

***Performance Standards-***  
***1304.20/21***  
***Education/Early Childhood***  
***Development***

Program Year 2015 - 2016  
Approved by Policy Council: June 10,2015



**1304.20(b) (2) Program must obtain direct guidance from mental health or child-development professionals on how to use the findings.**

Procedure	Responsibility	Time Frame	Documentation
<p>The Mental Health Manager scores and analyses the DECA and the Education Manager scores and analysis the <b>Brigance</b>. Results are shared with staff and reviewed at the CSTM. Staff uses the data to better coordinate curriculum for individual children and the classroom.</p> <p>The Education Manager reviews all <b>Brigance</b> and consults with staff when there are academic concerns. The Education Manager is available to meet with families upon request.</p> <p>Families may be referred to an outside Behavioral Health resource if requested from the DECA scores. The Mental Health Manager may meet with parents, teachers and Family Advocates to address issues that are evident</p> <p>Families may be referred for additional testing and services through the PPT process.</p>	<p>Teachers, Families, Education Manager Mental Health Manager</p> <p>Family Advocates may also be involved.</p>	<p>Within 45 days of a child's first day in class</p>	<p>DECAs <b>Brigance</b></p> <p>CSTM notes</p> <p>Child Plus Mental Health Manager's records</p>

**1304.20(b) (3) Program must use multiple sources of information on all aspects of each child's development and behavior including input from family, teachers and other staff**

Procedure	Responsibility	Time Frame	Documentation
<p>Teachers use parent input, screening tools, ongoing observations and samples of work to fill out four different sections of the ongoing assessment tool (Child Profile)</p> <ul style="list-style-type: none"> <li>● Personal-Social</li> <li>● Cognitive</li> <li>● Language</li> <li>● Literacy</li> <li>● Mathematics</li> <li>● Physical and Self Help</li> <li>● Creative</li> </ul>	<p>Teachers Parents</p> <p>Education Manager</p>	<p>Ongoing</p> <p>TS Gold data collection for the computer system (Teaching Strategies Gold): November March June</p>	<p>DECA Child Profiles</p> <p>Anecdotal records</p> <p>Collected samples of child's work</p>

Data from the Child Profiles is put into the computer system three times a year and classroom profiles are generated to help drive instructional planning for classes and individual children. The Education Manager also analyzes the data and presents a report to the Principal and the Policy Council.			Policy Council minutes
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<b>1304.20(c)(4) Program must assist with the provision of related services in accordance with a child's IEP.</b>			
<b>Procedure</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Documentation</b>
<p>The Principal, Ed Mgr and or Teacher attends the PPT's of all incoming Head Start students with IEPs.</p> <p>Confidential folders are sent to the Principal's office and the Education Manager makes copies of any academic information and IEPs. These forms are given to the classroom teacher during the first week of school or within 10 days of a child's entry into the program. During the year, new or updated IEPs are given to teachers by the Principal.</p> <p>Speech and Language Clinician coordinates services with classroom staff. The clinician also communicates with parents. Information about additional services and tracking of time spent with children is kept by special services staff and a copy is kept in the classroom for use by classroom staff and the Education Manager.</p> <p>The school system also provides other clinicians (OT, PT, special education teachers) for consultations, possible evaluations and/or services.</p>	<p>Education Manager Principal Families Teachers</p> <p>School system service personnel</p> <p>The Disabilities Manager collects tracking sheets 2x a year</p>	Follows Board of education policies	<p>PPT information notes</p> <p>IEPs in the confidential files in the Principal's office</p> <p>Child's education file</p> <p>Tracking system information</p>

**1304.20(f)(1) Information from screenings, on-going observations, medical, dental, and insights from the child's parent are used to determine how the program can best respond to child's individual needs.**

Procedure	Responsibility	Time Frame	Documentation
<p>Screening data, teacher observations, medical histories and parent input help to develop individual child goals. On-going assessments update and/or revise both individual and classroom goals. These goals drive instructional and intentional planning of activities and experiences for children.</p> <p>Child <u>and</u> parent goals are reviewed as part of the Child Study Team meetings.</p> <p>Specific strategies are developed to address concerns and strengths.</p> <p>With family permission, school system support personnel (Speech and language clinicians, OT and PT staff, special education teachers) may be asked for consultations or involved in the PPT process.</p> <p>The program uses the SRBI system adopted by the Manchester Board of Education. SRBI stands for Scientific Researched-Based Interventions. It is a tiered system of interventions that becomes more and more focused if a child is not making progress.</p>	<p>Teachers Parents Head Start Support Staff School System personnel</p> <p>SRBI Team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Child Profiles Screening tools Lesson plans/one on one teacher meetings</p> <p>Child education folder</p> <p>Referral forms PPT forms</p> <p>SRBI documentation form</p>



<b>1304.21(a)(1)(ii) The program is inclusive of children with disabilities, consistent with their IEPs and IFSPs.</b>			
<b>Procedure</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Documentation</b>
<p>At least 10% of the totally funded enrollment is comprised of children with special needs. Some of these children come from the Manchester district's special education program. These children enter with existing IEPs and may continue to receive services from school system clinicians as well as have parts of their IEPs implemented in the classroom. There is a careful review of incoming files to place children in classrooms best able to meet their needs.</p> <p>Parents are encouraged to work with school staff to support child progress at home.</p> <p>Classrooms are adapted to include children in all phases of classroom life. Examples of this have been:</p> <ul style="list-style-type: none"> <li>● Utilizing adaptive equipment</li> <li>● Changing room arrangement to accommodate special needs (wheelchair, hearing equipment mounted on the wall, bright colors for a sight-impaired child)</li> <li>● Using specialized transportation for field trips</li> <li>● Providing additional adult support (one-to-one)</li> <li>● Making sensory learning materials for a sight-impaired child</li> <li>● Using books and pictures that reflect children with special needs</li> <li>● Using weighed vests and lap "pillows"</li> <li>● Using social stories and visual cueing for children with behavioral issues</li> <li>● Creating data collection systems to monitor behavioral intervention plans (DECA)</li> <li>● Using the SRBI system adopted by the Manchester Board of Education. SRBI stands for Scientific Researched-Based Interventions. It is a tiered system of interventions that become more and more focused if a child is not making progress.</li> </ul>	<p>Intake</p> <p>Special education staff who work with HS staff on appropriate modifications and materials</p> <p>Board of Education support re: transportation services</p> <p>Speech and language clinicians</p> <p>Disabilities Manager/Principal Teacher Parents Education Manager Nurse Mental Health Manager Family Advocates</p>	<p>Intake, then on-going</p>	<p>PPT minutes</p> <p>IEPs in child's education folder, Child Profile Lesson Plan Book</p> <p>Speech and Language logs</p> <p>Other special service records</p> <p>SRBI documentation</p>



<p>Staff is also aware of the cultural practices of their families when planning experiences and activities and are respectful of family wishes.</p>			
<p><b>1304.21(a)(1)(iv) Program provides a balance of child-initiated and adult-directed activities, and individual, small and large group activities.</b></p>			

Procedure	Responsibility	Time Frame	Documentation
<p>A child-initiated activity time takes place daily for at least an hour of center time in the Head Start program. Children work individually or in small groups during this time.</p> <p>A variety of learning centers are set up to allow children to pick areas of interest during center time. Materials are rotated frequently and planning for these centers is intentional and based on interests and child and classroom strengths and concerns.</p> <p>Teachers work individually or in small groups with children to tailor instruction to the children's needs.</p> <p>Other adult-directed times might include:</p> <ul style="list-style-type: none"> <li>● Reading a story to a small or large group</li> <li>● Using a group time to introduce a new material or activity</li> <li>● Extending children's thinking through exploration of science or math materials</li> <li>● Completing a group cooperative project</li> <li>● Doing a structured movement or music time (IMIL)</li> </ul> <p><b>Art is open-ended.</b> The process is more important than the product.</p> <p>Outside play encourages children to select activities of choice including games, nature walks, playground equipment.</p>	<p>Teachers</p> <p>Education Manager</p>	<p>Daily</p>	<p>Posted schedule</p> <p>Lesson plan/one on one teacher meeting</p> <p>Observation</p>

<b>1304.21(a)(1)(v) The program allows children independent use of the toilet facilities when it is developmentally appropriate and toilet training when supported by parents.</b>			
<b>Procedure</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Documentation</b>
Staff help and support children’s use of the toilet and praise their efforts regardless of the outcomes. Parents and teachers collaborate on toileting techniques and work together to support children’s progress. Routines are important. Parents provide an extra set of clothes. Children use the toilet independently within the classroom.	Teachers  Family Advocates  Parents	Ongoing	Children become toilet-trained  Observation  Goal written and implemented for every child entering the program who is not potty trained..

<b>1304.21(a)(2)(i) Parents are partners in the development of the program’s curriculum and approach to children’s development and education.</b>			
<b>Procedure</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Documentation</b>
Parents are part of the educational team. Parents: <ul style="list-style-type: none"> <li>● Share ideas for classroom activities and experiences during monthly center meetings.</li> <li>● Share hopes and goals for their children during home visits and conferences. Partner with teachers by helping child at home.</li> <li>● Discuss curriculum and school readiness with the Education Manager during one of the “Parent Breakfast” meetings.</li> <li>● Teachers share a monthly responsibility for presenting information on some aspect of the curriculum at these meetings.</li> <li>● Teachers will include in their newsletters a Home-School Partnership Activity</li> <li>● Volunteer in the classroom.</li> <li>● Serve on the Self-Assessment Committee and review the Education Plan, the Curriculum and some record keeping. Parents also do classroom observations and provide feedback and input into the Self-Assessment report.</li> <li>● Each parent is given the DECA screening tool in the fall and spring of the school year to assess child’s progress.</li> <li>● Parents/Caregivers can contact Mental Health Mgr to discuss child’s behavior if they choose.</li> </ul>	Family Advocate  Teacher Parent input  Education Manager  Classroom teachers  Parent Involvement Manager	Ongoing	Center meeting minutes  Child Profile  Sign-in sheet for meetings / agenda for meeting  Home-School Partnership

**1304.21(a)(2) Program provides parents the opportunity to increase their observation skills and to share assessments with staff that will help plan learning experiences.**

Procedure	Responsibility	Time Frame	Documentation
<p>Parent skills classes (Parent Breakfasts) discuss information about child development, kindergarten readiness, parenting, and Child Profiles. Parents share experiences at these meetings. Each month, one teacher gives a short presentation about a curriculum area and shares information about their classroom..</p> <p>Parents share information about their child with staff at home visits and conferences. Child goals are developed.</p> <p>Open classrooms encourage parents to visit and observe their child or help out in the room.</p> <p>When there is a concern about a child, parents are involved in strategizing solutions as part of an early intervention meeting.</p> <p>Parents are encouraged to contribute ideas for the Home-School Partnership Activities each month.</p>	<p>Parent Involvement Manager Mental Health Manager Education Manager Principal Teachers Parents</p> <p>Education Manager</p>	<p>Ongoing</p> <p>Monthly</p>	<p>Sign-in sheets for meetings</p> <p>Home Visit and conference sheets</p> <p>Early Intervention Meetings</p> <p>Home-School Partnership Activities</p>



<p>Frequent communication takes place between teacher, family advocate and parent. Support staff managers review child progress.</p>	<p>Classroom staff and Mental Health Manager</p> <p>Management staff</p>		<p>CSTM notes Observations and assessments Lesson plans/one on one teacher meetings</p>
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<b>1304.21 (a)(3)(1)(B) The program supports a child’s social and emotional development by fostering a child’s independence.</b>			
<b>Procedure</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Documentation</b>
<p>Staff supports the child’s development of self-help skills to foster their independence.</p> <ul style="list-style-type: none"> <li>● Staff invited children to problem-solve using role-play, puppets, stories and strategies from the DECA, CSEFEL and TACSEL. These activities help children learn to work together independently, solve conflicts, and respect others.</li> <li>● Careful classroom arrangement let children select and return a wide variety of materials on their own.</li> <li>● Jobs encourage children to feel they are making a contribution to the classroom. Cleanup is everyone’s responsibility.</li> <li>● Self-help skills are listed as part of the Child Profile.</li> </ul>	<p>Teachers</p> <p>Mental Health Manager</p> <p>Education Manager</p>	<p>Ongoing</p>	<p>Observation of room arrangement</p>

<b>1304.21 (a)(3)(1)9C) The program supports a child’s social and emotional development by encouraging self-control, by setting clear and consistent limits and having realistic expectations.</b>			
<b>Procedure</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Documentation</b>
<p>Children and teachers work together to develop classroom rules. Rules are simple, clear and age appropriate.</p> <p>Positive methods of child guidance are always used. Staff 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. No child is left alone or unsupervised. (See Classroom Handbook)</p> <p>The program uses the DECA as a screening tool to identify issues affecting self-control.</p> <p>The program uses strategies from the DECA &amp; CSEFEL to foster children’s growth in self-regulation.</p> <p>DECA &amp; CSEFEL materials are provided to parents by Manchester Preschool staff to support social emotional development and to build parenting skills. Parents meet with staff or information is sent home to parents.</p>	<p>Teachers</p> <p>Classroom staff Mental Health Manager Education Manager</p> <p>Mental Health Manager Parents Classroom Teachers</p>	<p>Ongoing</p>	<p>Posted classroom rules</p> <p>DECA forms</p> <p>Child Profile</p>

**1304.21 (a)(3)(i) (D&E) The program supports a child’s social and emotional development by encouraging respect for the home, language, culture and family composition in ways that support the child’s health and well-being.**

Procedure	Responsibility	Time Frame	Documentation
<p>Staff model respect for the feelings and rights of children by:</p> <ul style="list-style-type: none"> <li>• Planning activities to expose children to the languages and cultures of the classroom families. (Sharing the Classroom Family Book, Sharing special items from home, having families from different cultures share music, cooking experiences or crafts.)</li> <li>• Exposing children to a variety of visitors representing different occupations and cultures.</li> <li>• Using phrases in different languages or learning simple songs.</li> <li>• Showing pictures of families in different cultures and with a variety of family compositions. Using the classroom family book to reflect the specific families and cultures in the classroom.</li> <li>• Introducing children to ethnic foods on daily menus and classroom cooking experiences.</li> <li>• Being a good role model by showing personal respect for other staff, families and children.</li> <li>• Reviewing and acquiring quality preschool multicultural books and music.</li> </ul>	All staff	Ongoing	<p>Observation of interactions and materials</p> <p>Lesson plans/ one on one teacher meeting</p>

<b>1304.21 (a)(3)(ii) The program supports a child’s social and emotional development by planning routines and transitions so they occur in a predictable, timely and un rushed manner.</b>			
Procedure	Responsibility	Time Frame	Documentation
<p>Schedules are planned with intention and transitions are a part of that plan. Schedules are posted at children’s eye level and reflect flexibility of scheduling changes needed. Children can see what happens next and can become more independent and confident.</p> <p>Children are prepared for any transition by staff giving them advanced notice. Waiting is minimized.</p> <p>Moving through the hallways is done in a quiet, orderly fashion.</p> <p>Children are allowed to finish meals without being rushed.</p> <p>Parents are encouraged to develop their own transition routines.</p>	<p>Classroom staff Mental Health Manager Education Manager</p> <p>Education Manager Parents</p>	<p>Ongoing</p> <p>Fall, Spring</p>	<p>Transition activities in Lesson plans/one on one teacher meetings</p> <p>Posted schedules</p> <p>Observation</p> <p>Checklists, meetings</p>

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**1304.21(a)(4)(i) The program provides for the development of each child’s cognitive and language skills by using a variety of strategies including experimentation, inquiry, observation and exploration.**

Procedure	Responsibility	Time Frame	Documentation
<p>All classrooms provide opportunities for active exploration and engagement with a variety of materials and experiences.</p> <p>Classrooms have a variety of centers open to children. Materials in these centers are rotated frequently based on teacher intentional planning. Teachers ask open-ended questions to expand learning.</p> <p>Learning centers include blocks and other construction materials, dramatic play areas, library and listening center, art, sensory tables, discovery area (science, math, other), manipulatives, Music and movement does not have its own area but are enjoyed as part of a daily classroom routine. Cooking experiences happen at least once a month. Computer-centers are optional.</p> <p>Teachers <b>intentionally</b> plan for outdoor time and experiences.</p> <p>Besides classroom experiences, children also</p> <ul style="list-style-type: none"> <li>● Take nature hikes.</li> <li>● Participate in an exercise and fitness program.</li> <li>● Use real-life equipment.</li> <li>● Take field trips or meet classroom visitors with interesting experiences or items to share.</li> <li>● Enjoy visits from the Lutz Children’s Museum animal program.</li> </ul>	<p>Classroom staff</p>	<p>Ongoing</p> <p><i>Field Trips or Lutz Museum animal visits</i></p>	<p>Observation of the classroom</p> <p>Lesson plans/one on one teacher meetings</p>

<p>The CLASS (Classroom Assessment Scoring System) provide feedback and supports teachers by looking at their instructional strategies, concept development, quality of feedback and language modeling.</p>	<p>Education Manager, Mental Health Manager, Classroom staff</p>		<p>Individual CLASS information shared with teachers</p>
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1304.21(a)(4)(ii) The program provides for the development of each child’s cognitive and language skills by ensuring opportunities for creative self-expression through art, movement, music and dramatic play.

Procedure	Responsibility	Time Frame	Documentation
<p>Children are encouraged to express themselves creatively through open-ended <b>ART</b> opportunities. They may dictate stories about their work.</p> <ul style="list-style-type: none"> <li>● Teachers endorse the concept of young children’s art being process, not product oriented.</li> <li>● Art works are as varied as the children who create them.</li> <li>● Teachers are committed to open-ended art and include some of the following daily: painting, play dough or clay, collage, drawing, constructions, cut and paste, watercolors.</li> <li>● Weekly Art classes with certified art teacher.</li> </ul> <p>Children enjoy <b>MUSIC and MOVEMENT</b> every day.</p> <ul style="list-style-type: none"> <li>● Spontaneous singing or chanting may take place anywhere in the room.</li> <li>● Singing, music, movement and finger plays are part of the daily routine.</li> <li>● Children act out the part of musicians in dramatic play or block areas.</li> <li>● Children participate in movement-related songs, stories and musical games during large or small group activities. Musical instruments are used in the classroom.</li> <li>● Weekly Music and PE classes with certified music teacher.</li> </ul> <p>Children love <b>DRAMATIC PLAY</b> and there are many opportunities to do this in the classroom.</p> <ul style="list-style-type: none"> <li>● Every room has a “house-corner” or “dramatic play” area.</li> <li>● Children often create their own shows or act out fairy tales or nursery rhymes. They may use puppets or make costumes.</li> <li>● Children engage in fantasy play outside.</li> <li>● Teachers work to extend children’s creative play and use of language.</li> </ul> <p>The Child Profile has a section for looking at “Creative” abilities and staff consider it an essential part of the development of children.</p>	<p>Classroom Staff</p> <p>Education Manager</p> <p>Music Teacher ART Teacher PE Teacher</p>	<p>Ongoing</p>	<p>Observation of the classroom</p> <p>Lesson plans/one on one teacher meetings</p> <p>Information to parents about play and centers. (Play is children’s work.)</p> <p>Classroom books and photo documentation</p> <p>Art work displays</p> <p>Documentation Panels</p>

**1304.21 (a) (4)(iii) The program provides for the development of each child’s cognitive and language skills by promoting interaction and language use among children and adults.**

Procedure	Responsibility	Time Frame	Documentation
<p>Staff model good communication skills by listening, engaging in conversations and providing interesting experiences to talk about with children. <u>Staff view these interactions as one of the most important aspects of their job.</u></p> <p>Staff encourages children to interact with each other throughout the day; during the open activity times, while eating meals, during clean-up, while playing outside, during small group discussions, on the bus going to and from school.</p> <p>Children get specialized help with articulation, if needed. Services are provided by the Manchester Board of Education. Consultations from clinicians are available.</p> <p>Children needing additional support for language and literacy are offered services through the read tutors as part of SRBI tiered intervention.</p> <p>Staff expand on children’s speech rather than correct it. Often, indirect language stimulation is used. Teachers use child interests and themes to expand vocabulary.</p> <p>Language samples are taken three times a year and analyzed for content, vocabulary and length of sentence.</p> <p>Teachers use songs, finger plays, chants and other active activities to promote new vocabulary and expand language skills.</p> <p>Children are encouraged to speak to other children in their home language. Efforts are made to place at least two children who speak the same language in any classroom.</p>	All staff	Ongoing	<p>Observation</p> <p>Communication logs</p> <p>Language samples (3x a year)</p> <p>Song charts</p>

**1304.21(a)(4)(iv) The program provides for the development of each child’s cognitive and language skills by supporting literacy, math and science development through materials and activities, according to the developmental level of the child.**



**1304.21 (a)(5)(i) and (ii) The program provides for each child’s physical development by allowing sufficient time, space, equipment and adult guidance for active play and movement that supports the development of gross motor skills and sufficient time, space, equipment and adult guidance to support the development of fine motor skills.**

Procedure	Responsibility	Time Frame	Documentation
<p>Teachers intentionally plan activities and experiences and set up the classroom environment so children can develop and practice their <b>gross motor skills</b> as they become developmentally ready and interested.</p> <ul style="list-style-type: none"> <li>● The program follows I Am Moving I Am Learning Philosophy by providing daily moderate to regular activity. Classes go outside for at least <b>30 minutes daily</b>. (Weather permitting).</li> <li>● Multi-purpose rooms are used for gross-motor activities when weather conditions do not allow outdoor play.</li> <li>● Equipment may include: climbing structures, balance beams, slides, balls, bean bags, swings, hoops, wheeled toys, scooters, wagons, and places to run and jump.</li> <li>● Special equipment is provided by the Board of Education for students with special needs and playgrounds and classrooms are handicapped-accessible.</li> <li>● Staff supervise children for safety and interact to extend play and learning.</li> </ul> <p>Teachers intentionally plan activities and experiences and set up the classroom environment so children can develop and practice their <b>fine motor skills</b> as they become developmentally ready and interested.</p> <ul style="list-style-type: none"> <li>● Materials available daily include play dough, pencils, crayons, puzzles, manipulatives, scissors, beads and other toys that strengthen eye-hand coordination and hand strength.</li> <li>● Lots of open-ended art activities provide children with non-stress time to practice new or emerging skills.</li> <li>● Teachers observe children and plan experiences that will take them to the next skill level through play and individual / small group times.</li> </ul> <p>Special Education clinicians may provide consultation for both OT and PT issues. Weekly P.E.classes with certified teacher</p>	<p>Teachers</p> <p>Education Manager</p> <p>Health and Nutrition Manager, <b>Classroom teachers (set up times for use of the MPR)</b> PE Teacher</p>	<p>Ongoing</p>	<p>Lesson plans/one on one teacher meetings</p> <p>Classroom observation</p> <p>Playground safety checklists</p>

<b>1304.21(a)(5)(iii) The program provides for an appropriate environment and adult guidance for participation of children with special needs.</b>			
<b>Procedure</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Documentation</b>
<p>The program provides the least restrictive environment and full inclusion of any child with special needs. With input from parents, materials and equipment are adapted so all children can participate in activities and be integrated into the life of the classroom.</p> <p>Because the program is connected to the Manchester Board of Education, they will provide adaptive equipment, transportation and support from specialists in each field. (Examples: Speech and language, OT, PT, Special Education, nutrition...)</p> <p>(See also: <b>1304.21(a)(1)(ii) The program is inclusive of children with disabilities, consistent with their IEPs and IFSPs</b>)</p>	<p>Management Team (Principal / Disabilities Manager, Education Manager, Families, Teachers and Bd. Of Ed. Support staff</p>	<p>Orientation of special needs student</p> <p>Ongoing</p> <p>Transition plan to K.</p>	<p>Intake PPT and Head Start intake</p> <p>IEP documentation</p> <p>Education and Health folders</p> <p>Lesson plans/one on one teacher meetings</p>







1304.21(c)(1)(iv) Program helps children develop emotional security and facility in social relationships.			
Procedure	Responsibility	Time Frame	Documentation
<p><b>Emotional Security:</b>  Transitions in and out of the program are planned. Teachers visit the children’s homes and meet children and families before they come to school in the fall. Teachers work to create ongoing strong connections with parents. Classroom visitation occurs before the first day of school. Younger children may be put together in small groups with a constant caregiver during the transition period to help with the bonding process.  Transition out of the program is also planned. Activities and experiences are planned by staff to help with the transition to another classroom, program or kindergarten. Families are encouraged to bring children who are exiting the program to “say good-bye.”</p> <p>Attachment is the first and most important goal for any child in the program. Staff work to make sure each child makes a positive connection with at least one adult in the room.</p> <p>Teachers support the child’s need for privacy by creating solo spaces within the classroom for children who need a low-stimulation area to “recharge.” If requested by the Mental Health professional, short sensory breaks outside the classroom could be provided for children by support staff.</p> <p><b>Facility in Social Relationships:</b>  Teachers plan activities and experiences to build classroom community.  Numerous socialization opportunities are built into the daily schedule.</p> <p>With adult guidance, children learn specific conflict resolution skills through strategies in the DECA, <u>CSEFEL</u> and <u>TACSEL</u>.</p>	<p>Teachers  Families</p> <p>Education Manager</p> <p>Mental Health Manager</p>	<p>Intake and Orientation</p> <p>Ongoing</p>	<p>Orientation Plans</p> <p>Page 2; Child Profile</p> <p>Transition Plans</p> <p>Lesson plans/one on one teacher meetings</p> <p>Observation</p> <p><u>Beyond Behavior Management Does everyone still have this book?</u></p>

<b>1304.21(c)(1)(v) Program enhances each child’s understanding of self and being a member of the group.</b>			
<b>Procedure</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Documentation</b>
<p>Children are provided a cubby space for their belongings and a place for their special work. Children’s work and photographs are on display in each room and (where available) in hallways.</p> <p>Materials, books and posters reflect many different ethnic groups, abilities, ages, families and communities.</p> <p>Children have input into classroom rules reflecting respect and safety and these are posted.</p> <p>“Community-building” is an important part of the activities and experiences in the room. Teachers design some activities to cooperative ventures between two children or a larger group.</p> <p>Circle times include singing, acting and other experiences to help build a sense of group.</p> <p>Helping and cooperative play are encouraged and staff assist children who have difficulty with these skills to better integrate into the group.</p> <p>Parents are encouraged to become part of the classroom community by volunteering, visiting and helping out on field trips and special projects.</p> <p>Each classroom will have an “end of the year” celebration and invite parents.</p>	<p>Teacher</p> <p>Education Manager</p> <p>Classroom staff</p> <p>Parents, Teachers, Family Advocates</p>	<p>Orientation</p> <p>Ongoing</p>	<p>Lesson plans/one on one teacher meetings</p> <p>Classroom observation for materials reflecting diversity, Self-Assessment</p> <p>Observation</p> <p>Parent involvement</p> <p>Lesson plans/one on one teacher meetings</p>

