

Early Childhood Development and Health Services

Abbreviations used in service area plans

Board of Directors	Board
Policy Council	PC
Executive Director	Ex. Dir.
Program Director	Prog. Dir.
Fiscal Director	Fiscal
Human Resource/Fiscal Assistant	HR
Maintenance/Custodians	Custodian
Data Encoder/Program Assistant	Tech.
Executive Secretary/Receptionist	Secretary
Program Nutrition Specialist	Nutrition
Program Health and Safety Specialists	H & S
Program Behavioral/Mental Health Specialist	MH
Program Family and Community Partnership Specialists	FCP
Education Managers	Ed. Mgr.
Program Disabilities/Transition Specialist	Disabilities
Assistant Cook	Asst. Cook
Cook	Cook
HS Teachers	Teacher
HS Teacher Assistants	T. Asst.
HS Home Visitor and EHS Home Visitor	HV
Disabilities/Transition Coordinator	Dis. Coord.
Transportation Coordinator	Trans. Coord.
Mental Health Consultant	MHC
Management Team (Directors, Managers, All Specialists)	Management Team

		social development. Information is available for parents when needed.			
1304.21(a) (1)(ii)	(ii) Be inclusive of children with disabilities, consistent with their individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) (see 45 CFR 1308.19);	<p>(ii)</p> <ul style="list-style-type: none"> *Children with special needs, including those with significant disabilities, are served inclusively in our program. *Training is provided on the identification of children with special needs. *Training is provided for working with children with special needs during education meetings and when individualizing for a specific child's needs *Training is provided on integrating children with special needs into the classroom or group socialization setting. *Training is provided on working with parents of children with special needs. * Teachers, home visitors and disabilities coordinators attend IFSP/IEP meetings and consult with special service providers as needed. *IFSP/IEP goals are included in the Individual Child Plan. *When possible, direct services for children on an IEP are provided in the Head Start classrooms. *Materials, equipment and the environment are adapted or modified to meet the needs of all children 	Ed Mgr. Disabilities Teacher HV T Asst. Families	At class time, home visits, or socializations.	Lesson Plan ,ICP's IEP's, Lesson plan, Creative Curriculum Assessment Staffing Form, Child's File, Monthly Report
1304.21(a) (1)(iii)	(iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;	<p>(iii)</p> <ul style="list-style-type: none"> * Non-sexist and multi-cultural materials and books are available to all children. * Children are encouraged to explore and use different material regardless of gender. * Adults and children are encouraged to accept children in non-traditional roles. *Books with men and women in a variety of roles, including non-traditional, are available. *A mental health consultant completes classroom and group socialization observations twice a year. 	Ed Mgr. Teacher HV T Asst. Families MHS	On-going	Lesson Plan Creative Curriculum Assessment Lesson plan. Observation checklist Mental Health notes

		*Posters and display items reflect the culture of children in the program.			
1304.21(a) (1)(iv)	(iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities; and	<p>iv)</p> <ul style="list-style-type: none"> *Children have the opportunity to choose among learning centers and are given 45min to 1 hour each day for free play. *Activities are planned for large group and small group experiences, taking into account each child’s needs. *Scheduled time of approximately 15 to 30 minutes will be allowed in the daily schedule for fine and gross motor development, meals, bathroom breaks, small group and large group activities and play. *Learning objectives and daily plans include activities to promote the social, emotional, physical, health, nutrition, and intellectual growth of children. *Activities are planned to include both child-initiated and adult-directed activities. *Opportunities are created in the daily routine for children to demonstrate skills in decision-making and problem-solving. *On home visits, items commonly found are used as much as possible: empty containers for nesting and stacking and assorted items for putting in and taking out of containers. *The home environment is used to promote language development by naming everyday items, learning their use and talking about everyday routines. 	Ed Mgr. Teacher HV T Asst. Families	During class time and socializations	Class schedule, Lesson plan and Socialization plans Classroom checklist, Child assessment, Anecdotal notes, ICP’s
1304.21(a) (1)(v)	(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.	<p>(v)</p> <ul style="list-style-type: none"> *Facilities, materials and supplies support children in their toilet training efforts. *During enrollment, staff encourages parents to share information about the child’s experiences with toileting at home and work to support those efforts. *Staff will assist children as needed with toileting. A small potty will be made available if needed. Cleaning is done in accordance to EHS/HS regulations and 	Ed Mgr. Teacher HV T Asst. Families	Ongoing	Enrollments, ICP’s Conferences, Contact form, Lesson plans Parent Resource library. Education library, Lesson plan, FPA’s, Logging Contact form, Anecdotal notes

		monitored through the health and safety checklist.			
1304.21(a) (2)(i)	(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;	<p>(2) (i)</p> <ul style="list-style-type: none"> *Parents learn about the programs approach and philosophy at home visits, and parent/teacher meetings. *Parent input is gathered on the My Child Form, Individual Child Plan, Curriculum Involvement Form, surveys and parent meetings as an ongoing process. *Parents meet at least 4 times per year with their child’s teacher to discuss their child’s growth and development. *Parents are used as resources with curriculum ideas through the Curriculum Committee which meets quarterly. *Parents are encouraged to participate as members of the Policy Council. *Parents are encouraged to participate as members of committees such as Health Services Advisory Committee, Curriculum Committee, and program self-assessment review committees. 	Ed Mgr. Teacher HV T Asst. Families	Enrollment, Home Visits and then Monthly	Parent Handbook Lesson Plans Meeting Minutes Child’s File Home Visit checklist ICP
1304.21(a) (2)(ii)	(ii) Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and	<p>ii)</p> <ul style="list-style-type: none"> *Parents are encouraged to participate in the classroom as volunteers. *Parents actively participate in home visits and group socializations in the home base option. *Parents help plan lessons and group socializations in the home base option. *Parents are offered classes on child development and parenting. *The Individual Child Plan is used as a tool for parents and teachers and home visitors to share and document observations about each child’s growth and development. 	Ed Mgr. Teacher HV T Asst. Families	Enrollment, Home visits, Class time and Socializations	Parent contacts, ICP’s, Conferences, Lesson plans Newsletters Parent contacts, Monthly report, Lesson plan Curriculum Involvement Form
1304.21(a) (2)(iii)	(iii) Encouraged to participate in staff-parent conferences and home visits to discuss their child’s development and education (see 45 CFR 1304.40(e) (4) and 45 CFR 1304.40(i) (2).	<p>(iii)</p> <ul style="list-style-type: none"> *Parents are encouraged to participate in 2 staff-parent conferences and 2 home visits each school year. *Teachers and home visitors communicate 	Ed Mgr. Teacher HV T Asst. Families	Fall and Spring On-going	Conference Form Enrollment packet, Home Visit checklist, ICP’s, Lesson plan, Creative Curriculum

		informally by speaking to parents in person, through phone calls, notes and newsletters. *Combination Options offer 1 home visit per month including 2 conferences.			Assessment and Lesson plans
1304.21(a) (3)(i)(a)	(3) Grantee and delegate agencies must support social and emotional development by: (i) Encouraging development which enhances each child’s strengths by: (A) Building trust;	(3) (i) (A) *Staff encourage adults to take time to listen and respond to what each child has to say. *Staff encourage adults to show respect by greeting each child and using each child’s name frequently *The schedule and daily expectations for children are predictable and remain consistent. *Staffing is as consistent as possible throughout the program year. *Teachers/Home visitors are kept as consistent as possible to allow for trust between teacher/home visitor and child.	<u>Ed Mgr.</u> Teacher HV T Asst. Families	On-going	Lesson Plan, Creative Curriculum Assessment CLASS
1304.21(a) (3)(i)(b)	(B) Fostering independence;	B) *Classrooms and group socialization settings are arranged to encourage children to make choices. *Children are encouraged to complete chosen activities and clean up after their own activities. *Opportunities are provided for children to develop self-help skills (hand washing, table setting, tooth brushing) *Opportunities are provided for children to use and develop language skills to foster independence *Home visits consist of a variety of activities for child to choose from.	<u>Ed Mgr.</u> Teacher HV T Asst. Families	On-going	Lesson Plan, Creative Curriculum Assessment CLASS
1304.21(a) (3)(i)(c)	(c) Encouraging self-control by setting clear, consistent limits, and having realistic expectations;	C). *Teachers discuss daily activities with children and provide guidance and supervision, as needed, to enhance learning. *Staff encourage adults to be consistent in following clear rules and limits. * Classroom schedule and routines are planned and followed. *Adults model problem-solving skills and create opportunities for children to use	<u>Ed Mgr.</u> Teacher HV T Asst. Families	On-going	Lesson plan, Creative Curriculum Assessment Class schedule CLASS Classroom rules

		<p>problem-solving skills. *Teachers or home visitors plan activities (using books, puppets, etc.) to reinforce positive social behaviors.</p>			
<p>1304.21(a) (3)(i)(d)</p>	<p>(D) Encouraging respect for the feelings and rights of others; and</p>	<p>(D) *Teachers encourage children through modeling to respect the rights and choices of others by enforcing classroom rules and limits, at the beginning of the school year. *Teachers provide opportunities through modeling and reinforcement for each child to express positive and negative feelings in an acceptable manner. *Teachers promote emotional literacy (the ability to identify, understand and express emotions in a healthy way) and provide opportunities for children to talk about feelings and emotions. *Teachers and home visitors plan activities to foster pro-social behaviors such as cooperation, helping, and turn-taking.</p>	<p><u>Ed Mgr.</u> Teacher HV T Asst. Families</p>	<p>On-going</p>	<p>Lesson plan, Creative Curriculum Assessment Posted class rules, CLASS</p>
<p>1304.21(a) (3)(i)(e)</p>	<p>(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; and</p>	<p>(E) *Teachers acknowledge and accept the various ethnic and cultural backgrounds of each child. *Teachers encourage each child and his/her family members to share their culture and customs with the class. *The classroom and group socialization environments reflect the families, culture and languages of all children enrolled. *Home visit lesson plans respect the culture and beliefs of the family.</p>	<p><u>Ed Mgr.</u> Teacher HV T Asst. Families</p>	<p>On-going</p>	<p>Creative Curriculum Assessment, Lesson plan, CLASS Home Visit Checklist</p>
<p>1304.21(a) (3)(ii)</p>	<p>(ii) Planning for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child’s needs.</p>	<p>ii) *A daily visual/written schedule is posted and followed routinely to give children a sense of order. *The daily schedule allows children time to transition and wait time in large groups is minimized. *Children are given notice in advance when possible when a change in the schedule needs</p>	<p><u>Ed Mgr.</u> Teacher HV T Asst. Families Disabilities</p>	<p>Daily, at Home Visits, Class time and Socializations</p>	<p>Posted rules, Lesson plan, Creative Curriculum Assessment, Daily Schedule, CLASS</p>

		<p>to take place.</p> <p>*Transition activities are planned and purposeful, and are related to skill development.</p> <p>*Staff are aware of behaviors of young children and adjust the schedule to meet their needs.</p> <p>*Parents are provided information about the importance to young children of routines and predictable schedules.</p>			
<p>1304.21 (a) (4)(i)</p>	<p>(4) Grantee and delegate agencies must provide for the development of each child’s cognitive and language skills by: (i) Supporting each child’s learning, using various strategies, including experimentation, inquiry, observation, play and exploration;</p>	<p>(i)</p> <p>*Children of all ages are provided with opportunities that increase learning with a variety of materials to acquire knowledge in the areas of science, social studies, creative arts, numeracy, and language and literacy. This includes hands-on activities, teacher and child-directed activities, and small and large group activities.</p> <p>*Home visitors provide materials on home visits that include hands-on activities, and teacher and child directed activities.</p>	<p><u>Ed Mgr.</u> Teacher HV T Asst. Families</p>		
<p>1304.21(a) (4)(ii)</p>	<p>(ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;</p>	<p>(ii)</p> <p>*Children are provided with experiences in different and varied art materials such as finger paint, crayons, clay and sand.</p> <p>*Children are provided opportunities to develop fine motor skills by using a variety of tools such as scissors, paint brushes, crayons, and pencils.</p> <p>*The environment is arranged, with props and play materials to encourage dramatic play and role playing.</p> <p>*A variety of songs and finger plays are used in activities and in daily routines.</p> <p>*Children are given the opportunity to listen, move and dance to a variety of music styles.</p> <p>*A variety of puppets and props are used to encourage imaginative play and dialogue.</p> <p>*Staff engage children in rhythmic activities such as using musical instruments, clapping, and singing.</p>	<p><u>Ed Mgr.</u> Teacher HV T Asst. Families</p>	<p>Daily, at Home Visits, Class time and Socializations</p>	<p>Lesson plan CLASS Creative Curriculum Assessment Anecdotal Notes ICP</p>

		*Home visitors provide a variety of materials and activities for self-expression.			
1304.21(a) (4)(iii)	(iii) Promoting interaction and language use among children and between children and adults; and	<p>iii)</p> <ul style="list-style-type: none"> *Daily language experiences which encourage children to talk are planned. *Conversations are encouraged at mealtimes and during routines. *Adults talk to each child individually each day. *Children are given time to talk with each other often throughout the day. *Adults recognize and encourage children’s growth in language expression. *Teachers model appropriate language skills and use increasingly complex and varied vocabulary. *Training is provided in language and literacy teaching strategies and techniques. *Speech and language goals in place on IFSPs/IEPs are supported. *Staff foster English Language Learners in the development of English language skills while understanding the importance of the primary language. *Staff model appropriate skills while listening and responding to children while in the home. *Parents receive information about language development and ways to encourage their children’s language skills. 	Ed Mgr. Teacher HV T Asst. Families	Daily, at home visits, class time and socializations On-going	Lesson Plans Creative Curriculum, CLASS, Anecdotal notes
1304.21(a) (4)(iv)	(iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.	<p>(iv)</p> <ul style="list-style-type: none"> *Children are encouraged to label work with their name. *When printing a child’s name on their work, staff model writing from left to right. *When developmentally appropriate, staff will encourage children to form letters to copy or write their names. *The classroom environment is print and numeracy rich. *Manipulatives and play materials in the classroom and groups socialization settings support literacy and numeracy development 	Ed Mgr. Teacher HV T Asst. Families	Daily, at home visits, class time and socializations	Lesson plan Creative Curriculum Assessment ICP CLASS

		(ABC and number puzzles, books, counting objects.) *Reading and writing materials are easily accessible and inviting to children. *Adults model functional uses of print, such as making lists, charts, dictating stories, etc. *Items such as a clock and calendar are referred to in reference to daily activities. *Teachers plan lessons and activities incorporating literacy and numeracy development in a variety of interest areas. *Home base staff encourage parents to point out words and numbers in the environment, make reading and counting a part of everyday routines and provide a variety of print material in the environment in the home environment.			
1304.21(a) (5)(i)	(5) In center-based settings, 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;	(5) (a) (i) *Teachers plan each day for gross motor activities. *Teachers plan for indoor physical activities each day. The physical space is arranged to promote movement activities. *A variety of equipment is provided (tricycles, balls, hula hoops, etc.) to promote physical development. *Home visits consist of a gross motor activity.	Ed Mgr. Teacher HV T Asst. Families	Daily, at home visits, class time and socializations	Lesson plan Daily schedule anecdotal notes Creative Curriculum Assessment, observation, CLASS
1304.21(a) (5)(ii)	(ii) Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level; and	ii) *A manipulative area is provided where children can develop fine motor skills and eye-hand coordination through use of a variety of toys and sets of small objects. *Sorting sets, stringing, lacing cards, play dough and clay are provided to help children develop fine motor skills. *Adults will foster the development of self-help skills such as buttoning, lacing, and zipping.	Ed Mgr. Teacher HV T Asst. Families	Daily, at home visits, class time and socializations	Lesson plan Daily schedule anecdotal notes Creative Curriculum Assessment, observation, CLASS
1304.21(a) (5)(iii)	(iii) Providing an appropriate environment and adult guidance for the participation of children with special needs.	iii) *Training is provided in working with children with special needs, including those with significant disabilities. *Modifications are made to materials and	Ed Mgr. Teacher HV T Asst. Families	Daily, at home visits, class time and socializations	Lesson plan, IEP, Creative Curriculum Assessment

		<p>equipment to allow all children to use them. *Teachers follow IFSP/IEP goals and consult with direct service providers as needed. *The environment and physical space is accessible to all children.</p>			
1304.21(a) (6)	<p>(6) In home-based settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children’s outdoor and indoor active play, and guide children in the safe use of equipment and materials.</p>	<p>(a) (6) *In home-based settings home visitors will plan, with parent input, gross motor activities for home visits and group physical activities for Group Socializations. Home Visitors will emphasize the need for supervision of young children and guide the safe use of equipment. Activities include: *balance activities: walking on a line, tape on the floor, or beam; balance/hop on one foot; hopscotch mat and other appropriate jumping activities *bean bag toss games *songs/rhymes with actions *outside play when weather permits: ball play, shadow tag, hopscotch, swings if available *follow the leader/Simon says using physical activities *parachute activities *group visits to a park or playground *walking activities such as nature walks *activities that encourage infants to reach and grasp, roll over, sit with or without support, pull up, stand independently, walk with support, and walk independently.</p>	<p>Ed Mgr. HV Families</p>	<p>During Home Visits and Socializations</p>	<p>Lesson Plans</p>
1304.21(b) (1)(i)	<p>(b) Child development and education approach for infants and toddlers. (1) Grantee and delegate agencies’ program of services for infants and toddlers must encourage (see 45 CFR 1304.3(a)(5) for a definition of curriculum): (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child’s family culture</p>	<p>Standard 1304.21(b)(1)(i) through 1304.21(b)(3)(ii) is covered in the EHS ECD and Health Services Plan</p>			

	and, whenever possible, speak the child’s language (see 45 CFR 1304.52(g)(2));				
1304.21(b)(1)(ii)	(ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level; and	Standard 1304.21(b)(1)(i) through 1304.21(b)(3)(ii) is covered is the EHS ECD and Health Services Plan			
1304.21(b)(1)(iii)	(iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.	Standard 1304.21(b)(1)(i) through 1304.21(b)(3)(ii) is covered is the EHS ECD and Health Services Plan			
1304.21(b)(2)(i)	(2) Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that: (i) Encourages the development of self-awareness, autonomy, and self-expression; and	Standard 1304.21(b)(1)(i) through 1304.21(b)(3)(ii) is covered is the EHS ECD and Health Services Plan			
1304.21(b)(2)(ii)	(ii) Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express him or herself freely.	Standard 1304.21(b)(1)(i) through 1304.21(b)(3)(ii) is covered is the EHS ECD and Health Services Plan			
1304.21(b)(3)(i)	(3) Grantee and delegate agencies must promote the physical development of infants and toddlers by: (i) Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and	Standard 1304.21(b)(1)(i) through 1304.21(b)(3)(ii) is covered is the EHS ECD and Health Services Plan			
1304.21(b)(3)(ii)	(ii) Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.	Standard 1304.21(b)(1)(i) through 1304.21(b)(3)(ii) is covered is the EHS ECD and Health Services Plan			

<p>1304.21(c) (1)</p>	<p>(c) Child development and education approach for preschoolers. (1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5)) that:</p>	<p>(c) (1) *An Individual Child Plan (ICP) individualized for each child is developed when a child enters the Head Start program. The plan contains appropriate goals in a variety of developmental areas. It is developed by the parents and teachers using information from parent and teacher observations, screening and ongoing assessment information. Goals from previous ICPs or Individual Family Service Plans/Individual Education Plans (IFSP/IEP) are also incorporated. The ICP is used as a tool by parents and teachers/home visitors throughout the program year. *Each child is screened within the first 45 days of their enrollment using the Brigance Developmental Screening, as well as a vision and hearing screening. This information, used in conjunction with parent and teacher observations, may indicate if there are any developmental, sensory or behavioral concerns. The screen will be discussed with parents, and may be used to generate or update goals on the ICP, and/or begin a referral process for a complete evaluation in an area of concern. *Developmental goals on the ICP are assessed throughout the program year by both teachers and parents using a variety of strategies and techniques. The ICP is used as a tool to note progress on existing goals. It is formally reviewed and updated in conjunction with families a minimum of 3 times per year. All children are also assessed a minimum of 3 times a year on program outcomes goals as well. Information gathered through these assessments is shared with families and used to update the CDP. *The Individual Child Plan is used as a tool by parents to guide activities they choose to do with their child, which in turn generates In-</p>	<p>Ed Mgr. Teacher HV T Asst. Families Disabilities Dis. Coord.</p>	<p>Ongoing</p>	<p>Enrollment, Family Involvement Inventory, Volunteer application Parent Meeting Minutes, ICP, Newsletter, Inkind, Parent Handbook, Curriculum Involvement Form Screening Results</p>
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		<p>Kind. The teachers/home visitors use the ICPs and information collected from assessing program outcomes goals to coordinators also monitor lesson plans.</p> <p>*A performance evaluation is done annually on all education staff. Information from program outcome goals is shared with the teachers to use in planning and also for management teams to review 3 times during the year. Program outcomes information is also included in our self-assessment process completed annually.</p> <p>*Procedures are in place to ensure that supplies, materials and equipment are well-maintained and are inventoried annually. This process ensures that standards of quality are met.</p>			
<p>1304.21(c) (1)(i)</p>	<p>(i) Supports each child’s individual pattern of development and learning;</p>	<p>* Activities are based upon individual needs identified through outcome process; parent and teacher observations.</p> <p>*Teachers and home visitors plan activities that enable children to develop emerging skills and practice existing skills.</p>	<p>Ed Mgr. Teacher HV T Asst. Families</p>	<p>At class time, home visits, and socializations.</p>	<p>Lesson plan, Creative Curriculum Assessment, ICP My Child Form</p>
<p>1304.21(c) (1)(ii)</p>	<p>(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;</p>	<p>* Teachers/home visitors provide a learning environment that offers children experiences that vary in complexity as well as support individual interests and abilities.</p> <p>* Teachers/home visitors incorporate developmentally appropriate strategies for children to learn concepts related to Cognitive, Physical, Social/Emotional, and Language skills</p> <p>*Teachers/home visitors use books, games, activities, as well as other concrete materials, to promote questioning and problem solving.</p> <p>*Staff use open-ended questions to extend children’s thinking.</p> <p>*Teachers/home visitors engage children in hands on active learning</p> <p>*Teachers/home visitors extend use of language and vocabulary through songs, finger plays, puppets, and sensory</p>	<p>Ed Mgr. Teacher HV T Asst. Families</p>	<p>At class time, home visits, and socializations.</p>	<p>Lesson plan, Creative Curriculum Assessment, ICP My Child Form CLASS</p>

		<p>experiences. *Teachers plan at least 30 to 45 minutes to per day for free choice time to explore and problem solve in the various learning centers. *Home visitors offer a variety of choices at home visits for problem solving and exploration. * Education manager assess the classroom environment periodically to determine if it continues to be appropriate to needs, smooth traffic flow, adequate play space, and possible over stimulation.</p>			
<p>1304.21(c) (1)(iii)</p>	<p>(iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities;</p>	<p>*Teachers/home visitors provide books, pictures, videos, field trips, classroom presentations, and special guests to provide information related to health, nutrition, and mental health. *Health education topics are provided in the classroom with individual, small, and large group activities throughout the year. *Nutrition activities are implemented in the classroom, a minimum of once per month for both center base and home base. Picture Menus are displayed and discussed daily. *Mental Health topics are incorporated into the lesson plans through modeling, presentations and activities that encourage self expression and a positive self concept. *The curriculum provides fire prevention education to children and families. Fire drills are conducted during school year. *Pedestrian Training Curriculum will be implemented within the first 30 days of school via home visits, classroom activities and hand-outs.</p>	<p>Ed Mgr. Teacher HV T Asst. Families</p>	<p>Daily, at class time, home visits, and socializations. On-going</p>	<p>Lesson plan, Nutrition activity form Parent Contact Form Lesson plan Anecdotal notes Handbook</p>

1304.21(c) (1)(iv)	(iv) Ensures that the program environment helps children develop emotional security and facility in social relationships;	<p>* The program ensures consistent staff are assigned to each classroom. Children are provided with a consistent schedule.</p> <p>*Opportunities are provided for each child to experience success by set-up of the classroom.</p> <p>*Classroom experiences are planned to facilitate social –emotional growth.</p> <p>*Staff will model effective communication and conflict resolution techniques.</p>	<u>Ed Mgr.</u> Teacher HV T Asst. Families	Daily, during class time, home visits, and socializations.	Lesson plan, Creative Curriculum Assessment Anecdotal notes CLASS Performance Appraisal Observation checklist
1304.21(c) (1)(v)	(v) Enhances each child’s understanding of self as an individual and as a member of a group;	<p>*The curriculum and classroom environment supports the individuality of each child. With the use of child’s photos, individual space is identified for the personal belongings of each child.</p> <p>*Materials in the classroom reflect the children in the room. Activities are designed to allow children to express feelings, experiences and ideas; building a sense of community within the classroom.</p> <p>*The “Safe Place”, which is a method of discipline from Conscious Discipline, is used to provide physical space for the child to be alone during the day.</p> <p>*Parents are encouraged to display children’s work.</p>	<u>Ed Mgr.</u> Teacher HV T Asst. Families	At class time, home visits, and socializations. On-going .	Lesson Plan Observations, Creative Curriculum Assessment CLASS Home Visits Daily Schedule
1304.21(c) (1)(vi)	(vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and	<p>*Teachers/home visitors provide experiences that challenge children to work to their capability and to acquire new skills to increase self-confidence. This helps them acknowledge their own and others’ progress.</p> <p>*Teachers/home visitors encourage children to do as much as possible for themselves.</p> <p>*Parents provide information to help staff understand their child’s strengths needs and interests.</p>	<u>Ed Mgr.</u> Teacher HV T Asst. Families	At class time, home visits, and socializations.	Lesson Plan Observations, Creative Curriculum Assessment CLASS Home Visits Daily Schedule My Child form
1304.21(c) (1)(vii)	(vii) Provides individual and small group experiences both indoors and outdoors.	<p>*Daily schedule will include time for large and small group activities.</p> <p>*Teachers provide outdoor play area that contains equipment and space for both individual and shared activities.</p> <p>*Home visitor provides individual and family experiences for both indoors and outdoors if</p>	<u>Ed Mgr.</u> Teacher HV T Asst. Families	At class time, home visits, and socializations.	Lesson Plan Observations, Creative Curriculum Assessment CLASS Home Visits Daily Schedule

		feasible. *Classrooms are organized into centers including, literacy, math/science, creative arts, dramatic, sensory and blocks.			
1304.21(c) (2)	(2) 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 (see 45 CFR 1304.20(b), 1304.20(d), and 1304.20(e)).	c) (2) * Teachers use a variety of techniques to gather information on individual children’s growth and development. *Information is collected via home visits and conferences and ongoing throughout the year – data is formally collected 3 times a year program-wide. *Teachers/home visitors and families share information with each other for help individual child’s development. *Teachers use information gathered to update the Individual Child Plans. *Teachers review outcomes information to plan daily lessons and activities. See Child Outcomes Procedures		At class time, home visits, and socializations. On-going	ICP’s, Conferences Checklist Creative Curriculum Assessment Lesson Plans