense. Perhaps encourage children to do so as well.
- f. Waking up
- When rest time is over, be careful to make this a gentle transition. Some children wake up cranky and need your help. Let the children take their time waking up, and move the children who are already awake away from the ones who are still sleeping. Keep the lights down low as you wake up the children so that the other children stay a bit calmer. This can be a good time for a sensory activity, like sand, water, or play dough. These engaging activities are good for keeping the alert children calm, and can help the child who is waking up to do so more slowly.
 - See notes above for long nappers.
- g. Beginning of the year challenges
- If a group is having problems settling down, tell them that they can go on a parade after naptime, or that you'll get out bubbles, or some other activity that can motivate them to be quiet. Then note children—and be specific—who are being appropriate (or in the case of challenging children who are trying to be appropriate).
 - Gather 'no nappers' together ahead of time and tell them that if they will lie down very quietly, as soon as the nappers go to sleep, that they can.....(whatever you plan is).
- h. Challenging children
1. Get to child before child begins to request negative attention.
 - Before nap time find ways to engage in a positive activity with the child.
 - Before the child begins being inappropriate, tell the child a story speaking more and more quietly as story progresses.
 - Engage in activities above before child becomes inappropriate.
 - **IMPORTANT:** remove positive attention if the child becomes inappropriate.
 2. Assess reason for child's behavior.
 - a. Does child need stimulation to be able to relax (hypo-sensitive/ADHD child)?

Examples:

 - Lightly touch/rub child's back, touch child's face or touch bottom of child's feet.
 - If patting child, pat non-rhythmically with a cupped hand or in a rotary movement.
 - Put music very close to child so that it is loud.
 - Put hand lotion on child.
 - Drape blanket lightly over child.
 - b. Does the child need to be calmed (hyper-sensitive/autistic)?
 - Place away from other children. Their sounds and movements are very annoying.
 - Wrap up in blanket tightly.

- Rub back or feet firmly or pat hard very rhythmically.
 - Sounds: low-key humming, monotone speaking or singing, shushing, white noises.
 - Smell: Lavender hand lotion is calming for some children.
- c. Is child fearful or going through a difficult time?
- Find ways to comfort child. Child may need to be held and rocked, perhaps explaining to the other children that the child is having problems. (Implying that if they have problems, staff will also comfort them.)
 - For children who are fearful of the dark, provide some light.
3. Talk to parents about strategies that work for them and ideas that they have.
 4. As a team with Site Manager input, discuss staff needed so that the challenging child can have a consistent person work with him or her. Rather than breaks occurring at the beginning of naptime, they probably need to occur once children have settled down. Usually this should not take the entire naptime.
 4. Do NOT give material rewards for “good nappers.” It is too easy for adults to miss the moments when a “bad napper” was trying to be a “good napper.” They can get discouraged.
 5. Do notice appropriate behavior in all children by being specific (e.g. “You kept your eyes closed.” “Your head stayed your cot today.” “You took lots of deep breaths.”)—not by noting that children were “good napper.”
 6. Ask a “napping expert” (someone at your center or another center) to come observe your classroom and make suggestions.
- i. Floaters
1. Floaters assess the situation when they come into the room.
 2. It is important to take the time to let the floater know what has occurred and is expected to occur during and after her time in the classroom.

Time Frame: Daily

People Involved: Teachers, assistant teachers and perhaps site managers

Documentation: Daily Schedule

IX. CURRICULUM

Objective: 1304.21 (c)(1)(i-vii) *Child development and education approach for preschoolers.* Grantee and delegate agencies, in collaboration with parents, must implement a curriculum that: (i) supports each child's individual pattern of development and learning (ii) provides 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 (iii) integrates all educational aspects of the health, nutrition, and mental health services into program activities (iv) ensures that the program environment helps children develop emotional security and facility in social relationships (v) enhances each child's understanding of self as an individual and as a member of a group (vi) provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning (vii) provides individual and small group experiences both indoors and outdoors.

Strategies:

A. CURRICULUM

1. *Creative Curriculum for Preschool, 5th Edition* supplemented by *Conscious Discipline*, as recommended in the *Creative Curriculum* book, is the curriculum used by Head Start staff. This curriculum and all EMAA Head Start practices are consistent with *Developmentally Appropriate Practice in Early Childhood Programs, Third Edition*. In order to be consciously competent, teachers are expected to know:

- a. Developmental Characteristics of Various Age Groups (pp. 33-36): what are the normal stages of social/emotional, physical, cognitive and language development of children birth through five, with an emphasis on 3 through 5-year-olds.
- b. Individual Differences (pp. 37-49): gender, temperament, interests, learning styles, life experiences, culture and including all children.
- c. Theory and Research (pp. 1-24).
- d. Teaching Intentionally and Responsively, *Creative Curriculum*, pp. 163-183.
Intentional teaching is complex. Teachers must keep many elements of practice in mind at the same time. They need to know *what, why, how, when, and where* to teach, and they need to know each child well.
- e. Integrating Learning Through Studies:

Part 1: **Beginning a Study**

Does the topic meet the following criteria [See complete list on page 132]:

- Does this topic address children's **interests** or potential interest? *A key to children's interests are the interests and jobs of their parents. Teachers learn about these during the first home visit.*
- Is this topic real/relevant to children's **experiences** and is it **age-appropriate**?
- Can children **explore** the topic firsthand? Can real objects be manipulated?
- Are **resources**--such as people to talk to, places to visit, objects or living things to observe and explore, books--available?
- Does the topic lend itself to representation in a variety of **media** (e.g. dramatic play, writing, constructions)?
- Will the topic facilitate communication with **families**? Are family members likely to want to get involved with the project?

Part 2: **Investigating a Topic.** Once a topic is decided upon, the next step is think through how this topic supports children's growth. Possible activities and materials may be developed using resource cards, based on *Creative Curriculum* goals and objectives and other materials.

Weekly Planning form. The Weekly Planning form is used to organize activities and materials. The length of the topic depends on the children's interest. As children's interests evolve the topic may 'web' into other related interests.

Part 3: **Celebrate Learning.** Think about a way in which you can end the activity enthusiastically when children's interest begins to wane.

f. Weekly Planning

1. Three purposes of Weekly Plans:
 - a. Meet each child's developmental needs.
 - b. Document the work staff does with the children.
 - c. Inform parents and volunteers about what is being done.
2. Developing the Weekly Plan
 - a. Weekly Plans are prepared by each classroom teacher, looking at the topic, in light of the children's interests and Child Development Plan Activities for Individualization, utilizing resource cards and other resources.
 - b. Plans are reviewed and approved by the site manager before the week begins.
 - c. Changes in plans and comments on the success of activities can be noted on the plan. These can then be used for planning the following year.
3. Communicating the Weekly Plan. Review Weekly Plan with assistant teachers and volunteers and explain their role for the day.

g. Videos

Assumption: Children of today are *not* deprived of television viewing time.

Therefore:

1. Videos are only to be shown to help develop a topic. With discussion they can help children develop concepts.
2. They are not to be considered the "special treat" or highlight of the day.
3. Videos are not "babysitters" or to be used as a transition time.

B. LONG-RANGE PLANNING

Objectives:

1304.21(a)(2)Parents must be: (i) Invited to become integrally involved in the development of the program's curriculum and approach to child development and education.

1304.40(e) Parent involvement in child development and education. (1) Grantee...must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education.

Strategies:

1. Home Visits/Parent Teacher Conferences. During the first education home visit, teachers talk to the family about their interests and jobs, and record the information on the progress report. In subsequent conferences/home visits teachers follow up by asking families more about their areas of expertise and their ideas so that their expertise and ideas are incorporated into the development of the classroom curriculum during the year.
2. Second Parent Meeting: Teachers have developed a rough draft of the long-range plan for the year, "Parent Development of the Classroom Curriculum." This includes a tentative list of topics and about when they are presented. Parents add ideas and their areas of expertise to the list of tentative topics.

C. HEALTH AND MENTAL HEALTH ACTIVITIES

Objective: 1304.3 (11) Health=medical, dental, and mental well-being

1304.21(a) Child development and education approach for all children. (3) Grantee...must support social and emotional development.

1304.24 Child mental health (a) Mental health services. (3) Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to: (i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children.

Strategies:

1. I Am Amazing: curriculum materials purchased through Child and Family Health monies to enhance mental and physical health.
2. Daily Schedule. Toileting, handwashing, tooth brushing, nutrition, exercise, and lots of TLC

- occur throughout each day and are reflected on the Daily Schedule.
3. At least once each week. Health and/or mental health activities are incorporated in Weekly Plans.
 4. Topics. In addition, there are many topics which have a health focus. *On these weeks staff refer to the entire topic when filling in the "Health/Mental Health" block on the Weekly Plan.* For instance: *All About Me *Safety *Health *Feelings *Families *My Five Senses
 5. Healthy Living Counselor
 - a. The Healthy Living Counselor meets with the staff in each of the classrooms to discuss issues of concern with them.
 - b. One choice classroom staff have for utilizing the Healthy Living Counselor is to have them interact with children in the classroom/socialization, and to suggest ideas to staff for mental health activities.

D. CELEBRATIONS GUIDELINES

Objective: 1304.21(a) *Child development and education approach for all children. (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee's....approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.*

Strategies:

Along with our families, our Head Start classes have a lot to celebrate--the birth of a sibling, a gorgeous fall day, a theatrical production designed by the children, etc. Here are our guidelines designed to be developmentally appropriate and reflecting the interests, temperaments, and cultural backgrounds of our children and their families.

CELEBRATIONS GUIDELINES

Vision: Head Start staff and parents celebrating with children, enhancing their awareness of the changing seasons (apple picking), mastering challenges (putting on a circus), learning about cultural celebrations of families (Christmas or Super Bowl Get-togethers), enjoying parents and others' visits and learning about their areas of expertise (demonstration of a musical instrument, or bringing a new baby), and so much more.

Underlying Principles of Celebrations

1. *Keep it simple.*
 - a. Is it developmentally appropriate?
 - b. Are activities helping children enhance their knowledge?
 - c. Is it fun for children?
 - d. Do children stay relaxed and happy? Or are they more likely to get in trouble or be unhappy?
 - e. Do parents understand the approach used?
2. Respect the diversity of children. (See next section, XI A Respecting Differences)

Overcoming Problems with Community and Parents' Expectations

1. Calling an event a celebration or an activity, rather than a party seems to help.
2. Suggest what parents or the community *can* do or bring, such as oranges, small boxes of crayons or raisins, or stickers. *Educate* people, e.g. at the bank, with the Girl Scouts, or the nursing home, about activities or treats that children enjoy and can help them grow.
3. Although all donations will be accepted, items that do not follow Head Start Performance Standards (low fat, low sugar, low salt) will be divided and sent home so parents can use at

their discretion.

Strategies for Successful Celebrations

1. Involve parents for specific purposes. (It's better not to have a vague request. This is an excellent opportunity to educate parents about what children learn from, and thus enjoy doing.)
2. Have a celebration spread out over the course of the week so that children are not overwhelmed.
3. Invite parents and other relatives for a short program that coincides with the lunch hour of working parents, or as part of a Parent Meeting. The program could be:
 - a special event to end a study.
 - a dramatization of "Taking Care of Our Heart" or "Three (or more) Billy Goats Gruff."
 - singing favorite songs—with children making up verses.

E. TRANSITION TO KINDERGARTEN

Objective:

1304.41(a) Partnerships. (2) Grantee....must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that....Head Start programs respond to community needs, including: (vii) Local elementary schools.

1304.41(c) Transition services. (1) Grantee....must establish and maintain procedures to support successful transitions for enrolled children...into elementary school.

In addition to those transition activities described in the Family and Community Partnership section under "Transitions to School," classroom teachers assist pre-kindergarten children in making the transition to kindergarten through a variety of activities which may include the following:

- Talking about and role playing going to kindergarten.
- Having the 'big' school bus come visit Head Start.
- Field trip: Tour the school.
- Reading books about going to school.

X. HELPING CHILDREN GAIN SKILLS AND CONFIDENCE

Objective: 1304.21(a) *Child development and education approach for all children.* (1) In order to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must:

A. RESPECTING DIFFERENCES

Objective: 1304.21(a)(1)(i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles.

Strategies:

1. Observe children using *Teaching Strategies GOLD Objectives* to identify ways in which they each interact with the environment.
2. Provide a variety of materials and activities of increasing complexity as the year progresses appropriate the level of challenges on which each child thrives.
3. Respect the diversity of children. *What do hamsters, the dark and Jehovah Witnesses have in common?* Each are ways that children may be unique. EMAA Head Start respects differences, whether they for health reason (allergies), fears (dark), religion or other reasons. Talking with children and families enables us to assess what our response needs to be to these differences. We *can* do without hamsters, the dark and holidays and still enrich lives with a wide variety of experiences. If a child goes home every day with hives because of the classroom hamster, we need to get rid of it.

B. SERVING CHILDREN WITH DISABILITIES

Objective: 1304.21(a)(1)(ii) Be inclusive of children with disabilities, consistent with their Individualized Education Program.

Strategies:

1. EMAA Head Start provides an inclusive environment where each child is supported in his or her development. Supports include seeing that children who have been identified as meeting Individuals with Disabilities Education Act (IDEA) criteria obtain needed services.
2. EMAA Head Start uses the Disabilities Work Service Plan for our guidelines for inclusion of children with disabilities in all aspects of the program, incorporating IEPs into the daily routine and not bringing undue attention to those disabilities.
3. Outcome assessments have been designed to include all children with disabilities.

C. INTEGRATING A MULTICULTURAL APPROACH TO SERVICES

Objective: 1304.21(a)(1)(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;

1304.21(a)(3) Grantee...must support social and emotional development by: (i) Encouraging development which enhances each child's strengths by: (E) Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.

1304.52(b)(4) Staff and program consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.

1304.53(b)(1)(ii) Grantee...must provide and arrange sufficient equipment, toys, materials, and furniture to meet the needs and facilitate the participation of children and adults. Equipment, toys, materials, and furniture owned or operated by the grantee...must be: (ii) Supportive of the cultural and ethnic backgrounds of the children.

Strategies:

1. Increase awareness of ethnic background and heritage
 - a. For children from ethnicities that staff are unfamiliar, staff talk with parents about ways to learn more about their ethnic background and heritage.
 - b. Books, dolls, puzzles and other materials are present in the classroom.
 - c. Staff plan activities, in conjunction with parents and their desires, that reflect the child's ethnicity.

2. Second Language Development
 - a. Interpreters. Staff assess who would be an appropriate interpreter for parents who do not understand spoken English. Often there is someone in their world that they are most comfortable communicating through. In the EMAA service area, the greatest need for interpreters has been for signing. EMAA Head Start has utilized a credentialed sign language interpreter as needed. While there have been only a few Spanish-speaking parents, EMAA Head Start does have an interpreter who is part of the Hispanic population in our southern area who has worked with us through the years. There is another person that we can utilize in the northern part.
 - b. Screening. EMAA Head Start has copies of the DIAL-3 and the DIAL-3 Parent Questionnaire in Spanish.
 - c. Outcomes
 - TS GOLD Objective #37 “Demonstrates progress in listening to and understanding English. *For non-English-speaking children*
 - TS GOLD Objective #38 “Demonstrates progress in speaking English. *For non-English-speaking children*
 - d. See Appendix D, “English Language Development” for principles, strategies for working with English Language Learners for assessment of the 17 outcomes and items for the English Language Learners Language Packet.
3. EMAA Head Start ascribes to the Head Start Multicultural Principles (below) which are integrated throughout all programming.

HEAD START MULTICULTURAL PRINCIPLES

1. Every individual is rooted in a culture.
2. The cultural groups represented in the communities and families of each Head Start program are the primary sources for culturally relevant programming.
3. Culturally relevant and diverse programming requires learning accurate information about the culture of different groups and discarding stereo types.
4. Addressing cultural relevance in making curriculum choices is a necessary, developmentally appropriate practice.
5. Every individual has the right to maintain his or her own identity while acquiring the skills required to function in our diverse society.
6. Effective programs for children with limited English speaking ability require continued development for the primary language while the acquisition of English is facilitated.
7. Currently relevant programming requires staff who reflect the community and families served.
8. Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual cultural differences is beneficial to all children.
9. Culturally relevant and diverse programming examines and challenges institutional and personal biases.
10. Culturally relevant and diverse programming and practices are incorporated in all components and services.

D. SUPPORTING SOCIAL AND EMOTIONAL DEVELOPMENT

Objective: 1304.21(a)(3)Grantees must support social and emotional development by: (i) Encouraging development which enhances each child's strengths by (A) building trust, (B) fostering independence, (C) encouraging self-control by setting clear, consistent limits, and having realistic expectations, (D) encourage respect for the feelings and rights of others.

Strategies:

1. Building trust
 - a. TS GOLD Objective #2a: Forms relationships with adults

- b. *Conscious Discipline* strategies such as *I Love You Rituals* and other times to “focus, touch, be present” with a child.
 - c. Build a relationship with each child, *Creative Curriculum*, p. 146-149
- 2. Fostering independence
 - a. The daily schedule affords children many opportunities to become increasingly independent as they engage in self-help skills.
 - b. *Creative Curriculum* interest areas are designed for children to work and play independently.
- 3. Encouraging self-control
 - a. TS GOLD Objective #1b: Follows limits and expectations
 - b. EMAA uses Positive Methods of Child Guidance (Appendix B).
 - a. Observe, observe, observe.
 - b. Talk to children respectfully.
 - c. Be sensitive to children’s feelings.
 - d. Validate children’s accomplishments and progress.
 - “Be sure that your words nourish their self-confidence and sense of their own competence.”
 - 4. Use *Conscious Discipline* structures and strategies.
- 4. Encourage respect for the feelings and rights of others.
 - a. TS GOLD Objective #2d: Makes friend
 - b. Helping children to make friends, *Creative Curriculum*, p. 105-108
 - c. *Conscious Discipline* strategies for communicating with peers

Time Frame: On-going; outcomes assessment at least three times each year

People Involved: Education staff, site managers, education specialist

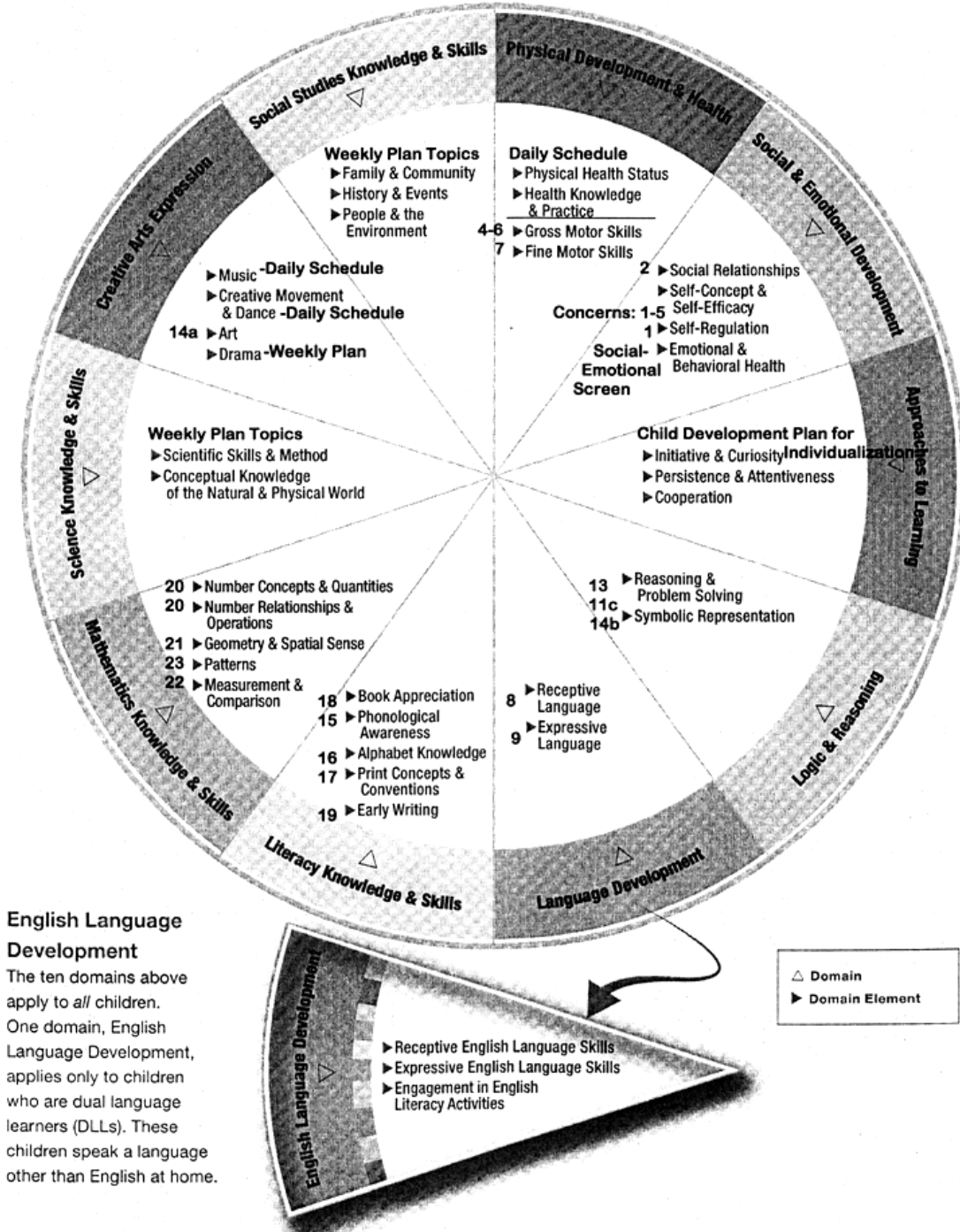
Documentation: Weekly Plans, *Teaching Strategies GOLD Objectives*, Portfolios; Monitoring

XI. PROVIDE FOR THE DEVELOPMENT OF EACH CHILD'S COGNITIVE AND LANGUAGE SKILL

The Head Start Child Development and Early Learning Framework

These domains △ and domain elements ► apply to all 3 to 5 year olds in Head Start and other early childhood programs, including dual language learners and children with disabilities.

EMAA HEAD START INCORPORATION OF ALL FRAMEWORK DOMAINS



Note: Description of how EMMA Head Start will approach this framework is in Appendix G CHILD OUTCOMES FRAMEWORK: GOALS FOR SCHOOL-READINESS

A. SCIENCE

Objective: (i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration;

Strategies:

1. SCIENCE, *Creative Curriculum*, pp. 113-117

Science content is more than isolated facts such as the stages in the life of a butterfly. Scientific facts are important, but how they are put together into meaningful ideas is more significant. For example, learning about the development of a butterfly should lead to the big idea that all living things develop in a series of stages called a life cycle. Preschool children learn science by exploring the world around them. When you provide an environment with many varied materials, they try out things to see how they work, they experiment, they manipulate, they are curious, and they ask questions. As they seek answers to their questions, they learn to enjoy and appreciate their surroundings. These activities are science.

To decide which concepts children should learn, observe children's scientific interests and what they see and do every day. Your observations will fall into three categories that are the components of science (National Research Council, 1996):

- Physical science
- Life science
- Earth and environment.

2. Science Knowledge & Skills are incorporated into weekly plan topics.

TS GOLD Objective #13 Uses classification skills (science)

TS GOLD Objectives #24-28: Science and Technology

3. Pets and Non-Poisonous Plants, See Appendix E.

Literacy idea: You know how plants have a plastic stick labeling what they are? Label your plants so that the children can read what you have. (It may need to be on a larger stick.)

Labeling also helps: 1) with the Health Dept. and 2) to help parents figure out nonpoisonous plants to have in their home.

Disclaimer. The list of plants in the appendix is considered non-toxic or non-poisonous.

This DOESN'T mean they should be eaten; they are not food crops. Children should be taught never to eat a plant that isn't grown for consumption.

B. FIELD TRIPS, On-site/walking and bus trips.

Objective: (i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration;

Objective 1310.17(f)(2) Before bus monitors assigned to vehicles used to provide such services begin their duties, they *are trained* on child boarding and exiting procedure, use of child restraint systems, any required paperwork, responses to emergencies, emergency evacuation procedures, use of special equipment, child pick-up and release procedures and pre and post-trip vehicle check.

Objective 1310.22(c)(5) Each agency must specify any *special transportation requirements* for a child with a disability when preparing the child's Individual Education Plan (IEP) or Individual Family Service Plan (IFSP), and ensure that in all cases special transportation requirements in a child's IEP or IFSP are followed, *including: any special training for bus drivers and monitors.*

Objective 1310.12 Effective December 30, 2006, each agency providing transportation services must ensure that children enrolled in its program are transported in school buses or allowable alternate vehicles that are equipped for use of height- and weight-appropriate child restraint systems, reverse warning beeper, communication system, belt cutter, fire extinguisher and first aid kit.

MO Licensing: 19 CSR 30-62.212 *Transportation and Field Trips.* Purpose: This rule sets forth the requirements of a day care provider when transporting children and on field trips. (1) General Requirements. (A) The provider shall be responsible for the care, safety and supervision of children on field trips or at any time they transport children away from the facility. (B) Written parental consent shall be on file at the facility for field trips and transportation. (C) Parents shall be informed when field trips are planned. (D) Short, unscheduled walks

may be taken without parent notification. These unscheduled outings shall be discussed with the parent(s) at the time of enrollment.

1. Creative Curriculum pp. 272-3, 524--525

- a. Decide whether children are interested in the topic. Read about the topic with the children. Plan the field trip; stock the Library Area with books on topic.
 - b. Day before field trip: Discuss with children what they think they will see and what questions they have about the topic.
 - c. During field trip:
 1. Make sure children's questions get answered.
 2. Record the event. Take digital pictures. Let the children take pictures with the digital camera. If you can get access to a video camera, video portions.
 3. See if you can obtain some props for your Dramatic Play area.
 - d. After field trip:
 1. Write a thank you letter.
 2. Set up a Dramatic Play or Discovery area with this topic. Ask children what they remember seeing and be sure to include those items.
 3. Use photographs to make a book, or in some other way, to document experience.
2. Number of field trips. The number of field trips permitted depends on available moneys. If there is donated money or fund-raisers (approved by Policy Council), classrooms can use that money to go on bus field trips—which still need to meet all requirements.
 3. Approval. All non-walking field trips must obtain prior approval with the area coordinator.
 4. Purpose of field trips. One of the field trips needs to be for the pre-kindergartners to go to the public school. Field trips using a bus must be for the purpose of furthering topics of study..
 5. Miles from program. Bus trips must be limited to within a twenty (20) mile radius from center.
 6. Transportation
 - a. The bus used must be equipped for use of height- and weight-appropriate child restraint systems, reverse warning beeper, communication system, belt cutter, fire extinguisher and first aid kit.
 - b. Approval will be dependent on the cost of the trip. One source is Monticello. Their runs originate in Bismarck. Call them and find out how much a trip will cost.
 - c. If classrooms have enough parents, or relatives and other people on their contact sheets, who are willing to drive, classrooms can go on a field trip. Staff must make sure that all children can attend. Staff cannot take any children in their cars. Parents can sign a release for their child to ride with another parent—but that person must be on the release-to list.
 - d. Bus Monitor Training is completed and the form turned in to the Training Specialist.
 7. Fill out Field Trip Request/Plan for bus field trips.
 8. Permission slip. Staff must have permission slip signed by parent or legal guardian for each child participating in a field trip involving transportation and kept on file at the facility.
 9. Adult:child ratio must be met on all trips. Classroom staff and two other adults must accompany each class. A center staff member should take a car on field trip in case of emergency. Name tags are to be worn at all times and a head count must be taken every half hour.
 10. Extra adults (not siblings) are allowed to ride on the bus if space is available.
 11. Time spent on field trips must not exceed classroom hours.
 12. Walking trips. Parents are informed of walking field trips before they occur except for short, unscheduled walks near the center. A staff member remaining at the center knows where the children are walking and tell parents where their child is if a parent comes to the center.
 13. Field trips may not be used as reward or punishment.
 14. Smoking. Classroom non-smoking policy applies to field trips as well as classrooms. Adults smoke only in designated smoking areas, and not around the children.

Time Frame: Before, during and after the field trip

People Involved: Education staff, site managers

Documentation: Head Start Field Trip Request/Plan and Bus Monitor Training forms

C. CREATIVE SELF-EXPRESSION

Objective: (ii) ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;

Strategies:

1. THE ARTS, *Creative Curriculum*, pp. 152-155

Art involves designing, creating, and exploring. Children mix paints; pound and shape clay; build structures with blocks, boxes, and LECO pieces; dance; dramatize stories; clap rhythms; and sing chants and songs. Preschool children like to handle materials and move their bodies. Preschool teachers can introduce children to a wide variety of experiences in the arts throughout the day.

National standards for arts education include four components:

- dance
- music
- theater or performing areas (what we call *dramatic play* in preschool)
- visual arts

2. TS GOLD Objective #14 Uses symbols and images to represent something not present:

- a. Thinks symbolically.
- b. Engages in sociodramatic play

D. LANGUAGE DEVELOPMENT

Objective: (iii) Promoting interaction and language use among children and between children and adults;

Strategies:

1. TS GOLD Objectives

- a. #8 Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follows directions
- b. #9 Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary.
 - b. Speaks clearly.
 - c. Uses conventional grammar.
 - d. Tells about another time or place.

E. EMERGING LITERACY

Objective: (iv) supporting emerging literacy....development through materials and activities according to the developmental level of each child.

Section 641A (b) of the Head Start Act as amended 10/27/98 (4) EDUCATIONAL PERFORMANCE MEASURES.—Such results-based performance measures shall include educational performance measures that ensure that children participating in Head Start programs—

(A) know that letters of the alphabet are a special category of visual graphics that can be individually names;

(B) recognize a word as a unit of print;

(C) identify at least 10 letters of the alphabet; and

(D) associate sounds with written words.

Strategies:

1. LITERACY, *Creative Curriculum*, pp. 98-106

Becoming literate does not just happen. Teachers thoughtfully and purposefully interact with children and plan experiences that support emerging literacy. A print-rich environment that enables children to practice literacy skills in meaningful ways and explicit teaching of important concepts are the foundation of literacy learning in

preschool. As children's excitement about their new reading and writing skills increases, teachers create many opportunities for continued literacy learning.

Over the past few years, researchers and practitioners have studied how children learn to read, write, and understand written language. They have identified what concepts children need to understand in order to be competent, confident readers and writers. They have also identified the kinds of experiences that help children progress. On the basis of this research, we describe seven components of literacy for children ages 3-5:

- literacy as a source of enjoyment.
- vocabulary and language
- phonological awareness
- knowledge of print
- letters and words
- comprehension
- books and other texts

2. TS GOLD Objectives

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices & discriminates smaller and smaller units of sound.
16. Demonstrates knowledge of the alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrates knowledge of print and its uses
 - a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts during read-alouds and book conversations
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

3. Reading with children

Reading with children is the most natural way for them to acquire emergent literacy skills.

- a. Goal: To have each child be read at least **100 books** during the school year.
- b. Children are read to individually or in small groups on a daily basis.
- c. Children are not coerced into reading. Many children already recognize reading as a snuggly, as well as intellectually stimulating activity. However, for those who are not, staff go to the child. The adult may begin talking about child's activity in relationship to a book. The adult may have the child actively interact with a book. (The hammer goes 'bam,' 'bam.') This child is least likely to be successful in school. Staff also work with families on strategies for successful reading experiences.
- d. Reading homework is sent home on a weekly basis.
Note: Parents do not sign in-kind form for homework.
- e. Teachers enter the number of books read to children at home on the "Books Read to Children This Month" chart. (May add classroom books if teacher wants.)
- f. Site managers may enter on the computer the number of books read chart numbers and print out a graph. For the first month, this is done weekly. For the rest of the year, it is printed out at least monthly.

- g. Where to focus reading efforts. This chart serves as a tool to let adults at the center know where to focus their reading efforts.
- i. Book certificates are sent home to parents to encourage reading.
- j. If a child is not read to at home, staff are responsible for seeing that children have someone to read specifically to them. In this way, they to, can have books read on the reading chart.

4. Name Tags

Name tags are an opportunity for children to recognize names and discuss letters of the alphabet.

1. Children's name tags

a. Front:

- a. Children's first name, in large print
- b. Last name, in smaller print
- c. Birth date -- January 1, 199_

b. Back: If a child is likely to become misplaced, teacher's name.

2. Adults' name tags: What children are to call the adult, and birthday month and day.

- 5. Creative Curriculum for Preschool: Volume 3 Literacy is used for staff training and is available in each classroom.

F. COLLABORATIONS WITH LOCAL LIBRARIES

1304.41(a) Partnerships. (2) Grantee....must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that....Head Start programs respond to community needs, including: (vii) libraries.

Strategies

Libraries play a variety of roles depending on the community. These include:

- 1. Having a librarian come to Head Start to read to the children.
- 2. Loaning books for use in the classroom.
- 3. Going on field trips to the library.
- 4. Encouraging parent to check out books for and with their children.

G. EMERGING NUMERACY

Objective: (iv) supporting emerging....numeracy development through materials and activities according to the developmental level of each child.

1. Mathematics, *Creative Curriculum*, pp. 134-140

Just as preschool teachers cultivate literacy in children, they use multiple opportunities during the day to help children build competence in math. When children give each person at the table a cracker, pour water from one container to another, put all the big buttons in one pile and the small ones in another, or clap a rhythmic pattern--they are learning math. Everyday experiences such as these provide the context for preschool children to progress in math. In addition, teachers' knowledge of the substance of math content provides facts and concepts needed to promote and extend children's mathematical thinking.

National standards in mathematics (National Council of Teachers of Mathematics, 2000) describe what children should learn in preschool. The key components of math include:

- number concepts
- patterns and relationships
- geometry and spatial sense
- measurement
- data collection, organization and representation.

2. TS GOLD Objectives Mathematics
 20. Uses number concepts and operations
 - a. *Counts
 - b. *Quantifies
 - c. *Connects numerals with their quantities
 21. Explores & describes spatial relationships and shapes
 - a. Understands spatial relationships
 - *b. Understands shapes
 22. Compares and measures
 23. Demonstrates knowledge of patterns
 - *Items that are documented. Staff engage in activities in each of these area.
 3. Mathematics: The Creative Curriculum Approach is used for staff training and is available in each classroom.
 4. See Appendix G for outcome indicators, inputs and activities, and outputs/assessment.
- Time Frame: Each week; assessed at least three times each year
People Involved: Teachers, site managers, education specialist, area coordinators
Documentation: Weekly Plans; *Teaching Strategies GOLD Objectives*

XII. PROMOTE CHILDREN'S PHYSICAL DEVELOPMENT

Objective: 1304.21(a)(5) In center-based setting, grantee and delegate agencies must promote each child's physical development by: (i) Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills (ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level; (iii) Providing an appropriate environment and adult guidance for the participation of children with special needs. (c)(vii) Provides individual and small group experiences both indoors and outdoors.

Strategies:

PHYSICAL DEVELOPMENT, *Creative Curriculum*, p. 20

Physical development includes children's gross (large muscle) and fine (small muscle) motor skills.....The benefits of promoting physical development are well documented. The Surgeon General's Report on Physical Activity and Health (1996) states that physical activity contributes significantly to personal health and well-being. Physical education in the early grades supports children's academic achievement, general health, self-esteem, stress management, and social development. And we know from brain research that moving the body literally wakes up the brain.

A. FINE MOTOR DEVELOPMENT

1. Fine Motor, *Creative Curriculum*, p. 20

Achieving fine motor control: using and coordinating the small muscles in the hands and wrists with dexterity. As these fine muscles develop, children are able to perform self-help skills and manipulate small objects such as scissors and writing tools. The achievement of fine motor skills generally lags behind gross motor development.

2. TS GOLD Objective #7b Uses writing and drawing tools
3. See Appendix G for outcome indicators, inputs and activities, and outputs/assessment.

B. GROSS MOTOR DEVELOPMENT

1. *Creative Curriculum*, p. 20

Achieving gross motor control: moving the large muscles in the body, especially the arms and legs, consciously and deliberately. Gross motor control includes balance and stability; movements such as running, jumping, hopping, galloping, and skipping; and physical manipulations such as throwing, kicking, and catching.

2. TS GOLD Objectives
 4. Demonstrates traveling skills
 - a. Skills other than run, gallop or skip.

- b. Runs
- c. Gallops and skips
- 5. Demonstrates balancing skills
 - a. Sits and stands
 - b. Walks on beam
 - c. Jumps and hops
- 6. Demonstrates gross-motor manipulative skills
 - a. Throws
 - b. Catches
 - c. Kicks

C. I AM MOVING, I AM LEARNING

IMIL Goal #1: In creates the quantity of time spent in moderate to vigorous physical activity (MVPA) during the daily routine to meet national guidelines for physical activity.

IMIL Goal #2: Improve the quality of structured movement experiences intentionally facilitated by teachers and adults

Strategies

- a. Provide ongoing training on strategies to implement the above goals.
- b. Purchase CDs that education staff say help them provide moderate to vigorous physical activity.
- c. Each classroom has a notebook, “Lyrics” containing words and actions for the songs in the CDs purchased.
- 4. Each site has a video, “22 Songs in 22 Minutes” in which 14 different classrooms are using songs to promote MVPA.
- 5. Each summer the health specialist and the education specialist fill out the Outdoor Checklist to assess playground safety and ways to enhance children’s development while outside.

D. GOING BAREFOOT AT THE CENTER

The floor is safe for children to crawl on and to sit on. Therefore, it is safe enough for children to be barefoot. If a center chooses to permit children to go without shoes, they have a consistent approach which includes:

- When and where children can be barefoot.
- Where children’s shoes are to be put when taken off.
- How children are being encouraged to put on their own shoes.

Note: Shoes need to be worn to school.

Time Frame: Ongoing; assessed at least three times each year

People Involved: Teachers, site managers, education specialist, area coordinators

Documentation: Weekly Plans; *Teaching Strategies GOLD Objectives*

XIV. ASSESSING CLASSROOM QUALITY AND TEACHER-CHILD INTERACTIONS

ACF-IM-HS-08-11. The Improving Head Start for School Readiness Act of 2007 requires that Office of Head Start (OHS) include in the monitoring reviews of Head Start Agencies a valid and reliable research-based instrument to assess classroom quality and teacher-child interactions.

Strategies

EMAA Head Start has incorporated the following valid and reliable research-based instruments to assess classroom quality and teacher-child interactions.

A. Classroom Assessment Scoring System (CLASS)

The education specialist, a reliable CLASS assessor, observes a classroom at each center using CLASS. The results of these observations are used for training purposes.

B. Early Childhood Environmental Rating Scale (ECERS)

- 1. During the first semester of each year teachers use the ECERS as a self-assessment tool.
- 2. Site managers incorporate the results of ECERS in their mentoring process.
- 3. During the second semester, teachers go to another center and assess another classroom.

CHILD MENTAL HEALTH

XIV. MENTAL HEALTH SERVICES

A. CONSULTANT REQUIREMENTS

Objective: 1304.52(b) *Staff Qualifications—general* (1) Grantee....must ensure that consultants....have the knowledge, skills, and experience they need to perform their assigned functions responsibly. 1304.52 Human resources management. (d) *Qualifications of content area experts.* (4) Mental health services must be supported by staff or consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and their families.

Strategies:

EMAA Head Start mental health services are supported by consultants who are licensed or certified mental health professionals with experience and expertise in serving young children and their families.

Time Frame: When employed

People Involved: Healthy living counselor; mental health specialist

Documentation: License or certification on file

B. BUILDING COLLABORATIVE RELATIONSHIPS WITH PARENTS

Objective: 1304.24(a) *Mental health services* (1) Grantee....must work collaboratively with parents by: (i) Soliciting parental information, observations, and concerns about their child's mental health. (ii) Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development, including separation and attachment issues. (iii) Discussing and identifying with parents appropriate responses to their child's behaviors. (iv) Discussing how to strengthen nurturing, supportive environments and relationships in the home and at the program. (v) Helping parents to better understand mental health issues. (vi) Supporting parents' participation in any needed mental health interventions.

Strategies

Home visits, conferences and other contacts

1. Observations. Staff discuss their observations of children, as well obtain parents' observations during home visits and parent-teacher conferences. They also address parents concerns regarding their children.
2. Discussions about behavior, development and nurturing supportive relationships. During the first home visit which usually takes place before the child begins, teachers discuss and give parents "New Beginnings!" which address issues of separation and attachment and "Developmental Benchmarks" to begin the conversation about behavior, development and ways that parents can nurture supportive relationships.
3. Appropriate responses to their child's behavior. Staff are trained in responding to children's behavior. Family advocates use Conscious Discipline materials when working with parents. This is the same approach used in the classroom.
4. Mental health issues and interventions. During the second home visit family advocates educators have parents fill out the "Healthy Living Checklist" form. This is a good starting point for entering Christmas-stress season and discussion of mental health issues. Family advocates put families in contact with the healthy living counselor.

Time Frame: Ongoing; first education home visit

People Involved: Classroom team

Documentation: Progress Report, Contact/Transaction form

C. HEALTHY LIVING COUNSELOR SCHEDULES

Objective: 1304.24(a)(2) Grantee must secure the services of mental health professionals on a schedule of sufficient frequency to enable the timely and effective identification of and intervention in family and staff concerns about a child's mental health.

Strategies:

The Healthy Living Counselors develop calendars each semester pro-rating 385 hours worked

between each classroom. This calendar is given to staff at each program.

Time Frame: Before each semester begins

People Involved: Healthy living counselor; mental health specialist

Documentation: Calendar given to staff at all programs

D. ONGOING SOCIAL-EMOTIONAL ASSESSMENT

1304.24(a)(3) Mental health program services must include a regular schedule of on-site mental health consultation involving the mental health professional, program staff, and parents on how to: (i) Design and implement program practices responsive to the identified behavioral and mental health concerns of an individual child or group of children. (iii) Assist in providing special help for children with atypical behavior or development.

See Assessment Section V.H

E. MENTAL HEALTH EDUCATION FOR FAMILIES

1304.24(a)(3)(ii) Promote children's mental wellness by providing group....parent education on mental health issues.

1304.40(b) Accessing community services and resources. (1) Grantee....must work collaborative with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family's interests and goals, including:(ii) Education and other appropriate interventions, including opportunities for parents to participate in counseling programs or to receive information on mental health issues that place families at risk, such as substance abuse, child abuse and neglect, and domestic violence.

1304.40(f) Parent involvement in....mental health education. (1) Grantee....must provide.... mental health education programs for....parents and families. (4) Grantee....must ensure that the mental health education program provides, at a minimum: i) A variety of group opportunities for parents....to identify and discuss issues related to child mental health; ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff; iii) The active involvement of parents in planning and implementing any mental health interventions for their children.

Strategies:

Parent meetings

The Healthy Living Counselor offers parent programs on mental health issues of parents choosing (through the Parent Committee).

Time Frame: As needed

People Involved: Healthy living counselor; family advocates

Documentation: Meeting Participation form

F. PROVIDING OPPORTUNITIES FOR FAMILY INVOLVMENT IN MENTAL HEALTH ISSUES

1304.24(a)(3)(ii) Promote children's mental wellness by providing....individual....parent education on mental health issues.

1304.40(f) Parent involvement in....mental health education. (4) Grantee....must ensure that the mental health education program provides, at a minimum: ii) Individual opportunities for parents to discuss mental health issues related to their child and family with program staff; iii) The active involvement of parents in planning and implementing any mental health interventions for their children.

Strategies:

Healthy Living Counselor

1. The Healthy Living Counselor:

- a. Meets with parents during site visits to discuss mental health issues of concern to them.
- b. Talks with families by phone.
- c. Goes to the family's home if necessary.

2. The Healthy Living Counselor is available to help staff, who are then better able to support parents' participation in needed mental healthy interventions.

Time Frame: Ongoing

People Involved: Healthy Living Counselor; Head Start staff

Documentation: Progress Report; Contact/Transaction form; Healthy Living Counselor Report

G. STAFF TRAINING

1304.24(a)(3)(ii) Promote children’s mental wellness by providing group staff and individual.... education on mental health issues

1304.40(f)(4)(i) Grantee must ensure that the mental health education program provides, at a minimum: (i) A variety of group opportunities for ...program staff to identify and discuss issues related to child mental health
Strategies:

1. During the second semester the Healthy Living Counselors, meet with family advocates, education staff and cooks to provide training on topics that enhance staff knowledge about mental health issues.
2. During each visit the Healthy Living Counselor meets with staff in individual classrooms to help train them on strategies that help guide children.
3. The Healthy Living Counselors also provide informal training to family advocates when they meet with them to help parents with concerns.

Time Frame: Second semester; on-going

People Involved: Healthy Living Counselor; staff

Documentation: “Healthy Living Counselor Report”; Classroom Strategies for Social-Emotional Supports

H. COMMUNITY PARTNERSHIP PARTICIPATION IN MENTAL HEALTH SERVICES

Objectives:

1304.24 (a)(3)(iv) Utilize other community mental health resources, as needed.

1304.41 Community partnerships (a) Partnerships (2) Grantee and delegate agencies must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure that Head Start programs respond to community needs, including: (ii) Mental health providers.

1304.41(b) Advisory committees. Each grantee....must establish and maintain a Health Services Advisory Committee which includes professionals and volunteers from the community.

Strategies:

1. EMLAA Head Start communicates with mental health professionals and agencies in each county to ensure ongoing collaborative relationships with Head Start staff and families through the Health Services Advisory Committee.
2. The Healthy Living Counselor serves as a resource locator in obtaining services as needed.

Time Frame: August and April

People Involved: Healthy living counselor; mental health specialist, other specialists

Documentation: Minutes of HSAC meetings; Healthy Living Counselor Report; Healthy Living Counselor Job Description; Health Services Advisory Committee members

I. STAFF MENTAL HEALTH AND WELLNESS

Objective: 1304.52(i)(3)(j) Staff and volunteer health. (3) Grantee....must make mental health and wellness information available to staff with concerns that may affect their job performance.

Strategies:

1. The Healthy Living Counselor counsels staff on an as-needed basis.
2. Staff have the option of participating in the Employee Assistance Program through East Missouri Action Agency, Inc.

Time Frame: Second visit to program

People Involved: Healthy Living Counselor; staff

Documentation: “Healthy Living Counselor Report”

J. OTHER SECTIONS PERTAINING TO MENTAL HEALTH

1. Health and Mental Health Activities: See Curriculum Section X.C
2. Supporting Social and Emotional Development: See: Helping Children Gain Skills and Confidence, Section XI.D

FAMILY AND COMMUNITY PARTNERSHIPS

XV. PARENT (AND OTHERS) INVOLVEMENT

Objective: 1304.40(d) *Parent Involvement*. (1) Grantee...must provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group. (2) Head Start setting must be open to parents during all program hours. Parents must be welcomed as visitors and encouraged to observe children as often as possible and to participate with children in group activities. The participation of parent in any program activity must be voluntary, and must not be required as a condition of the child's enrollment. (3) Grantee...must provide parents with opportunities to participate in the program as...volunteers.

Strategies:

A. THE FAMILY'S ROLE, *Creative Curriculum*, pp. 211-241

Home and school are a young child's two most important worlds. Children must bridge these two worlds every day....Teachers who truly value the family's role in a child's education, and recognize how much they can accomplish by working with families, can build a true partnership. Start with the idea that parents are already involved. They have been raising their children since birth. They demonstrate a commitment by enrolling their children in your program and getting them to your classroom each day. Instead of expecting them to give time they don't have, choose a different goal. Focus instead on developing a relationship with every family so you can work together to support children's healthy development and learning. This chapter will help you by addressing the following topics:

- Getting to know families
- Making families feel welcome
- Communicating with families
- Partnering with families on children's learning
- Responding to challenging situation

B. MALE INVOLVEMENT/FATHERHOOD INITIATIVE

THE FAMILY'S ROLE: Reaching Out to All Family Members, *Creative Curriculum*, p. 222.

Research (U.S. Department of Education, 1999) has shown that young children whose fathers are involved in their education do better in school. Moreover, the children of involved fathers are more likely to enjoy school and are less likely to be expelled or suspected than children whose fathers are not involved in their schooling. By "father" we do not necessarily mean only the child's biological father. A father figure may be another significant male--the mother's partner or husband, an uncle, older sibling, grandfather, another relative, or a family friend--who is a steady influence in the child's life.

C. PARENT/VOLUNTEER CLASSROOM EXPERIENCES

1. Open House. Staff hold an Open House at their center the day before the school year begins.
2. Guest/Volunteer Opportunities
 - a. **Special guests**. Parents and other relatives are encouraged to be 'special guests'
 1. On their child's birthday.
 2. When they have 'expertise' to share. Their interests and employment are identified during the first home visit. These are then utilized for curriculum planning.
 - b. **Irregular volunteers**. Family members are encouraged to volunteer whenever they can, recognizing that their child may be less well-behaved. However, family commitment to a child's education, as evidenced by time spent in the classroom, has long-term positive benefits on a child remaining in school.
 - c. **Regular volunteers**. People who volunteer in the classroom regularly over eight (8)

hours per week, or are part of the adult:child staff ratio must have a physical, TB test and a child abuse and criminal record check on file.

- d. **Training volunteers.** The site manager, or a staff member appointed by the site manager, train new volunteers. All classroom volunteers are trained using the following handouts, “Promoting Literacy at Head Start,” “Ways to change your child’s behavior (and your own),” “The Basics of Creative Curriculum” and “Standards of Conduct.” Those volunteers who work over 8 hours/week or are part of the adult:child staff ratio also receive a Volunteer Handbook and have a physical, T.B. Test and child abuse and criminal record check. This training is documented on the “Non-EMAA Staff Orientation” form. Unless a volunteer is very regular, a staff member makes a point to greet the volunteer, review the Weekly Plan for the day, and identify areas that the volunteer could assist in.
 - e. **Siblings** are only permitted to attend, with their parent, special events that occur at the center unless their child is age-eligible. (See ‘f’ below.)
 - f. **Volunteers may bring their age-eligible child if the child meets the Missouri Licensing requirement which means having a physical on file.**
3. **Parent Area.** A Parent Area is set up in each center. Updated information is posted on Parent Bulletin Board along with a copy of all emergency drills, a detailed emergency medical plan, articles of interest, calendar events, upcoming meetings, menus and other items of interest to parents.

Time Frame: Ongoing;

People involved: Site manager

Documentation: “Non-EMAA Staff Orientation” form; In-kind forms, Meeting Participation forms.

D. PARENT MEETINGS AS RELATED TO EDUCATION

1. Parent meetings with topics decided upon by the Parent Committee, are set up by family advocates each month.
2. Site manager or designee attend as well as family advocates. Teachers attend when they are involved with the program.
3. Education-related parent meeting/Parent Committee functions
 - a. Curriculum input. See Curriculum section.
 - b. Policy on sending home information about purchasing opportunities for parents.
 1. Parent Committee/area coordinator approval

Head Start serves low-income families, who, like any family, often wants their children to have what everyone else has. Therefore, except for Firefly Books, there should be no other enticements unless:

 - a. The Parent Committee specifically initiates and endorses offers.
 - b. This is documented in the minutes of parent meetings.
 - c. Programs receive prior approval from their area coordinator.
 2. Photographs. No professional photographs are to be taken. Photography studios may be used for mini-socials. However, all photos taken must be donated as in-kind (no exceptions). Photographs cannot be at the expense of EMAA Head Start or the parents. Staff may let parents know about “photography day” at public schools, if the schools have a policy of inviting preschoolers to come.
4. Featured class
 - a. Each month one class can be featured at Parent Meetings.
 - b. The teacher of that class can attend. Work schedules must be adjusted accordingly.
 - c. Children may be invited (but not coerced) to demonstrate a project or activities that they have done in the center.
 1. For example, this may be a project related to a topic children have studied, songs that

they have particularly enjoyed, a circus performance or a ‘theatrical production.’
 (“The Three Billy Goats Gruff” sometimes takes 5 minutes, other times there are
twists in the plot, and it can take 10 minutes.)

2. Children must be involved in deciding what they want to present.
3. Parents are informed about how the activities demonstrated tie in with their child’s
growth and development.

Time Frame: Monthly

People involved: Site manager; family advocates

Documentation: In-kind forms, Meeting Participation forms.

XVI. COMMUNICATING WITH FAMILIES

Objective: 1304.40(e) Parent involvement in child development and education. 3) Grantee....must provide opportunities for parents to enhance their parenting skills, knowledge, and understanding of the educational and developmental needs and activities of their children and to share concerns about their children with program.

A. TEACHER COMMUNICATION

1. The following are sent home regularly:
 - a. Regular (weekly, if possible) communication about daily events occurring at the center.
 - d. Weekly homework to be returned.
Note: Parents do not sign in-kind for homework.
 - c. Monthly menus and nutrition ideas.
 - d. Monthly newsletter, initiated by the family advocate with other staff input about what is occurring at the center.
2. As needed:
 - a. Notes and phone calls are made celebrating a child’s successes.
 - b. Notes, and preferably a phone call are made in cases where parents’ input on how to solve a problem with a child is needed. These contacts only occur after rapport and positive messages are relayed.
 - c. The contact/transaction form is filled out for the ‘as needed’ contacts. These are kept in the Family file with the family advocates. There may be more than one file depending on the family situation.
3. Parents often come by the center. Teachers and family advocates take time to listen to their concerns. In addition, parents are welcome to call to talk with staff about inspirations and concerns.
4. Communication occurs through home visits and parent-teacher conferences. See next section.

B. SERVING AND COMMUNICATING WITH CULTURALLY DIVERSE FAMILIES

Objective: 1304.52(b)(4) Staff and program consultants must be familiar with the ethnic background and heritage of families in the program and must be able to serve and effectively communicate, to the extent feasible, with children and families with no or limited English proficiency.

Strategies

1. For families with no or limited English, the family advocate identifies, with the assistance of resources within the community (churches, colleges, etc.) someone who can translate for the family. Staff proficient in another language can also assist with interpreting. If needed, a translator can be paid. The translator is also a resource for increasing staff awareness of specific ethnic backgrounds and family heritages.
2. See also XI. C. Integrating a Multicultural Approach to Services

Time frame: Regularly

People involved: Teachers, family advocates

Documentation: Group or individual contact sheets, homework, menus/nutrition ideas, newsletters, Progress Reports, time sheet of employee or bill if translator is paid

XVII. EDUCATION HOME VISITS AND STAFF-PARENT CONFERENCES

Objective: 1304.21(a) *Child development and education approach for all children.* (2) Parents must be: (iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education.

1304.40(i)(4) *Parent involvement in home visits.* (1) Grantee must not require that parents permit home visits as a condition of the child's participation in Head Start center-based program options. Every effort must be made to explain the advantages of home visits to the parents. (2) The child's teacher in center-based programs must make no less than two home visits per program year to the home of each enrolled child, unless the parents expressly forbid such visits. Other staff working with the family must make or join home visits, as appropriate. (3) Grantee must schedule home visits at times that are mutually convenient for the parents or primary caregivers and the staff. (4) In cases where parents whose children are enrolled in the center-based program option ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at a Head Start site or at another safe location that affords privacy.

1304.40(e)(5) In addition to the two home visits, teachers in center-based programs must conduct staff-parent conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program. PI-95-01 Determining Allowable Non-Federal Match; Attachment F Frequently Asked Questions (11/10/94) #13 Can the time the parent spends at Parent Orientation, Meet the Teacher Day or parent/teacher conferences in the classroom be counted as non-Federal match?

No: Parents/guardians participation in these types of meetings are receiving, not providing a service to the program.

#14 Can the time that parents are involved in a home visit for Center Based/Home Based Program be counted as non-Federal match?

Yes: The time that parents are involved in a home visit as required by 34 CFR Parts 1301-1308 is an allowable cost. The time must be documented and verified.

Education home visits are valuable in building respectful relationships with parents and in developing a broad understanding of every child in the program. The first home visit is an essential part of the transition process into Head Start. In the safety of a familiar environment, the child has an opportunity to meet the teacher and find out about the "new school" they will be attending. Parents have the opportunity to ask questions and begin to feel comfortable with one of the people who will be caring for their child.

These home visits and staff-parent conferences provide an opportunity for teachers and parents to learn from each other and make joint decisions concerning the education and development of the child. These are also times to identify family strengths, interests, and goals. The interests can be tied into our curriculum development.

A minimum of two education home visits and two staff-parents conferences per family per year are required by the Head Start Performance Standards. The first education home visit is conducted prior to the child attending class the first day whenever possible, or shortly thereafter. The second required home visit is in the middle of the year. The first required staff-parent conference is in the fall and the second takes place near the end of the year as part of transition process. Other home visits or parent-teacher conferences take place as needed.

Since the two home visits and the two conferences are required, this is an allowable cost. The time must be documented and verified on the in-kind form, as is all other volunteer in-kind.

Strategies:

1. A minimum of two education home visits and two staff-parent conferences are completed by the education staff.

a. These occur as follows:

1. First home visit: preferably before the child's first day of school and always within the first 45 days of a child's participation in Head Start
2. First staff-parent conference: in the fall
3. Second home visit: middle of the school year
4. Second staff-parent conference: near the end of the school year

b. See the Timeline for specific dates.

c. The Progress Report indicates what occurs on each of these visits.

d. The in-kind form needs to be filled out for the two required home visits and two required

- staff-parent conferences.
2. Setting up visits/conferences
 - a. **If parents are unable to attend** a relative or primary caregiver may take their place. There must be a note on file from the parent authorizing the relative's participation.
 - b. **Mutually convenient time.** Staff must schedule home visits at times that are mutually convenient for the parents or primary caregivers and the staff.
 - c. **Separated parents/guardians.** If more than one parent/guardian wishes to be actively involved in the child's life at Head Start, a separate visit/conference needs to take place with that person. Share that child's portfolio with both people. Use a separate Progress Report. Contact/transaction forms will go in separate family files in the family advocate's office. During these meetings teachers ask parents/guardians what information/child's work they would like to have a copy of.
 - c. **When home location is not required.** In cases where parents whose children are enrolled in the center-based program option ask that the home visits be conducted outside the home, or in cases where a visit to the home presents significant safety hazards for staff, the home visit may take place at a Head Start site or at another safe location that affords privacy.
Enter location under signatures on the Progress Report.
 - d. **Documenting contacts when a home visit is not possible.** At least (3) contact attempts (phone, note or other) for home visit, need to be made. Enter these attempts on the contact sheet which is kept in the child's family file in the family advocate office. If a visit is not possible after these attempts, send home a *copy* the Progress Report, along with a note (keep a copy for the file). It is not essential to obtain a signature. Before giving the ASA this form, fill in the three attempted dates on the 'date' line. ASA enter attempted dates under "comments" in ChildPlus Education sections.
 3. Content of visits/conferences
 - a. Teachers discuss and give parents information including children's progress on objectives, transitioning into and out of Head Start and promoting literacy.
 - b. The Progress Report is used as a tool to guide discussions.
 - c. There are places on the Progress Report to enter observations parents make regarding their child, and input they have regarding the curriculum. The quality of each child's experience is enhanced with greater understanding of the child and family.
 - c. Content of visits/conferences is also discussed in the 'Assessment' section of this plan.
 4. Children enrolled later in the year
 - a. The first *home visit* with newly enrolled children occurs before the child begins classes (during final enrollment) or immediately after the child begins.
 - b. Following this initial visit, these families receive home visit/conferences as is indicated on the Family/Child Staffing Calendar and Timeline.

Time frame: At least four times per program year

People involved: Teacher

Documentation: Progress Report

XVIII. FAMILY LITERACY

1304.40(e)(4)Grantee....must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:

(i) Increasing family access to materials, services, and activities essential to family literacy development; and (ii) Assisting parents as adult learners to recognize and address their own literacy goals.

Strategies:

See Appendix F: Family Literacy. *The Family Literacy table was developed as part of a program-wide training with input from the entire Head Start staff.*

Time frame: Ongoing; People involved: All staff especially family advocates

Documentation: Contact/Transaction form and well as the many ways described

XIX. PREPARING PARENTS FOR TRANSITIONS INTO & OUT OF HEAD START

Objective: 1304.40 (h) *Parent involvement in transition activities.* (1) Grantee and delegate agencies must assist parents in becoming their children's advocate as they transition both into Early Head Start or Head Start from the home or other child care setting, and from Head Start to elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or a child care setting.

1304.41(a) *Partnerships.* (2) Grantee....must take affirmative steps to establish ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs, and to ensure thatHead Start programs respond to community needs, including: (vii) Local elementary schools.

Sec. 642A. [42 U.S.C. 9837A] of the Head Start Act as amended 10/27/98. Each Head Start agency shall take steps to coordinate with the local educational agency serving the community involved and with schools in which children participating in a Head Start program operated by such agency will enroll following such program, including—

- (1) developing and implementing a systematic procedure for transferring, with parental consent, Head Start program records for each participating child to the school in which such child will enroll;
- (2) establishing channels of communication between Head Start staff and their counterparts in the schools (including teachers, social workers, and health staff) to facilitate coordination of programs;
- (3) conducting meetings involving parents, kindergarten or elementary school teachers, and Head Start program teachers to discuss the educational, developmental and other needs of individual children;
- (4) organizing and participating in joint transition-related training of school staff and Head Start staff;
- (5) developing and implementing a family outreach and support program in cooperation with entities carrying out parental involvement efforts under title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6301 et seq.);
- (6) assisting families, administrators, and teachers in enhancing educational and developmental continuity between Head Start services and elementary school classes; and
- (7) linking the services provided in such Head Start program with the education services provided by such local educational agency.

Strategies:

Teachers and family advocates who play both family advocate and teacher roles as described throughout this section, other staff in EMAA Head Start programs assist families during transitions in a number of ways including:

A. TRANSITION TO HEAD START

1. First and foremost, Head Start staff talks as equals with parents, learning from parents about their children and responding to parents' concerns.
2. Publicity: staff, and current and former parents, provide community with information about Head Start through conversations and PR materials, including our local publication, "How to Enroll a Child in Head Start." A Recruitment Committee meets each winter to plan the recruitment strategy to help parents learn about Head Start. Part of this dialog includes letting parents know about the value of a preschool experience for children.
3. Recruitment: inform families about what to expect, respond to their concerns, and answers their questions when filling out an application for their child(ren).
4. Final enrollment: parents become knowledgeable about what to expect when they meet with staff to fill out final enrollment forms before entering Head Start.
5. First education home visit: may be combined by having the teacher go with the family advocate, or occurs shortly after the child begins Head Start. This is the opportunity to get to know, for many children and parents, a child's first teacher—in a comfortable setting. Through conversation, the health history and the DIAL-3 Parent Questionnaire, parents give teachers a lot of very helpful information to parents. Teachers also learn about family interests and areas of expertise which is used in developing an outline of topics to study during the year.
5. Open House: held before the beginning of the school year, Open House familiarizes parents and children with the Head Start environment. It is another opportunity to respond to parents questions and concerns.
6. Parent information: parents are given an EMAA Head Start handout, "New Beginnings," to assist parents and child in making the transition to Head Start.

7. Family advocates, and often teachers, follow up with contacts with the family once Head Start begins to share screening results and learn about a child's (and family's) adjustment to Head Start.

B. TRANSITIONING CHILDREN WITH DISABILITIES INTO HEAD START

1. When children with severe disabilities enter Head Start parents, and anyone they wish to bring, meet with staff to teach them about working with their child.
2. Within the first two weeks of Head Start for all children with an IEP a Family/Child staffing occurs. The initial Child Development Plan for Individualization is developed which includes IEP goals.
3. Children with whom parents have concerns are staffed next.
4. Other transition activities are included in the "Disabilities Work Service Plan" in the Transition section.

C. TRANSITIONS TO CHILD CARE

1. Staff makes every effort to communicate with child care programs and caregivers at the time a child begins receiving child care, regarding the child care program and Head Start expectations and rules, and to facilitate daily transitions, including transportation, between locations.
2. Staff lets parents know about Vendor Care, which assists in paying for child care in Missouri, and child care options when families are in transition.

D. TRANSITION TO SCHOOL

Objective: 1304.40(h) Parent Involvement in transition activities. (2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in....Head Start. (3) To promote the continued involvement of Head Start parents in the education and development of their children upon transition to school, grantee and delegate agencies must: (i) Provide education and training to parents to prepare them to exercise their rights and responsibilities concerning the education of their children in the school setting. (ii) Assist parents to communicate with teachers and other school personnel so that parents can participate in decisions related to their children's education.

In addition to those transition activities described in the remainder of this section done in conjunction with parents, classroom teachers and children to assist pre-kindergarten children in making the transition to kindergarten through a variety of activities, described in the Curriculum section under "Transition to Kindergarten."

1. Parents have a parent meeting or cluster meeting, on a topic about preparing their child for kindergarten, getting to know school personnel such as kindergarten teachers, their rights and responsibilities as a parent or other similar topic.
2. Beginning in February, family advocates let parents of pre-kindergarten children know about what their child's school does to screen, register and provide opportunities to familiarize families about the school, such as a kindergarten orientation. In addition, they provide information about health issues, such as immunizations.
3. Newsletters include information about transition activities.
4. Through communication with the school and parents, Head Start staff stress the importance of building positive relationships between teachers and parents throughout a child's schooling. Educating school staff about the importance of parent involvement helps to prevent retentions and drop-outs.
5. The education home visit are held during the spring describes the child's progress and discusses transitioning to school.
6. Teaching advocacy skills. Portfolios are given to parents toward the end of the year. They are encouraged to share their child's portfolio with his or her kindergarten teacher.

This is an opportunity to discuss ways to access the school teacher in order to advocate for one's child. An Open House may or may not be a good time to share the portfolio—or may be a time to set up an appointment with the teacher. This is the time to reinforce what has been communicated throughout the year—parents know their child better than anyone else.

7. All families in Missouri may request a parent educator through Parents as Teachers for their children prenatal through three years old. Head Start staff work closely with parent educators to recruit children into both programs. Research has shown that low income children who participate in both Parents as Teachers and a good quality preschool program such as Head Start, do as well as their middle class peers. Parent educators not only provide valuable information, they also reinforce the importance of parents as their child's advocate. They are also an early school contact, as the programs are all done through the schools, thus increasing parent's comfort with being involved in their child's continued education.

E. TRANSITION SERVICES

Objective: 1304.41 (c) *Transition services.* 1) Grantee....must establish and maintain procedures to support successful transitions for enrolled children and families from previous child care programs into....Head Start and from Head Start into elementary school, a Title I of the Elementary and Secondary Education Act preschool program, or other child care settings. These procedures must include: (i) Coordinating with the schools or other agencies to ensure that individual....Head Start children's relevant records are transferred to the school or next placement in which a child will enroll or from earlier placements to....Head Start. (ii) Outreach to encourage communication between....Head Start staff and their counterparts in the schools and other child care settings including principals, teachers, social workers and health staff to facilitate continuity of programming. (iii) Initiating meetings involving Head Start teachers and parents and kindergarten or elementary school teachers to discuss the developmental progress and abilities of individual children. (iv) Initiating joint transition-related training for....Head Start staff and school or other child development staff.

Strategies:

1. Children transferring from on EMAA Head Start to another receive the highest priority. All records are transferred.
2. When children leave Head Start during the year, parents may request a copy of records to give to the next child care setting. They are given their child's portfolio to share with this next setting.
3. Head Start staff work with school personnel to determine the most effective strategies for transitioning children into kindergarten. They fill out "Transition Agreement."
4. Not only are parents given an updated copy of health information each spring, schools receive health information from the Head Start ChildPlus computer program about each of the Head Start children. Parents have signed a "Transition Form" agreeing to this transfer of information.
5. Local Head Start staff meet yearly with school personnel to update our collaboration through the LEA Memorandum of Agreement. The meeting, facilitated by the disabilities specialist, continues a dialog with each school district regarding ways to facilitate communication. The dialog and memorandum include transition activities. Head Start encourages schools to include a parent educator from Parents As Teachers to enhance the transition process, which many Parents As Teachers programs are involved with. Schools have also included counselors, ECSE teachers, speech teachers, Title I personnel and principals.

Time Frame: On-going

People Involved: All program staff

Documentation: LEA Agreement; Transition Agreement; Meeting Participation forms; In-Kind; Progress Reports; Portfolios

APPENDICES

APPENDIX A

East Missouri Action Agency, Inc. Head Start's POSITIVE METHODS OF CHILD GUIDANCE

"[Staff] use positive methods of child guidance." (P.S. 1304.52(h)(iv))

1. **Build a positive relationship with each child. Then, observe, observe, observe children to determine why they are engaging in behavior that does, or does not, facilitate building a community (and talk with parents) p. 103**
[If we don't know why children do what they do, how can we expect them to know? e.g. "Why did you hit him?"]

2. **Prevent problems.**

A. Develop rules for a classroom community (p. 108-110). Be consistent about following them.

B. Notice positive behavior: Validate children's accomplishments and progress (p. 104).

C. Help children to make friends (p. 105-108).

D. Follow basics: ___ Check room arrangement. ___ Follow a predictable routines. ___ Plan time for loving. ___ Use humor.
___ Some behaviors can be ignored if 1) not hurting self, 2) others, or 3) destroying property.

3. **Determine the cause(s) of challenging behavior, and whenever possible, address the cause (p. 120).**

Internal *External*

___ afraid, fearful ___ rules/routines not clear

___ bored ___ another prevents, e.g. teacher said no time now

___ curious, concentrating ___ family situation--new family member, sibling problem, death,
___ security/attachment tragedy such as a fire, moving, new job, adult relationship problems

___ depressed ___ trying to be helpful

___ shy ___ another reinforcing/encouraging behavior

___ get attention ___ classroom/home physical arrangement

___ need for independence ___ not taught how to....perform task, talk another child into doing idea

___ need to be in control of ___ transitions (changes)

situation (lack of power)

___ feelings of inadequacy *Modeling*

___ aggressive adults ___ aggressive toys ___ aggressive TV

Physical reasons

___ can't talk

___ not enough exercise, too much sitting

___ weather

___ reaction to food/medicine/environment (allergy)

___ hunger

___ new/different thinking process

___ lack of sleep

___ sick, teeth hurt, immunization, etc.

___ too hot in room

___ hyper/hypo sensitivities: sight, sound, touch, oral, smell, balance/movement

___ clumsy, growth spurt

___ unable to do (uncoordinated pee muscles, body can't sit still)

___ sleep apnea

___ impulsive (vs. reflective) learning style

___ pin worms

4. **Be sensitive to children's feelings (p. 104).**

See causes above for ways children may feel. Remember to use positive feeling words as well.

a. Establish eye contact at child's eye level.

b. Hear and define the feeling.

c. State the feeling: "You feel _____ because _____."

5. **Teach social problem-solving skills: Handling problems between children (p. 110-115).**

a. Help children calm down.

b. Identify the problem

Note: Let children solve their own conflicts

c. Generate solutions (brainstorm).

as long as no one is getting hurt.

d. Review solutions and choose one.

e. Check back.

6. **Respond to challenging behavior (p. 116-122).**

Note: For repeated social or emotional,

Concerns, put in place a Classroom

Strategies for Social-Emotional Supports

a. Acknowledge the child's feelings (#4).

b. Clearly state the limit (rule--#2A).

c. Say what behaviors are acceptable—give choices.

d. Follow through with consequence of the child's choice.

Note: Page numbers correlate with *Creative*

Note—see also: Helping children to regain control. (p. 121)

Curriculum book.

APPENDIX B
POSITIVE INTERVENTION FOR
CHALLENGING AND DISRUPTIVE BEHAVIOR POLICY

Introduction

The purpose of this document is to set forth East Missouri Action Agency Head Start's position regarding the most appropriate way to deal with children who exhibit challenging and disruptive classroom behavior.

While such children challenge Head Start programs, it was to serve the most needy of children that Head Start was established. To quote the Head Start Performance Standards, "The Head Start Program is based on the premise that all children share certain needs, and ...can benefit from a comprehensive developmental program to meet those needs."

This written behavior intervention policy establishes procedures for staff and parents to utilize in dealing with children with disruptive behavior. The premise of such policy is that with early intervention and proper individual attention NO child should be excluded from a Head Start classroom. While regulations at 45 CFR 1308.5 specifically forbid denying placement to children evaluated as needing special education and related services, the same restrictions against denying placement should apply to all Head Start enrollees. [Stephen Nash, Region VII Head Start, "Positive Intervention in Disruptive Behavior," December 4, 1995.]

Participants in Formulating Policy

Education/disabilities/mental health specialist, other specialists and area coordinators, teachers, family advocates and parents with input from healthy living counselors and Health Advisory Committee.

Setting the Stage

Children engage in a wide variety of behaviors that are considered socially inappropriate. They may do these only occasionally, or often. Examples of such behaviors are:

- *run *throw *do what they want, when they want
- *get angry *scream/get loud *become very emotional
- *hit/bite *sexually act out *have a short attention span

Goals

1. Reduce the number of times inappropriate behaviors occurs.
2. Develop strategies that help *all* children learn socially appropriate behavior.

Procedure

1. SCREEN *ALL* CHILDREN

- a. All children who have not been evaluated for special services are to be screened using the DIAL-3 within 45 days of enrollment. The DIAL-3 testing procedure also includes a Behavioral Observations section. Each of these sections is normed.
- b. A portion of the DIAL-3 screening is a Parent Questionnaire that includes Self-Help and Social Development sections. For every child in the program, a family member fills this out.
- c. The child's teacher completes the Social-Emotional Screen on every child within 45 days of enrollment during the initial Child/Family Staffing meeting.
- d. The child's teacher fills out the Mental Health Screening Follow-Up form recording the scores of each of these tools.

2. INITIAL MEETINGS WITH PARENTS; FAMILY/CHILD STAFFING FOR CHILDREN

Within 45 days, the classroom team holds a Family/Child Staffing on all children and reviews all of information known about the child. *Children for whom staff have concerns are staffed first.*

Procedures for this activity are as follows:

- a. The child's teacher has parents fill out the DIAL-3 Parent Questionnaire at the first Home Visit.
 - b. Family/Child Staffing
 1. Review the following information about each child: a) ChildPlus report #3020, b) DIAL-3 results including the Parent Questionnaire, c) outcome observations, and d) health information in child's file.
 2. Fill out Social-Emotional Screen on each individual child.
 3. Based on the above information, the child's teacher fills out the first section of the Child Development Plan for Individualization.
 - c. The family advocate gives parents the results of screening, which provides an opportunity for discussing problems.
 - d. The child's teacher shares the results of Social-Emotional Screen with all parents during the first Parent Teacher Conference, or earlier if there is a concern.
- ## 3. "DEVELOPING CLASSROOM STRATEGIES FOR POSITIVE SOCIAL-EMOTIONAL SUPPORTS" FOR CHILDREN WITH CONCERNS
- a. For children with concerns, staff discuss these concerns with parents when they share the results of the Social-Emotional Screen. Staff:
 1. Reassure parents, as this can be a parent's worst fear. Accept denial as the first stage of grieving. DON'T push or rush a parent. Perhaps suggest a parent come to school to observe their child in that setting. Be understanding.
 2. Obtain additional information about parental observations of their child, and their reactions and concerns about their child.
 3. Obtain parental insights regarding how to work with their child for staff to use when planning.
 4. Let parents know that the Healthy Living Counselor will observe their child.
 5. Parents are told *not* to punish their child at home for classroom behaviors. We need their assistance in helping us understand their child and.
 6. Make sure to tell parents about their child's strengths as well.

Note: The Healthy Living Counselor offers training on how to talk with parents about this and other difficult topics. Staff requests this training in preparation for the Healthy Living Counselor's visit to their site.
 - b. For children with concerns the Healthy Living Counselor:
 1. Reviews the Mental Health Screening Follow-Up form.
 2. Observes the child using the Observation form.
 - c. The classroom team may request that the area coordinator, a teacher from another classroom, site manager, or one of the specialists also observe the child and participate in "Developing Classroom Strategies for Positive Social-Emotional Supports."
 - d. The prevention strategies, skills and responses *are* Alternative Intervention Strategies (AIS) which schools may request if a decision is made to recommend a referral. We may be able to just photocopy this page and give it to the school.
 - e. The classroom team utilize these suggestions and those of the parents to finalize "Developing Classroom Strategies for Positive Social-Emotional Supports." These "Strategies" are then incorporated immediately in the classroom. At a date determined by the classroom team and the Healthy Living Counselor, the effectiveness of the "Strategies" is evaluated and determined either to be successful, or to repeat the entire process. This plan is placed behind the Child Development Plan for Individualization page and shared with the parents.
 - f. *If a child exhibits concerning behaviors later during the year, staff begins this process and may possibly re-do some of the screens, such as hearing and Social-Emotional Screen.*

4. CLASSROOM TEAM MEETING WITH PARENT

If the concerns have not decreased in number of occurrences after repeating the “Strategies,” the classroom team meets with the parent. If parents and classroom team feel that having the Healthy Living Counselor attend is beneficial, this person is invited. Team reviews the “Strategies.” They determine next steps to take in revising the process of “Developing Classroom Strategies for Positive Social-Emotional Supports.” These could include the following:

a. Strategies

1. Identify additional classroom materials that could help the child.
2. Identify additional training for the staff and, perhaps, for family.
3. Refer to a physician for a medical evaluation.
4. Consider using a volunteer, the assistant teacher or site manager who has knowledge about the particular concern, to assist in the classroom.
5. Often stresses in the family's life (poor health of members, inadequate housing, family violence, etc.) contribute to the child's behavior. Work with the family and/or provide referral resources to help reduce stresses.
6. Have the Healthy Living Counselor provide family with short-term counseling and/or assist the family in finding a counselor with whom they could work.

b. Referral

Make a referral to the school if the team determines this would provide additional insights and assistance for working with the child. Parent(s) may write letter of request to the school at this time. Staff gathers needed paperwork.

c. Alternative Scheduling

1. As stated in the "Guidance" of Head Start Program Performance Standards on Services for Children with Disabilities (45-CFR 1308), "The IEP of a child with a severe emotional/behavioral disorder, for example, might realistically call for less than full day attendance or for dual placement."
2. Alternative scheduling is for a specified time as agreed upon by parents and staff with reevaluation to be considered.
3. The decision for alternative scheduling must be approved by the Head Start Department Head and/or Deputy Department Head.

d. This revised process of “Developing Classroom Strategies for Positive Social-Emotional Supports” is put in place.

Time Frame: Monthly

People involved: Classroom team, site manager, parents, Healthy Living Counselor; Mental Health Specialist; Head Start Department Head and/or Deputy Department Head and other persons that parents request.

Documentation: “Developing Classroom Strategies for Positive Social-Emotional Supports;” Meeting Participation form

APPENDIX C
ENGLISH LANGUAGE DEVELOPMENT

Principles for Effective English Language Learning (ELL) Instruction

- Instruction should be comprehensible to all learners.
- Learning should be interactive.
- Instruction should be cognitively challenging.
- Instruction should make connections to child’s culture.
- Teachers must provide an environment where children feel safe to practice and use their new language.

Source: *National Head Start S.T.E.P. Manual*, UT Health Science Center at Houston, 2002

STAGES OF SECOND LANGUAGE ACQUISITION
The four developmental stages which children/anyone would have to go through as they learn another language are:
Home language use - This is the language the child uses at home, it's the only language they know! But something happens ... the language they are using is not working in this new environment. The child goes into a....
Non-verbal or silent period - The child will back off and seem to withdraw. Many times this is incorrectly interpreted as a speech or learning deficit. When in fact, it is really a survival skill. The child is not talking nor interfering with the reception of what the new language sounds like and is trying to make connections to familiarities or meanings. Then when teachers provide a fun and non-threatening environment where children can feel safe to practice their new language, we begin to see....
Early production or telepathic speech - It's the first language any of us has, much like baby talk. This level is not to be confused with a person's level of intelligence, but level of second language acquisition. As the cycle of the second language develops and teachers are practicing principles for effective ESL instruction, putting into practice modifications for second language acquisition, the child begins to display....
Productive use of the language - As teachers model correct use of the language and provide various opportunities for children to practice their new language, children will use new words in first one-word responses, moving to more and more complex sentences.
Note - All children will develop language skills at different times in a variety of ways. For this reason, it is imperative that teachers involve the second language learner in a cognitively challenging environment. In addition, teachers should modify activities to meet children's individual needs. It is also important to include (not just for children acquiring a second language, but for all young children) multisensory activities to facilitate hands on, "talk while doing" learning.

Source: *National Head Start S.T.E.P. Manual*, UT Health Science Center at Houston, 2002

Support for First Language Development

For children who are learning English as a second language, the teacher also plays a role in supporting children’s continued development in their first language by:

- Respecting the child’s home language (English is an addition to the home language, not a replacement).
- Making an effort to learn key words in the child's home language.
- Encouraging parents to continue to use their home language with their children.

Source: *HeadsUp! Reading*, Session 17 - Talking notes

Strategies for Promoting Second Language Development

- Use props - telephones, dramatic play items, mirrors.
- Use music - repetition and rhythm are helpful.
- Encourage socialization with peers - helps overcome isolation caused by language barrier; other children model English.
- Provide direct instruction.
- Involve parents - ask parents about child’s ability in home language.
- Provide ongoing support.
- Read books that have limited vocabulary and close word/picture congruence.

Source: *HeadsUp! Reading*, Session 17 - Talking notes

MYTHS ABOUT LEARNING A SECOND LANGUAGE

Myth	Reality
Children who are exposed to more than one language are at a clear disadvantage.	Bilingual children are often very creative and good at problem solving. Compared to children who speak one language, those who are bilingual can communicate with more people, read more, and benefit more from travel. Such children will have an additional skill when they enter the workforce.
Learning a second language confuses a child.	Children do not get confused, even when they combine languages in one sentence. Mixing languages is a normal and expected part of learning a second language.
Learning a second language as a preschooler invariably will slow down children's readiness to read.	Actually, the opposite is often true. Bilingual children make the transition to decoding words well.
When children are exposed to two languages, they never become as proficient in either language as children who have to master only one language do.	As long as they are exposed consistently to both languages, children can become proficient readily in both languages.
Only the brightest children can learn two languages without encountering problems. Most children have difficulty because the process is so complex.	Nearly all children are capable of learning two languages during the preschool years.

Source: *The Creative Curriculum*, p. 39

Teaching Strategies GOLD Objectives

ENGLISH LANGUAGE ACQUISITION

#37 Demonstrates progress in listening to and understanding English.

Level 2 Beginning: Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English.

Level 4 Progressing: Responds to common English words and phrases when they are accompanied by gestures or other visual aids.

Level 6 Increasing: Responds to words and phrases in English when they are not accompanied by gestures or other visual aids.

Level 8 Advancing: Understanding increasingly complex English phrases used by adults and children.

#38 Demonstrates progress in speaking English.

Level 2 Beginning: Repeats sounds and words in English, sometimes very quietly

Level 4 Progressing: Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea

Level 6 Increasing: Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase

Level 8 Advancing: Uses increasingly complex grammar in English; makes some mistakes typical of young children.

Assessing Outcomes

Talk to family members (through a translator if necessary) as well as others who speak the child's home language to help you as necessary for all of these.

A. 8-9 Language Outcomes

Are they talking at home? Ask questions to assess their level of language development in their home language for each of the first three outcomes.

B. 15-18 Literacy Outcomes: Observe as with any of the children. See above.

C. 20a Math: Learn to count to 10 in the child's home language. Count in both languages--all the children enjoy this activity--and impresses their families!

D. 1 Follows limits and expectations. Assess whether child's current level is influenced by lack of understanding of English.

English Language Learners Language Packet

1. Questionnaire to Make Your Child's Experience in Our Classroom More Enjoyable
2. Dear Parent letter (see copy below)
3. ELL Outcomes

For classroom teacher:

4. Appendix D – English Language Development
5. "Communication and Organization" from *One Child, Two Languages*

Additional Spanish Language Material

1. DIAL-3 Parent Questionnaire in Spanish
2. DIAL-3 in Spanish
3. Homework sheet in Spanish

Dear Parents,

Your child is very fortunate to have the opportunity to learn two languages during the preschool years! We adults who only speak one language know how much easier it would have been for us to learn a second language during our early years!

Advantages

- Many colleges require students to learn a second language--your child will have already met that requirement (*if you follow the note below*).
- Research has shown that, overall, people who know more than one language do better in math than those who only speak one language.
- People who understand more than one culture are likely to be understanding of people who are different than they are--our society today and the society of tomorrow need understanding people.

Ways That Family and Friends Who Speak Child's Home Language Can Help

- Show pride in your culture, and who you are as a family. Life can be difficult, but it is important for children to have fun times with their family.
- At some point during the year, share something about your culture the children in your child's Head Start classroom. Young children learn much more effectively from real life examples--and will be impressed by what your child knows!
- Speak your home language at home--it's O.K. if your child responds in English. Talk a lot and use wide vocabulary with your child. Teach them about your world--talk about cooking, about repairing your car, about your cultural celebrations.
- Read to your child in your home language--even if the words in the book are in English. As your child becomes interested in the written word:
 - Request that your local library and Head Start help you locate books in your home language.
 - Write simple messages in your home language to your child.
 - Encourage your child to write words in your home language.
 - Do your child's Head Start reading homework in your home language (and then, if possible, translate it for your child's teacher).
- Let your child know how impressed you are with his or her progress in learning English.
- As your child becomes older, find someone to teach your child the grammar of your home language. There is no reason for children to be illiterate in their home language.

Research summarized in *Preventing Reading Difficulties in Young Children* has found:

- Children who develop a sound foundation in their first language are more efficient in learning the second language.
- Concepts and skills that are learned in the first language will transfer to the second language.

Finally, teach us more about your culture and ways that we can help your child have a great year in Head Start. We feel fortunate to have your child in our program!

Your truly,

Queridos Padres de Familia:

Tu pequeño es muy afortunado de tener la oportunidad de aprender dos idiomas durante sus años preescolares! Nosotros como adultos hablamos un idioma y saber que tan facil seria el haber podido aprender un Segundo Idioma cuando eramos pequeños.

Las Ventajas:

- Muchas universidades requieren estudiantes que aprendan un Segundo idioma, tu hijo ya va a tener esa ventaja o mas bien requerimiento, (tanto como tu sigas los siguiente pasos):
- Investigaciones indican que por lo general gente que habla dos idiomas o mas, tienen mas facilidades con las matematicas que quienes solo hablan un idioma.
- Las personas que entienden mas de una cultura tienden a ser mas comprensivas con la gente diferentes a ellas – nuestra sociedad de ahora y la sociedad del mañana necesitan gente comprensiva.

Maneras en que Familia y Amigos quienes Hablan el Idioma del Niño o Niña Pueden Ayudar:

- Demuestra orgullo en tu cultura, y quien eres tu como familia. La vida puede ser dificil, pero es importante que los niños tengan diversion con los miembros de la familia.
- Durante el año escolar, disfruta y comparte algo de tu cultura con los niños en la clase de Head Start de tu hijo. Los pequeños pueden aprender mucho mejor y mas efectivamente con experiencias tomadas de la vida real, y estaran impresionados de todo lo que tu hijo sabe.
- Siempre habla tu idioma nativo en casa. Esto esta bien si tu hijo o hija contesta en Ingles. Sigue hablando tu en tu idioma nativa y usa un extenso vocabulario con tu pequeño. Enseñales todo lo de tu mundo en tu pais natal, hablales de comidas y celebraciones culturales.
- Lee a tu pequeño en tu idioma, aunque las palabras del libro sean en Ingles. En cuanto tu hijo comience a interesarle las palabras escritas:
- Pide a tu biblioteca local y a Head Start ayuda para localizar libros en tu Idioma Natal.
- Escribe mensajes en tu idioma y deja a tu hijo verlos alrededor de la casa.
- Procura que tu hijo escriba palabras en tu idioma natal.
- Haz la tarea de lectura de Head Start en tu idioma, (y entonces, si es possible, Traducecela a la maestra de tu hijo).
- Dejale a tu pequeño saber que tan orgullosa estas con su progreso del aprendizaje del idioma Ingles.
- En cuanto tu pequeño comience a crecer, encuentra a alguien que pueda enseñar a tu hijo la gramatica de tu language natal. No hay razon de que un niño pierda la nocion de su lengua natal.

Estudios han encontrado que para Prevenir Dificultades en Niños Pequeños:

- Niños que desarrojan una fundacion de sonido en su lengua natal, son mas capacitados en aprender un Segundo Idioma.
- Conceptos y habilidades que se aprenden en la Primera Idioma son tranferibles a un Segundo Idioma.

Finalmente, enseñanos mas de tu cultura y maneras en las que nosotros podemos ayudar a tu hijo a tener un año muy feliz en Head Start.

Nosotros nos sentimos afortunados de tener a tu hijo en nuestro programa.

Sinceramente,

Traducido por Maria Adams HBE

APPENDIX D PETS AND NON-POISONOUS PLANTS

EMAA Head Start classes must have a live plant or animal in their classrooms. Some suggested animals are:

- fish
- gerbils
- hamsters (nocturnal)
- guinea pigs
- birds such as finches, not of the parrot family--which have hooked bills, not straight
- NOT reptiles

Shorter term pets:

- amphibians (tadpoles to frogs)
- worms
- ant farm

Long weekends: Have a large enough water bottle and enough food to feed and water the pet over the week.

Holidays and summer: Have families volunteer to care for the pet over holidays and the summer.

Pet visitors: cats or dogs, farm animals

BUREAU OF CHILD CARE SANITATION INSPECTION GUIDELINES FOR LICENSED CHILD CARE CENTERS PETS

11. **Pets free of disease communicable to man.**

19 CSR 30-60.070(1)(I)(4); 19CSR 40-62-082 (8)(A)

- Pets must have all vaccinations required by local ordinance.
- If symptoms of illness like diarrhea and watering eyes are observed, the provider must isolate the pet from the children until a veterinarian examines the pet.

Reason

Animals can transmit several diseases to children and adults. The provider needs to insure their pets are healthy and have had all vaccinations.

Correction Time Frame

Ill pet must be isolated from children immediately upon discovery of an illness. Ill pets cannot have access to the child care space until a veterinarian's written statement determines the pet is not a risk to the children. Proof of compliance with local ordinances must be supplied within thirty (30) days of the date observed.

12. **Pet living quarters clean, and well maintained**

19 CSR 30-60.090 (1), 19 CSR 30-62.082(8)(C), (E)

- Providers must keep animal cages and litter boxes clean.
- Cages must be easy to clean.
- Providers must clean bird cages daily.
- Providers shall not clean cages in hand or utensil washing sinks or sinks that are accessible to children.
- Children shall not have access to litter boxes.

Reason

The bodily waste of animals can carry disease. Clean animal quarters reduce the potential for the spread of disease. It is recommended that tall animal cages be equipped with removable bottoms to aid cleaning. Washing animal quarters in utensil washing sinks or hand sinks contaminates the skin and could spread disease.

Correction Time Frame

Pet's living quarters must be cleaned within 24 hours or removed from the premises.

13. Reptiles are prohibited on the premises, Birds of the Parrot Family tested for Psittacosis

19 CSR 30-60.070(1)(I)(4), 19 CSR 30-62.082(8)

- Caregivers who have birds of the parrot family shall have them tested for psittacosis by the cloacal swab (culture) method.
- Birds new to the facility must be tested and determined free of psittacosis before it is allowed in the facility.
- Birds that have previously tested negative and have been exposed to other birds of the parrot family shall be retested.
- If the birds test positive for psittacosis, they shall be excluded until the test results are negative.

Reason

Reptiles may carry strains of salmonella (a lower stomach and bowel illness) that are not active and may become active at another time. Other reptiles maybe infected with disease causing germs but are not showing any signs of illness. Testing reptiles for salmonella often does not indicate infection because the disease can lay dormant until the animal experiences distress. Children can become ill from the reptiles even if they don't touch the reptile directly. They can pick up germs by touching other object another person that handles the reptile touched.

Psittacosis (an upper respiratory disease) can be transmitted to humans from Parrots and can result in sever illness or death in immuno-suppressed individuals (the very young and the elderly): it is also an airborne illness. If an infected bird is in the same building, the disease can be transmitted to any of the building's inhabitants through the air.

Correction Time Frame

Reptiles shall be removed from the facility and testing of Parrots must be completed within thirty (30) days of the notification date. Birds testing positive for Psittacosis shall be removed from the premises immediately, and remain removed until test results are negative.

NONPOISONOUS PLANTS

(Please note: some otherwise nonpoisonous plants can cause irritation on contact with skin or mouth. Inclusion on this list does not imply that plants are edible.)

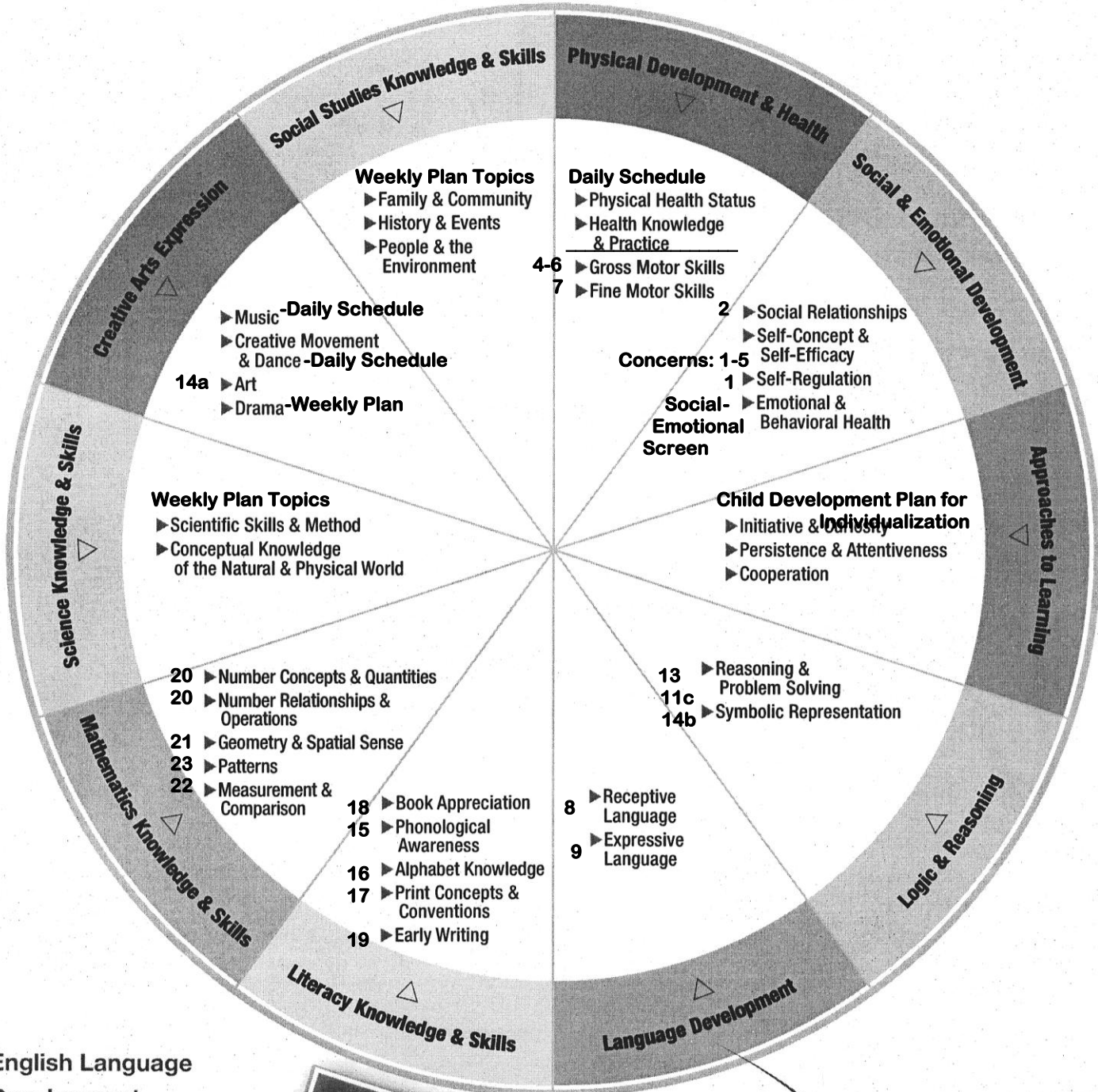
- African Violet, a house plant
- Asparagus Fern, a house plant
- Aster
- Babytears
- Boston Fern
- Camellia
- Carnation
- Chinese Evergreen, a house plant
- Christmas Cactus, a house plant
- Chrysanthemum
- Coleus, a house plant
- Corn Plant, a house plant
- Crepe Myrtle, a tree or shrub
- Crocus
- Croton, a house plant
- Daisies
- Dandelion
- Dogwood
- Dracaena (corn plant)
- Easter Lily
- Ferns
- Figs, a house plant
- Forsythia
- Fuchsia
- Gardenia, a shrub
- Geranium
- Hearts and Flowers
- Heavenly Bamboo, a shrub
- Hens and Chicks, a house plant
- Hibiscus, a shrub
- Honeysuckle
- Hoya
- Ice Plant
- Impatiens
- Jade Plant, a house plant
- Lady Slipper
- Lavender
- Lilac
- Magnolia
- Marigold
- Mesquite, a tree
- Mexican Flameleaf, a shrub or house plant
- Monkey Grass
- Mother-in-Law Tongue / Snake Plant, a house plant / Sansevieria
- Natal Plum, a shrub
- Norfolk Island Pine, a tree or shrub
- Palms, a tree or house plant
- Palo Verde, a tree
- Pansy
- Peperomia, a house plant
- Paper Flower, a shrub
- Petunia
- Pine Trees, a tree
- Poinsettia, a shrub or house plant
- Prayer Plant, a house plant
- Pregnant Plant
- Prickly Pear and Cholla cactus
- Purple Velvet Plant, a house plant
- Purple Passion
- Pussy Willow
- Pyracantha, a shrub / Firethorn
- Rose, a shrub
- Rubber Tree plant / Ficus
- Salvia, a shrub
- Schefflera, a house plant
- Snake plant (see Mother-in-law Tongue)
- Snapdragon
- Spider Plant, a house plant
- Star Jasmine, a shrub
- Swedish Ivy, a house plant
- Sweet Pea
- Sword Fern / Boston Fern, a house plant
- Ti Plant
- Tiger Lily
- Tulip
- Velvet Plant (Purple Passion)
- Violets
- Wandering Jew
- Wax Begonia, a house plant (Wax plant)
- Wild Strawberry
- Yucca, a shrub
- Zebra Plant
- Zinnia

NONPOISONOUS PLANT SITES

<http://www.headstartinfo.org/publications/designguide/appendixD.htm>

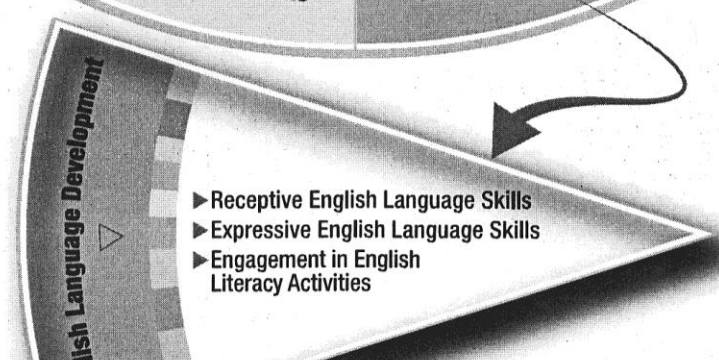
<http://www.pharmacy.arizona.edu/outreach/poison/plantsGood.php>

APPENDIX E
East Missouri Action Agency, Inc., Head Start
CHILD OUTCOMES FRAMEWORK: GOALS FOR SCHOOL-READINESS
 Based on The Head Start Child Development and Early Learning Framework
 Using The United Way Framework for
 Child Assessment and Curriculum Planning and Implementation
EMAA HEAD START INCORPORATION OF ALL FRAMEWORK DOMAINS



English Language Development

The ten domains above apply to *all* children. One domain, English Language Development, applies only to children who are dual language learners (DLLs). These children speak a language



△ Domain
 ► Domain Element

APPENDIX E
East Missouri Action Agency, Inc., Head Start
CHILD OUTCOMES FRAMEWORK: GOALS FOR SCHOOL-READINESS
Based on The Head Start Child Development and Early Learning Framework
Using The United Way Framework for
Child Assessment and Curriculum Planning and Implementation
The Head Start Child Development Framework Domains & Domain Elements
Missouri Early Learning Standards: Content Component & Process Standards
Teaching Strategies GOLD Objectives, Dimensions and Indicators

PHYSICAL DEVELOPMENT & HEALTH

Physical Health Status: The maintenance of healthy and age appropriate physical well-being.

Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.

Missouri Early Learning Standards: Physical Development, Health and Safety

II. Health: Practices healthy behaviors.

III. Safety: Practices safe behaviors.

No Teaching Strategies Gold Objectives

INPUTS AND ACTIVITIES

Inputs

- Monthly rotational menus ensure that children eat a variety of nutritious foods
- Each classroom has:
 - “Cavity Free Kids” classroom curriculum materials are available to classrooms.
 - *I Am Amazing*, classroom curriculum materials for promoting health, safety and self-esteem
 - At the beginning of the year, parents are given a Parent Handbook which includes a section developed by the national Head Start center entitled “Communicable Disease Fact Sheet” with common communicable diseases’ symptoms, treatment and prevention. This publication includes when to keep their child at home, or when they will be sent home.

Activities

- Children go outdoors daily unless there is inclement weather. On such days children engage in gross motor activities, such as music and movement.
- There is a scheduled rest time each afternoon.
- Accommodations are made to help children manage chronic health conditions using the “Special Health Care Plan.”
- A dentist or dental hygienist provides a dental exam for each child. In many instances this person comes to the Head Start classrooms.
- Classroom dramatic play interest area includes a doctor’s office, especially around times when health and dental screenings occur.
- At the beginning of the year teachers develop with the children classroom rules, which include ways to keep the classroom safe.
- At the beginning of the year routines for toileting, washing hands, eating, brushing teeth, exercise and resting are taught. The latter two activities may include teaching independent dressing as well. Over time children learn to do these activities independently.

ASSESSMENT/OUTPUTS

- Children are weighed and measured to obtain a BMI within 45 days of enrollment; a second growth assessment occurs during February. When there is a concern the nutritionist is contacted.
- Children receive a vision and hearing screening within 45 days of enrollment. The information is given to parents using ChildPlus Report 3030 so that referrals can be made to appropriate providers. In many centers, the Missouri Lions Club provides the vision screening. The Lions Club can help with getting them to the right provider, help with obtaining glasses to little or no cost as well as with any other type of follow-up.
- Children receive a lead test provided by the Health Departments within 30 days of enrollment. If there is a concern, the Health Department works with Head Start on case management.

- Hematocrits are included as part of the initial physical or provided by the Health Department. Again, if there is a concern the Health Department works with Head Start on case management.

PHYSICAL DEVELOPMENT & HEALTH

Gross Motor Skills: The control of large muscles for movement, navigation, and balance.

Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.

Missouri Early Learning Standards: Physical Development, Health and Safety

1. Physical Development: 1. Uses gross motor skills with purpose and coordination. 2. Uses fine motor skills with purpose and control. 3. Responds to sensory input to function in the environment.

Teaching Strategies Gold Objectives, Dimensions and Indicators

4 PHYSICAL: Demonstrates traveling skills

2. Moves to explore immediate environment
4. Experiments with different ways of moving
6. Moves purposefully from place to place with control
8. Coordinates complex movements in play and games

5 PHYSICAL: Demonstrates balancing skills

2. Balances while exploring immediate environment
4. Experiments with different ways of balancing
6. Sustains balance during simple movement
8. Sustains balance during complex movement

6 PHYSICAL: Demonstrates gross-motor manipulative skills

2. Reaches, grasps, and releases objects
4. Manipulates balls or similar objects with stiff body
6. Manipulates balls or similar objects with flexible body
8. Manipulates balls or similar objects with a full range of motion

7 PHYSICAL: Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

2. Reaches for, touches, and holds objects purposefully
4. Uses fingers and whole-arm movements to manipulate and explore objects
6. Uses refined wrist and finger movements
8. Uses small, precise finger and hand movements

b. Uses writing and drawing tools

2. Grasps drawing and writing tools, jabbing at paper
4. Grips drawing and writing tools with whole hand but may use whole-arm movements to make marks
6. Holds drawing and writing tools by using a 3-point finger grip but may hold the instrument too close to one end
8. Uses three-point finger grip and efficient hand placement when writing and drawing

INPUTS AND ACTIVITIES

Inputs

- The annual Playground Checklist included the Head Start Body Start Head Start Play Space Assessment material. This tool serves 1) as guidance in prioritizing enhancing the outdoor space and 2) as a tool to engage teachers and assistant teachers in new ways to think about using the outdoor space.
- Toys and Games Interest Area: includes fine motor materials such as stringing beads, pegboards, puzzles and interlocking materials.
- Art Interest Area: includes scissors, glue, and writing and drawing tools.
- Water Table: includes such fine motor materials as tongs, turkey basters, and squirt toys, as well as containers for pouring, to enhance fine-motor strength and coordination. Music and Movement Interest Area: includes rhythm instruments, a CD player and a variety of props such as streamers and scarves
- Outdoor Interest Area: provides a wealth of gross motor activities

Activities

- Teachers incorporate “I’m Moving, I’m Learning” strategies in the classroom as well as outdoors. These include activities to increase awareness of space (and how not to bump into others) and control (“Freeze!”)
- Children pour their beverage at each snack or meal.
- During meals and snacks teachers and assistant teachers observe children’s fine motor progress. Once they are able to use eating utensils, they are given knives to master cutting food.
- During toileting times, and outdoor and rest time transitions, children learn to put on shoes, socks and coats and zip, button, tie and fasten clothes.
- Children sign-in each day with teachers and assistant teachers scaffolding pencil grip.
- Many art activities include tearing and/or cutting depending on children’s fine motor level
- Teachers and assistant teachers incorporate active play options indoors when going outside is not possible.

ASSESSMENT/OUTPUTS

- At least three times during the year, teachers, with assistant teacher input, document children’s gross motor skills assessing their current level of performance.
- At least three times during the year, teachers, with assistant teacher input, document children’s fine motor skills assessing their current level of performance.

SOCIAL & EMOTIONAL DEVELOPMENT

Self-regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.

Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning

I. Knowledge of Self:

1. Exhibits self-awareness. 2. Develops self-control. 3. Develops personal responsibility.

Teaching Strategies Gold Objectives, Dimensions and Indicators

1 SOCIAL-EMOTIONAL: Regulates own emotions and behaviors

b. Follows limits and expectations

2. Responds to changes in an adult's tone of voice and expression
4. Accepts redirection from adults
6. Manages classroom rules, routines & transitions with occasional reminders
8. Applies rules in new but similar situations

INPUTS AND ACTIVITIES

Inputs

- The daily schedule is posted at children’s eye level with words and pictures to convey the order of the day’s events. This schedule accurately reflects the order of the day’s events.
- Teachers and assistant teachers use the “Conscious Discipline” approach when working with children.

Activities

- Teachers and assistant teachers work with children at the beginning of the year to learn the classroom rules. These are posted with pictures and are documented on the weekly plan.
- Teachers discuss parent handout, “Ways to change your child’s behavior,” at the first parent conference.

ASSESSMENT/OUTPUTS

- At least three times during the year, teachers, with assistant teacher input, document children’s growth in their ability to self-regulate, assessing their current level of performance.

SOCIAL & EMOTIONAL DEVELOPMENT

Social Relationships: The healthy relationships and interactions with adults and peers.

Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning

II. Knowledge of Others

- 1. Builds relationships of mutual trust and respect with others.*
- 2. Works cooperatively with children and adults.*

Teaching Strategies Gold Objectives, Dimensions and Indicators

2 SOCIAL-EMOTIONAL: Establishes and sustains positive relationships

a. Forms relationships with adults

2. Demonstrates a secure attachment to one or more adults
4. Uses trusted adult as a secure base from which to explore the world
6. Manages separations without distress and engages with trusted adults
8. Engages with trusted adults as resources and to share ideas and mutual interests

d. Makes friends

2. Seeks a preferred playmate; shows pleasure when seeing a friend
4. Plays with one or two preferred playmates
6. Establishes a special friendship with one other child, but the friendship might only last a short while
8. Maintains friendships for several months or more

INPUTS AND ACTIVITIES

Inputs

- CLASS: Positive Climate

Activities

- Children are warmly greeted upon arrival.
- Teachers and assistant teachers interact with parents at arrival and departure times.
- Special attention is given to children who struggle forming relationships, such as with “I Love You” Rituals” which take about 15 seconds.
- Teachers and assistant teachers make positive comments and communicate their warm feelings toward children.
- Teachers and assistant teachers engage in social conversation with children.
- Teachers and assistant teachers facilitate positive peer interactions.
- Teachers and assistant teachers encourage children to settle disputes.

ASSESSMENT/OUTPUTS

- At least three times during the year, teachers, with assistant teacher input, document children’s progress in building healthy relationships with adults and peers.

SOCIAL & EMOTIONAL DEVELOPMENT

Self-Concept and Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.

Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning:

1. Approaches to Learning: 4. Shows confidence

INPUTS AND ACTIVITIES

Inputs

- CLASS: Teacher Sensitivity
- CLASS: Regard for Student Perspectives

Activities

- Teachers and assistant teachers take time to notice how children are doing in the moment, such as watching for children who appear disengaged or confused during large group time, and getting down on children’s level and listening to and responding to children during choice time.
- In challenging moments, teachers and assistant teachers try to take children’s perspectives (thus being less reactive and more responsive to children’s needs).

ASSESSMENT/OUTPUTS

- Four times each year, children are rated on levels between 1-5. For those who are either a 4 or 5, teachers and assistant teachers begin the process of “Developing Strategies for Positive Social-Emotional Supports.”

SOCIAL & EMOTIONAL DEVELOPMENT

Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

No Missouri Early Learning Standards

No Teaching Strategies Gold Objectives

INPUTS AND ACTIVITIES

Inputs

- CLASS: Behavior Management

Activities

- Teachers and assistant teachers use many of the 90 *Conscious Discipline* Strategies in the classroom.

ASSESSMENT/OUTPUTS

- Within 45 days of enrollment each child is screened using the Social/Emotional Screen. Results are discussed with the family. For children with whom there are concerns, follow-up occurs teachers and assistant teachers begin the process of “Developing Strategies for Positive Social-Emotional Supports.”

APPROACHES TO LEARNING

Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning I. Approaches to Learning: 1. Shows curiosity. 2. Takes initiative.

Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention.

Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning I. Approaches to Learning: 5. Displays persistence.

Cooperation: An interest and engagement in group experiences.

No Missouri Early Learning Standards

Teaching Strategies Gold Objectives, Dimensions and Indicators

11 COGNITIVE: Demonstrates positive approaches to learning

b. Persists

2. Repeats actions to obtain similar results
4. Practices an activity many times until successful
6. Plans and pursues a variety of appropriately challenging tasks
8. Plans and pursues own goal until it is reached

d. Shows curiosity and motivation

2. Uses senses to explore the immediate environment
4. Explores and investigates ways to make something happen
6. Shows eagerness to learn about a variety of topics and ideas
8. Uses a variety of resources to find answers to questions

3 SOCIAL & EMOTIONAL: Participates cooperatively and constructively in group situations

a. Balances needs and rights of self and others

2. Responds appropriately to others' expressions of wants
4. Takes turns
6. Initiates the sharing of materials in the classroom and outdoors
8. Cooperates and shares ideas and materials in socially acceptable ways

b. Solves social problems

2. Expresses feelings during a conflict
4. Seeks adult help to resolve social problems

- 6. Suggest solutions to social problems
- 8. Resolves social problems through negotiation and compromise.

INPUTS AND ACTIVITIES

Inputs

- CLASS: Productivity
- The daily schedule includes at least 60 minutes of uninterrupted choice time during which children identify and complete self-directed tasks.
- Four times a year parents are given the magazine, *Parent and Child*. Some articles focus on making choices. Teachers and assistant teachers refer to these articles in written communications to parents, such as newsletters, as well as when talking with parents.
- Interest areas follow *Creative Curriculum* "Setting Up a Classroom for 20 Preschool Children"

Activities

- Teachers dismiss children first who have a difficult time with group activities, and continue to engage those who remain involved.
- Teachers provide consistent, clear learning activities.
- Teachers are organized and efficient, planning ahead.
- Teachers minimize disruptions to learning and time spent on managerial tasks.
- Transitions are brief, and include learning opportunities
- During transitions everyone, adults and children, know what is expected of them.

ASSESSMENT/OUTPUTS

- When completing the Child Development Plan for Individualization the second and third times, teachers, with assistant teacher input, assess children's approaches to learning.

LOGIC & REASONING

Reasoning & Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning I. Approaches to Learning 6. Uses problem-solving skills.

Missouri Early Learning Standards: Mathematics: V. Exploring Data (Probability)

Collects, organizes and displays information (charting & graphing).

Symbolic Representation: The use of symbols or objects to represent something else.

Missouri Early Learning Standards: Literacy I. Symbolic Development:

1. Represents feelings and ideas in a variety of ways.

Teaching Strategies Gold Objectives, Dimensions and Indicators

11 COGNITIVE: Demonstrates positive approaches to learning

c. Solves problems

- 2. Reacts to a problem; seeks to achieve a specific goal
- 4. Observes and imitates how other people solve problems; asks for a solution and uses it
- 6. Solves problems without having to try every possibility
- 8. Thinks problems through, considering several possibilities and analyzing results

13 COGNITIVE: Uses classification skills

- 2. Matches similar objects
- 4. Places objects in two or more groups based on differences in a single characteristic, e.g. color, size or shape
- 6. Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
- 8. Groups objects by more than one characteristic at the same time; switches sorting rules when asked, and explains reasons

14 COGNITIVE: Uses symbols and images to represent something not present

b. Engages in sociodramatic play

- 2. Imitates actions of others during play; uses real objects as props

- 4. Acts out familiar or imaginary scenarios; may use props to stand for something else
- 6. Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes
- 8. Plans and negotiates complex role play; joins in detailed conversation about roles and actions; play may extend over several days

INPUTS AND ACTIVITIES

Inputs

- CLASS: Concept Development
- Block Interest Area: includes accessories both for classification and to encourage imaginary play. Blocks and accessories are organized and labeled on shelves.
- Dramatic Place Interest Area: include changing settings such as a doctor's office or grocery store.

Activities

- At clean up time, children are encouraged to put materials back in clearly-defined places.
- Teachers and assistant teachers provide children with activities to encourage children compare and classify objects.
- To enhance children's concept development (thinking skills), teachers and assistant teachers ask 'why' and/or 'how' questions to older children and 'what' and 'where' questions to younger children.
- Teachers and assistant teachers use the words, 'predict' and 'experiment' as they engage children in thought-provoking activities.
- Teachers and assistant teachers brainstorm—focus children's attention on the process of generating solutions to a problem. E.g. a child says that there are not enough chairs or crayons. Instead of giving a solution, ask a child what he or she thinks would be possible solutions (more than one)
- Teachers and assistant teachers integrate concepts with children's previous knowledge, children's lives and real-world situations.

ASSESSMENT/OUTPUTS

- At least three times during the year, teachers, with assistant teacher input, document children's progress in solving problems and using classification skills.
- At least three times during the year, teachers document children's progress in symbolic representation.

LANGUAGE DEVELOPMENT

Receptive Language: The ability to comprehend or understand language.

Missouri Early Learning Standards: Literacy III. Listening/Receptive Language: 1. Listens for different purposes.

Expressive Language: The ability to use language.

Missouri Early Learning Standards: Literacy II. Speaking/Expressive Language: 1. Uses language to communicate. 2. Uses expanded vocabulary.

Teaching Strategies Gold Objectives, Dimensions and Indicators

8 Language: Listens to and understands increasingly complex language

a. Comprehends language

- 2. Shows an interest in the speech of others
- 4. Identifies familiar people, animals and objects when prompted
- 6. Responds appropriately to specific vocabulary and simple statements, questions and stories
- 8. Responds appropriately to complex statements, questions, vocabulary and stories

b. Follows directions

- 2. Responds to simple verbal requests accompanied by gestures or tone of voice
- 4. Follows simple requests not accompanied by gestures
- 6. Follows directions of two or more steps that relate to familiar objects and experiences
- 8. Follows detailed, instructional, multistep directions

9 Language: Uses language to express thoughts and needs

b. Speaks clearly

2. Babbles strings of single consonant sounds and combines sounds
4. Uses some words and word-like sounds and is understood by most familiar people
6. Is understood by most people; may mispronounce new, long, or unusual words
8. Pronounces multisyllabic or unusual words correctly.

a. Uses conventional grammar

2. Uses one- or two-word sentences or phrases
4. Uses three- to four-word sentences; may omit some words or use some words incorrectly
6. Uses complete four- to six-word sentences
8. Uses long, complex sentences and follows most grammatical rules

d. Tells about another time or place

2. Makes simple statements about recent events and familiar people and objects that are not present
4. Tells simple stories about objects, events and people not present; lacks many details and a conventional beginning, middle, & end
6. Tells stories about other times and places that have a logical order and that include major details
8. Tells elaborate stories that refer to other times and places

INPUTS AND ACTIVITIES

Inputs

- CLASS: Language Modeling
- Teachers and assistant teachers regularly send home information about what children are doing at Head Start. Parents can then more easily ask their child questions about their time at Head Start.
- At least once a week children's work is sent home as conversation starters for parents to talk with their children about Head Start.
- Each parent receives the handbook, "EMAA Parent Ideas to Promote Literacy," during the second parent-teacher conferences. This handout has ideas for talking with their children based on ideas developed by EMAA Head Start parents.
- Family photos are displayed to encourage discussion.
- Teachers develop topics and studies that provide opportunities for interesting and substantive conversations with children and teach them about their world.

Activities

- Teachers and assistant teachers engage in frequent conversations with children, e.g., talk about ideas and personal experiences.
- During mealtimes, education teachers and assistant teachers 1) stay seated at the table, 2) model manners but do *not* cajole children to do so, and 3) talk with children about topics of interest to them.
- Teachers and assistant teachers use open-ended, versus close-ended, questions the majority of the time when talking with children.
- Parents are taught this strategy during the second parent-teacher conference using "Talking With Your Child."
- Teachers and assistant teachers encourages conversations between children.
- Teachers and assistant teachers talk 'to themselves,' describing what they are doing.
- Teachers and assistant teachers describe what children are doing throughout the day.
- Teachers and assistant teachers use advanced language, using a variety of words as well as defining words
- Teaching teams participate in four trainings during the year which include enhancing development of topics.

ASSESSMENT/OUTPUTS

- At least three times each year teachers, with assistant teacher input, document a conversation/communication between an adult and child, or child and child, using observation or interview technique to document receptive language skills.
- At least three times each year teachers, with assistant teacher input, document a conversation/communication between an adult and child, or child and child, using observation or interview technique to document expressive language skills.
- Within 45 days of enrollment each child is screened using the DIAL-3. Follow-up occurs with those for whom there is a potential delay in the area of speech and language (as well as in the other areas).

LITERACY KNOWLEDGE & SKILLS

Phonological Awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.

Missouri Early Learning Standards: Literacy IV. Reading: 3. Attends to sounds in language. (Phonological Awareness)

Teaching Strategies Gold Objectives, Dimensions and Indicators

15 LITERACY: Demonstrates phonological awareness

a. Notices and discriminates rhyme

2. Joins in rhyming songs and games
4. Fills in the missing rhyming word; generates rhyming words spontaneously
6. Decides whether two words rhyme
8. Generates a group of rhyming words when given a word

b. Notices and discriminates alliteration

2. Sing songs and recites rhymes and refrains with repeating initial sounds
4. Shows awareness that some words begin the same way
6. Matches beginning sounds of some words
8. Isolates and identifies the beginning sound of a word

c. Notices and discriminates smaller and smaller units of sound

2. Hears and shows awareness of separate words in sentences
4. Hears & shows awareness of separate syllables in words
6. Verbally separates and blends onset and rime
8. Verbally separates and blends individual phonemes in words

INPUTS AND ACTIVITIES

Inputs

- The daily schedule includes two read-aloud, and a music and movement time.
- New assistant teachers participate in 16 hours of HeadsUp! Readings video training.

Activities

- Read-aloud and music and movement times include increasing children's awareness of:
 - Rhymes, rhythms and repetitive phrases.
 - Onset sounds, and latter ending sounds.
 - Syllables.
- Teachers and assistant teachers point out rhyming words and alliteration throughout the day.

ASSESSMENT/OUTPUTS

- At least three times each year teachers, with assistant teacher input, document observations of each child's responses to phonological experiences, supporting the child's current indicator level.

LITERACY KNOWLEDGE & SKILLS

Alphabet Knowledge: The names and sounds associated with letters.

Missouri Early Learning Standards: Literacy IV Reading: 2. Uses concepts of print.

Teaching Strategies Gold Objectives, Dimensions and Indicators

16 LITERACY: Demonstrates knowledge of the alphabet

a. Identifies and names letters

2. Recognizes and names a few letters in own name
4. Recognizes as many as 10 letters, especially those in own name
6. Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order
8. Identifies and names all upper- and lowercase letters when presented in random order

b. Uses letter-sound knowledge

2. Identifies the sounds of a few letters
4. Produces the correct sounds for 10-20 letters
6. Shows understanding that a sequence of letters represents a sequence of spoken sounds
8. Applies letter-sound correspondence when attempting to read and write

INPUTS AND ACTIVITIES

Inputs

- The alphabet is accessible to the children in the following ways:
 - There are laminated copies of the alphabet near writing areas.
 - Alphabet letters are on the wall near children's eye level.
 - An alphabet is in the singing area for 'Alphabet Song.'
- Movable alphabet letters are present in the classroom.
- Books featuring the alphabet are present in the classroom.
- Teachers and assistant teachers and children wear name tags with letters written in large block print to help recognize the letters in each other's names.

Activities

- When teachers and assistant teachers write children's names on their work, it is 1) in the upper left hand corner, 2) using the block-style alphabet, and 3) saying letters out loud, e.g. "Capital J – o – e."

ASSESSMENT/OUTPUTS

At least three times during the year teachers, with assistant teacher input, document observations made regarding each child's knowledge of the alphabet, supporting the child's current indicator level.

LITERACY KNOWLEDGE & SKILLS

Print Concepts & Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

Missouri Early Learning Standards: Literacy IV. Reading: 2. Uses concepts of print.

Teaching Strategies Gold Objectives, Dimensions and Indicators

17 LITERACY: Demonstrates knowledge of print and its uses

a. Uses and appreciates books

2. Shows interest in books
4. Orients book correctly; turns pages from the front of book to the back; recognizes familiar books by their covers
6. Knows some features of a book (title, author, illustrator); connects specific books to authors
8. Uses various types of books for their intended purposes, e.g. *Selects Birds of Missouri* to identify a bird seen outside the window

INPUTS AND ACTIVITIES

Inputs

- Teachers and children use written signs to communicate—such as at clean up time, a ‘STOP’ sign where children wait to go to the next location, direction signs for tricycle riding.
- Signs including job charts, labeled materials on shelves with picture/words, recipes and rules are displayed in the center. Teachers point to the words and pictures on these items.

Activities

- Each week every child dictates something to teachers and assistant teachers, such as a dictated story, story dramatization, a note the child wants to send to parent, a sign that the child requests, something on the child’s art, a group story, or something in a journal.
- Teachers and assistant teachers refer to print throughout the day.
- Teachers and assistant teachers talk with children about what they are writing as they make observations.

ASSESSMENT/OUTPUTS

- At least three times during the year teachers, with assistant teacher input, document an observation which occurred when a child is looking at a book or engaged in print activities supporting the child’s current indicator level.

LITERACY KNOWLEDGE & SKILLS

Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

Missouri Early Learning Standards: Literacy IV. Reading: 1. Applies early reading skills.

Teaching Strategies Gold Objectives, Dimensions and Indicators

18 LITERACY: Comprehends and responds to books and other texts

a. Interacts during read-alouds and book conversations

2. Contributes particular language from the book at the appropriate time
4. Asks and answers questions about the text; refers to pictures
6. Identifies story-related problems, events, & resolutions during conversations with an adult
8. Reconstructs story, using pictures, text, and props; begins to make inferences and draw conclusions

b. Uses emergent reading skills

2. Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
4. Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
6. Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation
8. Tries to match oral language to words on page; points to words as reads; uses different strategies (e.g., sounding out words, known words and patterns in text) to make meaning from print

INPUTS AND ACTIVITIES

Inputs

- The Daily Schedule includes Book Time, a time when all children, supported by adults look at (“read”) books on their own or, if needed, with an adult.
- Library Interest Area: creates an inviting place for children to look at books and to be read to.
- Each week books are sent home to have someone at home read to the child. Parents return book and form documenting this experience and the number of books that were read to the child that week.
- Teachers discuss and give parents handout, “Reading a Book to Your Child,” during first home visit.
- Topics and studies provide meaningful ways to add literacy to children’s play.
- Books and reading materials are placed appropriately in at least five interest areas.

- Teachers and assistant teachers turn in chart each month indicating number of books read to each child. Book certificates are sent home to parents to encourage reading.

Activities

- There is at least one established book time—included on daily schedule—in which children select books to read on their own.
- Each time a child turns in homework teachers acknowledge their effort, such as through a book review/promotion activity
- Teachers and assistant teachers find ways to read to small groups of children throughout the day.
- Teachers and assistant teachers make books with the children regularly.
- Parents read to their Head Start child. Teachers and assistant teachers are aware of children who are not read to at home and find people who will read to and document how many books are read to the child.

ASSESSMENT/OUTPUTS

- At least three times during the year teachers, with assistant teacher input, document an observation which occurred when a child is being read to (Levels A-C) or during choice time (Level D) supporting the child's current indicator level.
- Each week parents document on a scale of 1 to 5, their child's enjoyment of reading on the weekly reading homework assignment.

LITERACY KNOWLEDGE & SKILLS

Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

Missouri Early Learning Standards: Literacy V. Writing: 1. Uses writing as a means of expression/communication.

Teaching Strategies Gold Objectives, Dimensions and Indicators

19 LITERACY Demonstrates emergent writing skills

a. Writes name

1. Scribbles or marks
2. Controlled linear scribbles
3. Mock letters or letter-like forms.
4. Letter strings
5. Partially accurate name
6. Accurate name

b. Writes to convey meaning

1. Scribbles or marks
2. Controlled linear scribbles
3. Mock letters or letter-like forms
4. Letter strings
5. Early invented spelling
6. Late invented spelling

INPUTS AND ACTIVITIES

Inputs

- Teachers discuss and give parents handout regarding the stages of "Learning to Write" at the first parent conference.
- Writing materials are available in at least 5 interest areas as is appropriate, e.g. pad of paper and pencil for grocery list or writing a prescription, paper to write signs in block area, etc.

Activities

- Children sign in each day.
- Children write their name for a specific purpose in the classroom, e.g. to sign up to use the computer, to write their name on their work, etc.
- Pre-k children have many opportunities to write words.

ASSESSMENT/OUTPUTS

- At least three writing samples are included in the child's portfolio, supporting the child's current indicator level for both writing name and writing to convey meaning.
- Daily signature sample.

MATHEMATICS KNOWLEDGE & SKILLS

Number Concepts & Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).

Number Relationships & Operations The use of numbers to describe relationships and solve problems.

Missouri Early Learning Standards: Mathematics I. Number and Operations

1. Uses number to show quantity.
2. Uses language to represent number of objects.
3. Solves problems using number.
4. Uses numerical representation.

Teaching Strategies Gold Objectives, Dimensions and Indicators

20 MATHEMATICS: Uses number concepts and operations

a. Counts

2. Verbally counts (not always in the correct order)
4. Verbally counts to 10; counts up to five objects accurately, using one number name for each object
6. Verbally counts to 20; counts 10-20 objects accurately; knows the last number states how many in all; tells what number (1-10) comes next in order by counting
8. Uses number names while counting to 100; counts 30 objects accurately; tells what number comes before and after a specified number up to 20

b. Quantifies

2. Demonstrates understanding of the concepts of one, two and more
4. Recognizes a small number of items (3-5) instantly; combines and separates up to five objects
6. Playing with 6-10 objects, a child separates or combines them and identifies which set has more, less or the same (equal); answers the question, "How many in all?"
8. Uses a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects

c. Connects numeral with their quantities

2. Recognizes and names a few numerals
4. Identifies numerals to 5 by name and connects each to counted objects
6. Identifies numerals to 10 by name and connects each to counted objects
8. Identifies numerals to 20 by name and connects each to counted objects

INPUTS AND ACTIVITIES

Inputs

- CLASS: Instructional Learning Format
- Classrooms display numbers and what they represent, e.g. apples 1-10, as well as have available math manipulatives.
- Books featuring counting and other math concepts are present in the classroom.

Activities

- Teachers and assistant teachers count out loud whenever counting children or items.
- During each week's nutrition activity children follow recipes which include using numbers.
- Song and rhyme time includes songs/rhymes with numbers. These are listed on the weekly plan.

ASSESSMENT/OUTPUTS

- At least three times during the year teachers, with assistant teacher input, document observations regarding each child's knowledge of the numbers, supporting the child's current indicator level.

MATHEMATICS KNOWLEDGE & SKILLS

Geometry & Spatial sense: The understanding of shapes, their properties, and how objects are related to one another.

Missouri Early Learning Standards: Mathematics II. Geometry and Spatial Sense

1. Investigates positions and locations.
2. Explores shapes in the environment.

Teaching Strategies Gold Objectives, Dimensions and Indicators

21 Mathematics: Explores and describes spatial relationships and shapes

a. Understands spatial relationships

2. Follows simple directions related to position (in, on, under, up, down)
4. Follows simple directions related to proximity (beside, between, next to)
6. Uses and responds appropriately to positional words indicating location, direction, and distance, such as behind and in front of
8. Uses and makes simple sketches, models, or pictorial maps to locate objects

b. Understands shapes

2. Matches two identical shapes
4. Identifies a few basic shapes (circle, square, triangle)
6. Describes basic 2- and 3-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation
8. Shows that shapes remain the same when they are turned, flipped, or slid; breaks apart or combines shapes to create different shapes and sizes

INPUTS AND ACTIVITIES

Inputs

- Toys and Games Interest Area: include shape manipulatives
- Block Interest Area: include various shape blocks

Activities

- Children are encouraged to create new shapes from other shapes, such as napkins, paper, blocks.
- Teachers map children's actions using positional words.

ASSESSMENT/OUTPUTS

- At least three times during the year teachers, with assistant teacher input, document children's progress on understanding spatial relationships and shapes.

MATHEMATICS KNOWLEDGE & SKILLS

Measurement & Comparison: The understanding of attributes and relative properties of objects as related to size, capacity, and area.

Missouri Early Learning Standards: Mathematics IV. Measurement

1. Makes comparisons.
2. Uses measurement.

Teaching Strategies Gold Objectives, Dimensions and Indicators

22 Mathematics: Compares and measures

2. Makes simple comparisons between two objects
4. Compares and orders a small set of objects as appropriate according to size, length, weight, area or volume; knows usual sequence of basic daily events and a few ordinal numbers
6. Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools
8. Uses measurement words and some standard measurement tools accurately; uses ordinal numbers from *first* to *tenth*

INPUTS AND ACTIVITIES

Inputs

- Sand and Water Interest Area: includes pouring and measuring materials
- Dramatic Play Interest Area: includes measuring tools
- Discovery Interest Area: includes measuring tools such as balance scales, thermometer
- Art Interest Area: rulers, yardsticks, measuring tapes.
- Cooking Area: measuring tools

Activities

- Measuring children: When measured each child's name is recorded on the measuring stick displayed in the classroom.
- Children are provided with opportunities to measure using non-standard measures such as paper clips, blocks, straws, or spoons.
- Each week children engage in cooking activities that often involve measuring.

ASSESSMENT/OUTPUTS

At least three times during the year teachers, with assistant teacher input, document children's abilities to compare and measure

MATHEMATICS KNOWLEDGE & SKILLS

Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

Missouri Early Learning Standards: Mathematics III. Patterns and Relationships (Algebra)

1. Recognizes relationships in the environment.
2. Uses patterns in the environment.

Teaching Strategies Gold Objectives, Dimensions and Indicators

23 Mathematics: Demonstrates knowledge of patterns

2. Shows interest in simple patterns in everyday life
4. Copies simple repeating patterns
6. Extends and creates simple repeating patterns
8. Recognizes, creates, and explains more complex repeating and simple growing patterns

INPUTS AND ACTIVITIES

Inputs

- Toys and Games Interest Area: includes beads and other materials in which there are patterns.

Activities

- Teachers read patterning stories, such as *The Napping House*, as well as verses.
- Teachers clap patterns or encourage children to use rhythm sticks and other instruments to make patterns, e.g. with rhythm sticks, hit sticks together, hit table, repeat.
- Teachers encourage children to find patterns in their environment such as clothing, or with blocks e.g. blocks up, down, up, down, up, down.

ASSESSMENT/OUTPUTS

- At least three times during the year teachers, with assistant teacher input, document children's abilities to demonstrate knowledge of patterns.

SCIENCE KNOWLEDGE & SKILLS

Scientific Skills & Method The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

Conceptual Knowledge of the Natural & Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

Missouri Early Learning Standards: Science

I. Physical Science

1. Explores physical properties of objects and materials.
2. Investigates properties of objects and materials.
3. Solves problems involving physical properties of objects and materials.
4. Represents observations of the physical world in a variety of ways.

II. Life Science

1. Explores characteristics of living things.
2. Investigates characteristics of living things.
3. Solves problems related to living things.
4. Represents observations about living things in a variety of ways.

III. Earth and Space

1. Explores properties of earth and space.
2. Investigates properties of earth and space.
3. Solves problems involving earth and space.
4. Represents observations about earth and space in a variety of ways.

Teaching Strategies Gold Objectives, Dimensions and Indicators Science and Technology

24 Uses scientific inquiry skills

25 Demonstrates knowledge of the characteristics of living things

26 Demonstrates knowledge of the physical properties of objects and materials

27 Demonstrates knowledge of Earth's environment

28 Uses tools and other technology to perform tasks

INPUTS AND ACTIVITIES

Inputs

- Discovery Interest Area: includes rotating materials to increase children's knowledge of life, physical and earth/environment science
- Animals and/or plants are in each classroom.
- Books featuring science concepts are present wherever there are science materials.

Activities

At least once a week, teachers provide hands-on science experiences and/or experiments which are documented on the weekly plan.

Children are involved in the care of the animals and/or plants.

Studies related to children's interests provide opportunities for investigating topics over time.

These involve experiences with authentic objects that children can manipulate.

ASSESSMENT/OUTPUTS

Teachers and assistant teachers informally assess children's increased knowledge about science topics.

CREATIVE ARTS EXPRESSION

Music: The use of voice and instruments to create sounds.

Creative Movement & Dance: The use of the body to move to music and express oneself.

*Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning
I. Approaches to Learning 3. Exhibits creativity.*

Teaching Strategies Gold Objectives, Dimensions and Indicators

The Arts

34 Explores musical concepts and expression

35 Explores dance and movement concepts.

INPUTS AND ACTIVITIES

Inputs

- Music and Movement Interest Area: includes a variety of instruments as well as many movement CDs
- Music and movement is included on the Daily Schedule.

- Teachers and assistant teachers have been trained in 'I'm Moving, I'm Learning' strategies.

Activities

- Children are encouraged to make up new lyrics and actions to familiar tunes or to create their own songs.
- Teachers and assistant teachers play a variety of CDs.
- Teachers and assistant teachers transform the Dramatic Play or another area into a musical stage or recording studio.
- Children are exposed to printed music.

ASSESSMENT/OUTPUTS

- Teachers and assistant teachers informally assess children's awareness and appreciation of different kinds of music, ability to express thoughts, feelings, and energy through music and awareness of the various components of music.

CREATIVE ARTS EXPRESSION

Art: The use of a range of media and materials to create drawings, pictures, or other objects.

Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning 1. Approaches to Learning 3. Exhibits creativity.

Teaching Strategies Gold Objectives, Dimensions and Indicators

33 Explores the visual arts.

14 COGNITIVE: Uses symbols and images to represent something not present

a. Thinks symbolically

2. Recognizes people, objects and animals in pictures or photographs
4. Draws or constructs, and then identifies what it is
6. Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas
8. Represents objects, places, and ideas with increasingly abstract symbols

INPUTS AND ACTIVITIES

Inputs

- Art Interest Area: includes a variety of materials for children to explore the visual arts.
- Displays consist primarily of children's *original* artwork and writing samples, at the children's eye level, on the walls and/or room dividers.
- Teachers discuss and give parents handout, "Stages of Children's Art" at the first parent conference.

Activities

- Art activities use children's creative ideas rather than pre-drawn patterns.
- Teachers and assistant teachers write down what the child says on the artwork, or accompanying a photo of a block structure, ("Tell me about your work.") or steps that a child took to complete an elaborate representation.

ASSESSMENT/OUTPUTS

- At least three times during the year one sample of a child's work is included in the portfolio, supporting the child's current indicator level.

CREATIVE ARTS EXPRESSION

Drama: The portrayal of events, characters, or stories through acting and using props and language.

Missouri Early Learning Standards: Social and Emotional Development & Approaches to Learning 1. Approaches to Learning 3. Exhibits creativity.

Teaching Strategies Gold Objectives, Dimensions and Indicators

The Arts

36 Explores drama through actions and language

INPUTS AND ACTIVITIES

Activities

- Each week children engage in drama activities at least once as documented on the Weekly Plan.
- Children are invited to dramatize stories teachers read.
- Children are provided opportunities to try out different theater/movie roles. For example, they might be the writer, actor, director, designer or audience member.

ASSESSMENT/OUTPUTS

- Teachers informally assess how and when children show that real-life roles can be enacted, represent ideas through drama, e.g., pretend to be a plant growing or the wolf blowing the little pigs houses down, and showing appreciation of the dramatizations of others..

SOCIAL STUDIES KNOWLEDGE & SKILLS

Self, Family & Community: The understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.

People & the Environment: The understanding of the relationship between people and the environment in which they live.

History & Events: The understanding that events happened in the past and how these events relate to one's self, family, and community.

No Missouri Early Learning Standards

Teaching Strategies Gold Objectives, Dimensions and Indicators

SOCIAL STUDIES

29 Demonstrates knowledge about self

30 Shows basic understanding of people and how they live

31 Explores change related to familiar people or places

32 Demonstrates simple geographic knowledge

INPUTS AND ACTIVITIES

Inputs

- CLASS: Quality of Feedback

ASSESSMENT/OUTPUTS

- Teachers and assistant teachers informally assess children's increased knowledge about social studies topics.

ENGLISH LANGUAGE DEVELOPMENT

Receptive English Language Skills: The ability to comprehend or understand the English language.

Expressive English Language Skills: The ability to speak or use English.

Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.

No Missouri Early Learning Standards

Teaching Strategies Gold Objectives, Dimensions and Indicators

37 ENGLISH LANGUAGE ACQUISITION: Demonstrates progress in listening to and understanding English

2. Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
4. Responds to common English words and phrases when they are accompanied by gestures or other visual aids
6. Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
8. Understands increasingly complex English phrases used by adults and children

38 ENGLISH LANGUAGE ACQUISITION: Demonstrates progress in speaking English

2. Repeats sounds and words in English, sometimes very quietly.
4. Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
6. Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
8. Uses increasingly complex grammar in English; makes some mistakes typical of young children

INPUTS AND ACTIVITIES**Inputs and Activities**

- See Second Language Learner section of this Education Work Service Plan.

ASSESSMENT/OUTPUTS

- At least three times during the year, teachers document children's progress in listening to and understanding English as well as in speaking English.

**Missouri Early Learning Standards
Updated in 2009**

Content Component	Process Standards
	Literacy
I. Symbolic Development	1. Represents feelings and ideas in a variety of ways.
II. Speaking/Expressive Language	1. Uses language to communicate. 2. Uses expanded vocabulary.
III. Listening/Receptive Language	1. Listens for different purposes.
IV. Reading	1. Applies early reading skills. 2. Uses concepts of print. 3. Attends to sounds in language. (Phonological Awareness)
V. Writing	1. Uses writing as a means of expression/communication.
	Mathematics
I. Number and Operations	1. Uses number to show quantity. 2. Uses language to represent number of objects. 3. Solves problems using number. 4. Uses numerical representation.
II. Geometry and Spatial Sense	1. Investigates positions and locations. 2. Explores shapes in the environment.
III. Patterns and Relationships (Algebra)	1. Recognizes relationships in the environment. 2. Uses patterns in the environment.
IV. Measurement	1. Makes comparisons. 2. Uses measurement.
V. Exploring Data (Probability)	1. Collects, organizes and displays information (charting & graphing)
	Physical Development, Health and Safety
I. Physical Development	1. Uses gross motor skills with purpose and coordination. 2. Uses fine motor skills with purpose and control. 3. Responds to sensory input to function in the environment.
II. Health	1. Practices healthy behaviors.
III. Safety	1. Practices safe behaviors.
	Science
I. Physical Science	1. Explores physical properties of objects and materials. 2. Investigates properties of objects and materials. 3. Solves problems involving physical properties of objects and materials. 4. Represents observations of the physical world in a variety of ways.
II. Life Science	1. Explores characteristics of living things. 2. Investigates characteristics of living things. 3. Solves problems related to living things. 4. Represents observations about living things in a variety of ways
III. Earth and Space	1. Explores properties of earth and space. 2. Investigates properties of earth and space. 3. Solves problems involving earth and space. 4. Represents observations about earth and space in a variety of ways.
	Social and Emotional Development and Approaches to Learning
I. Knowledge of Self	1. Exhibits self-awareness. 2. Develops self-control. 3. Develops personal responsibility.
II. Knowledge of Others	1. Builds relationships of mutual trust and respect with others. 2. Works cooperatively with children and adults.
I. Approaches to Learning	1. Shows curiosity. 2. Takes initiative. 3. Exhibits creativity. 4. Shows confidence. 5. Displays persistence. 6. Uses problem-solving skills.

SOCIAL-EMOTIONAL

Framework: *Self-Regulation*

1. **Regulates own emotions and behaviors**
 - a. Manages feelings
 - b. **Follows limits and expectations**
 - c. Takes care of own needs appropriately

Framework: *Social Relationships*

2. **Establishes and sustains positive relationships**
 - a. **Forms relationships with adults**
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. **Makes friends**

Framework: *Cooperation*

3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

PHYSICAL

Framework: *Gross Motor Skills*

4. **Demonstrates traveling skills**
5. **Demonstrates balancing skills**
6. **Demonstrates gross-motor manipulative skills**

Framework: *Fine Motor Skills*

7. **Demonstrates fine-motor strength and coordination**
 - a. **Uses fingers and hands**
 - b. **Uses writing and drawing tools**

LANGUAGE

Framework: *Receptive Language*

8. **Listens to and understands increasingly complex language**
 - a. **Comprehends language**
 - b. **Follows directions**

Framework: *Expressive Language*

9. **Uses language to express thoughts and needs**
 - a. Uses an expanding expressive vocabulary
 - b. **Speaks clearly**
 - c. **Uses conventional grammar**
 - d. **Tells about another time or place**
10. Uses appropriate conversational and other communication skills
 - a. Engages in conversations
 - b. Uses social rules of language

COGNITIVE

11. **Demonstrates positive approaches to learning**

Framework: *Persistence & Attentiveness*

- a. Attends and engages
 - b. Persists

Framework: *Problem Solving*

- c. **Solves problems**

Framework: *Initiative & Curiosity*

- d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
 - a. Recognizes and recalls
 - b. Makes connections

Teaching Strategies GOLD™
OBJECTIVES & DIMENSIONS
with Head Start Child Development
and Early Learning Framework

Framework: *Reasoning*

13. **Uses classification skills**

Framework: *Symbolic Representation*

14. **Uses symbols and images to represent something not present**
 - a. **Thinks symbolically**
 - b. **Engages in sociodramatic play**

LITERACY

Framework: *Phonological Awareness*

15. **Demonstrates phonological awareness**
 - a. **Notices and discriminates rhyme**
 - b. **Notices and discriminates alliteration**
 - c. **Notices & discriminates smaller and smaller units of sound**

Framework: *Alphabet Knowledge*

16. **Demonstrates knowledge of the alphabet**
 - a. **Identifies and names letters**
 - b. **Uses letter-sound knowledge**

Framework: *Print Concepts & Conventions*

17. **Demonstrates knowledge of print and its uses**
 - a. **Uses and appreciates books**
 - b. **Uses print concepts**

Framework: *Book Appreciation and Knowledge*

18. **Comprehends and responds to books and other texts**
 - a. Interacts during read-alouds and book conversations
 - b. **Uses emergent reading skills**
 - c. Retells stories

Framework: *Early Writing*

19. **Demonstrates emergent writing skills**
 - a. **Writes name**
 - b. **Writes to convey meaning**

ENGLISH LANGUAGE ACQUISITION

Framework: *Receptive English Language Skills*

37. **Demonstrates progress in listening to & understanding English**

Framework: *Expressive English Language Skills*

38. **Demonstrates progress in speaking English**

MATHEMATICS

Framework:

Number Concepts & Quantities

Number Relationships & Operations

20. **Uses number concepts & operations**
 - a. **Counts**
 - b. **Quantifies**
 - c. **Connects numerals with their quantities**

Framework: *Geometry & Spatial Sense*

21. **Explores & describes spatial relationships and shapes**
 - a. **Understands spatial relationships**
 - b. **Understands shapes**

Framework: *Measurement & Comparison*

22. **Compares and measures**

Framework: *Patterns*

23. **Demonstrates knowledge of patterns**

SCIENCE AND TECHNOLOGY

Framework: *Scientific Skills & Method*

24. Uses scientific inquiry skills

Framework: *Conceptual Knowledge of the Natural & Physical World*

25. Demonstrates knowledge of the characteristics of living things
26. Demonstrates knowledge of the physical properties of objects and materials
27. Demonstrates knowledge of Earth's environment
28. Uses tools and other technology to perform tasks

Framework: *Scientific Skills & Method*

SOCIAL STUDIES

Framework: *Self, Family & Community*

29. Demonstrates knowledge about self
30. Shows basic understanding of people and how they live

Framework: *History & Events*

31. Explores change related to familiar people or places

Framework: *Self, Family & Community*

32. Demonstrates simple geographic knowledge

THE ARTS

Framework: *Art*

33. Explores the visual arts

Framework: *Music*

34. Explores musical concepts and expression

Framework: *Creative Movement & Dance*

35. Explores dance and movement concepts

Framework: *Drama*

36. Explores drama through actions and language

COLORS

39. **Names seven basic colors**

