

EDUCATION CHILD DEVELOPMENT PROGRAM SERVICES

Written Plans, Policies & Procedures



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Written Plans Policies & Procedures

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In the context of Head Start, a **written plan** refers to a documented plan that outlines the strategies and actions a program will take to meet its goals and objectives. This plan is essential for ensuring that all available resources are used efficiently and that the program's activities align with the Head Start Performance Standards. The written plan is developed by a team of key members, including the Disability Services Manager, program managers, direct services staff, and parents, and is reviewed and updated annually. It includes procedures for timely screening of all children, efforts to develop interagency agreements within the service area, and recommendations from the Health Advisory Committee, new regulations, and input from other program managers, staff, and parents. The plan is submitted to the Policy Council for final approval and is a critical component of the program's planning and grant application process.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RATIONALE: A philosophy shared by the program and the parents, and a planned, organized, consistently implemented curriculum support child development and education. A developmentally appropriate curriculum assists the program in meeting the goals of each individual child and provides experiences to meet such goals. Moreover, it identifies the role of staff members and parents as well as identifies appropriate materials and equipment.

RESOURCES: Head Start Performance Standards, High/Scope Curriculum for the Early Childhood, and Virginia Child Care Licensing Regulations.

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Curriculum means a written plan that includes:

The goals for children's development and learning;

Our curriculum assists the Early Childhood Development staff in meeting goals for children's development and learning by providing experiences to meet such goals, identifying the roles of staff members and parents and identifying appropriate materials and equipment.

Our primary teaching goal is to help young children use the environment productively, seeing themselves as capable learners that are developing new skills and understandings that will enable them to make sense of the world and to succeed in it.

The Kid's Central Head Start and Early Head Start Program, in collaboration with the parents implement a curriculum that:

- Is based on quality child development principles, has specific goals and objectives for children's development and learning, and are achievable and challenging.

- Supports unexpected learning events, such as snow, ice, a rainbow, things in the environment, etc.
- Is inclusive of indoor and outdoor activities.
- Allows time for children to work alone and in large and small groups.
- Promotes large and small group activities.
- Recognizes and respects children's individual learning styles.
- 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.
- Provides a pleasant environment for the acceptance and inclusion for all children.
- Shows respect for children of all cultures and respect for their families.
- Enhances each child's understanding of self as an individual and as a member of a group.
- Provides each child with opportunities for success to help develop feelings of competence, self-esteem and positive attitudes toward learning.
- Encourages children to use self-help skills in the classroom and their home.
- Provides an environment that is challenging to each individual child, encourages child for his/her accomplishments, and encourages child to encourage others progress as well as their own.

The High Scope Curriculum is a child-oriented curriculum and teaching approach that is the framework for the Kid's Central Head Start and Early Head Start Program. Staff members are encouraged to supplement the curriculum with developmentally and age-appropriate activities in an effort to meet the children's and family needs and the program goals.

High Scope is a research validated and scientifically proven approach to education. It includes teaching strategies and learning objectives in all content areas. High Scope is not only research based, it is also validated and has a 40 year research record.

The advantages of a child-oriented curriculum is that it:

- Provides a concrete and practical approach to development.
- Keeps the focus on children using the Plan-Do-Review Process.
- Supports social development.

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- Supports individualization and the inclusion of all children.

- Reduces child stress.
- Offers a clear framework for planning and implementing developmentally appropriate practices.
- Helps parents understand what and how their children are learning.
- Helps implement the Head Start Child Outcomes.

Achieving Positive Child Outcomes

In order to enhance the social competence and school readiness of the children in our program it is essential to ensure that each child has the appropriate experiences and opportunities to achieve positive child outcomes. This requires planning, individualization, professional development, family involvement, and appropriate data collection.

The High Scope curriculum and the Houghton-Mifflin Pre-K align directly with the Head Start Child Outcomes. Through a variety of experiences children are provided opportunities to grow and learn. Individualization is a major component of our curriculum to ensure that each child's developmental needs are met and progress is made. Individualization is an informal process and is documented daily on the lesson plan.

The Child Observation Record allows staff and parents the opportunity to compile data related to the child outcomes and use the information to individualize for each child. This information is also used to determine professional development needs for staff.

Teachers communicate with the parents on a regular basis concerning the progress of each child. The teacher discusses the results of screenings and analyzes the COR results with the parents. The team then discusses what intervention is needed to encourage growth.

Outcomes reports, as generated by the COR are analyzed by each teacher and the education administration three times a year for part year programs and four times a year for full year programs. A plan of action is determined based on the analysis of the data. This plan may include environmental changes, staff training, and future program planning.

Kids Central, Inc.

Head Start & Early Head Start School Readiness Goals

Kids Central, Inc. recognizes the need for school readiness goals to improve the quality of services to the children and families served in Head Start and Early Head Start programs. Kids Central, Inc. established school readiness goals with their community partners, local school representatives, parents and child outcome data. An education advisory committee meeting was held on November 15, 2011 to collect information about school readiness expectations from the local school systems and parents from each program option at Kids Central, Inc. The administration team has worked closely with their Program Specialist and the VA HS ECE Specialists in fine tuning the School Readiness goals. The administration team at Kids Central aggregated and analyzed outcomes which included results from: Ages and Stages Questionnaire 3 (ASQ-3) screenings, HighScope Child Observation Records data (COR Advantage), Phonological Awareness Literacy Screening (PALS), Program Information Report (PIR), and the Community Assessment. Outcome data is aggregated and analyzed four times a year for Early Head Start and full year/full time Head Start and three times a year for part year/part time Head Start program options. Goals were established using outcome data, expectations from Wise County Public Schools, Dickenson County Public Schools, City of Norton Public School systems, Virginia's Foundation Blocks for Early Learning, HighScope curriculum expectations, and Kids Central's parents. School Readiness data key findings are shared with the Policy Council and Board Members four times during the program year. The program goals are aligned with the Head Start Child Development and Early Learning Framework, Virginia Foundation Blocks for Early Learning, and the expectation of the public school system in Kids Central's service area. Kids Central recognizes the need to review current school readiness goals to ensure they are aligned with Head Start requirement. Therefore, Kids Central will review and assess school readiness goals annually.

This document includes a list of school readiness goals, the monitoring system in place, parent engagement strategies, staff development, the rationale for each goal, and the alignment of each goal.

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School Readiness Goals:

- ❖ All children will demonstrate age appropriate development in fine motor skills.
- ❖ Children will engage in and maintain age appropriate constructive social and emotional relationships with peers.
- ❖ Children will engage in and sustain age appropriate creative and imaginative expression skills.
- ❖ All children will engage in and maintain age appropriate vocabulary development.
- ❖ Children will engage in and maintain age appropriate phonological skills such as alphabet recognition, name writing, print and word awareness skills.
- ❖ Children will engage in and maintain age appropriate mathematical skills such as, number word and symbol recognition, counting including one-to-one correspondence, quantities, ordinal order and part-whole relationships, shapes, spatial awareness, measuring, and patterns.
- ❖ Children will engage in and maintain age appropriate science skills such as, classifying, experimenting, predicting outcomes, drawing conclusions and communicating their ideas about characteristics of things.

Monitoring

Kids Central, Inc. uses the following monitoring tools to aggregate and analyze child outcome data: Ages and Stages Questionnaire 3 (ASQ-3), HighScope Child Observation Record (COR), Phonological Awareness Literacy Screening (PALS), Program Resources and Outcomes Management Information System (PROMIS), and Staffings. Refer to each goal for details of which tool and indicators is used to monitoring each of the kindergarten readiness goals. Data is aggregated and analyzed four times each program year for Early Head Start and Full Year/Full Day Head Start program options. The Part Year program options data is aggregated and analyzed three times each program year. The Assistant Director Education Services is responsible for aggregating and analyzing the assessment data.

Ages and Stages Questionnaire 3 (ASQ-3)

The ASQ-3 is an assessment tool that helps parents provide information about the developmental status of their young child across five developmental areas: communication, gross motor, fine motor, problem solving, and personal-social. The assessment tool is available in 21 versions to allow measurement of development at the following ages: 2, 4, 6, 8, 9, 10, 12,

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14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, and 60 months of age. Professionals rely on ASQ for the best developmental and social-emotional screening for children from one month to 5 ½ years. Highly reliable and valid, ASQ-3 looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents' expert knowledge about their children.

During the first 45 days of enrollment teachers/home visitor along with parent complete the Ages and Stages Questionnaire 3 (ASQ-3) on each child served by Kids Central, Inc. This process begins during the initial home visit. The ASQ-3 is repeated if a referral is made by the Assistant Director of Child and Family Services. Teachers/home visitors are responsible for using ASQ-3 data to help parents set individual goals for each child and plan learning experiences for their group of children. The Assistant Director of Child and Family Services is responsible for ensuring that all Kids Central children are screened during the first 45 days of enrollment and that referrals are made for children with suspected delays in development. The Assistant Director of Education Services is responsible for aggregating and analyzing the ASQ-3 data for school readiness goals and staff development. To learn more about ASQ-3 use this web link <http://agesandstages.com/what-is-asq/>.

HighScope Child Observation Record (COR)

HighScope's Child Observation Record Advantage (COR) is an observation-based instrument providing systematic assessment of young children's knowledge and abilities in all areas of development. The Preschool COR is used to assess children from the ages of 2½ to 6 years. The Infant-Toddler COR is for programs serving children between the ages of 6 weeks and 3 years. The COR is an observational tool. Teachers or caregivers spend a few minutes each day writing brief notes ("anecdotes") that describe significant episodes of young children's behavior. They record their notes in computer files and then classify and rate them according to the COR categories, items, and levels. COR anecdotes, gathered on a child over time and systematically rated according to the COR framework, are the basic units of information that are compiled and analyzed to provide a comprehensive portrait of each child's developmental gains and of the progress of the group as a whole. Teachers/ home visitors are responsible for collecting and entering COR data. They use this data to help parents set goals for each child and plan effective learning experiences for the group of children. . The Assistant Director of

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Education Services is responsible for aggregating and analyzing the COR data for school readiness goals and staff development. To learn more about HighScope's COR visit their web site at <http://www.highscope.org/>.

Phonological Awareness Literacy Screening (PALS)

The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. During the fall and spring before a child is eligible for kindergarten, Kids Central's teachers/home visitors are responsible for completing a PALS screening on each child. Teachers/home visitors are responsible for using this data to help parents set individual goals for each child and plan learning experiences for their group of children. The Assistant Director of Education Services is responsible for aggregating and analyzing the PALS data for school readiness goals and staff development. To learn more about PALS visit the website at <http://pals.virginia.edu/>.

Program Resources and Outcomes Management Information System (PROMIS)

Program Resources and Outcomes Management Information System (PROMIS) is a web-based case management system for Head Start organizations. This cutting-edge solution covers the complete service cycle and outcome analysis including: (1) Client Intake; (2) Screening and Assessment; (3) Goals Establishment; (4) Service Plan; (5) Service Delivery; (6) Outcome tracking; and (6) Analysis and Evaluation. To learn more about PROMIS visit their website at <http://promisinfo.cleverex.com/about.html>.

Staffings

A "staffing" is a meeting that includes all persons that are working with the child for the purpose of ensuring that each child receives the services they need from each service area. The meetings are conducted at the center the child attends. The staffing committee is comprised of the teaching staff, the Assistant Director of Education Services or Education Supervisors, Health Services Specialist, Assistant Director of Child and Family Services, and the Family Advocate. Parents are invited and encouraged to attend. Staffings take place a minimum of two times yearly. During the staffing process the

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child's file is reviewed and each service area is discussed. Needs are identified and appropriate referrals are made. Supervisors are responsible for ensuring that all referrals are followed up on within one month.

Parent and Family Engagement

Kids Central recognizes that parents are the number one source when assessing and establishing goals for children. During the application in-take process information is collected from parents to help Kids Central staff plan services for the family. To maintain individualize instruction and learning, families are engaged in setting goals for their child. During the initial home visit parents are asked to share strengths, weakness and goals for their child. Parents along with the teacher/home visitor complete the ASQ-3 within the first 45 days of enrollment. Parents are encouraged to share information about their child anytime. Two home visits and two parent conferences are conducted by the teacher/home visitor to ensure parents are informed of their child's development and to collect information from the parent to plan learning experience for the child. Parents are encouraged to attend "Family Day" meetings at their child's center each month conducted by the Family Involvement Specialist and teaching staff. Each week, the teacher/home visitor plan at home activities for parents to do with their child that collates with activities they are doing in group settings. Parents are encouraged to participate and give feedback and ideas for Family Day activities along with field trip ideas. Parents are encouraged to visit classrooms and participate in classroom activities. Parents have access to lending libraries in each classroom that foster literacy and math in the home. Parents are invited to child development trainings throughout the program year. Parents are encouraged to participate in the Policy Council, Education Advisory Committee, and the health advisor committee at Kids Central.

Staff Development

The Assistant Director of Education Services uses child outcome data that is aggregated and analyzed to develop training plans for the education staff. The Assistant Director of Education Services also uses Environment Rating Scale (ECERS-R) in Head Start classrooms and Infant Toddler Infant Toddler (ITERS-R) in the Early Head Start classrooms, the CLASS observation tool in Head Start classrooms and High Scope's Preschool Program Quality Assessment (PQA) tool to collect data for

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education staff training needs. This data is also used for professional development plans. Professional development plans for all education staff are developed to ensure quality services at Kids Central, Inc.

Head Start & Early Head Start School Readiness Goals

The rationale for each goal includes key findings from aggregated and analyzed data.

Monitoring includes who and what tools were used to collect data for each goal. As evidence of alignment, each goal is listed under the Head Start Child Development and Early Learning Framework domain.

Perceptual, Motor, and Physical Development

Goal #1: All children will demonstrate age appropriate development in fine motor skills.

Objectives:

- Infants will progress from flexing their fingers to being able to grasp objects and then manipulate them in various ways.
- Toddlers and preschoolers age 3 to 4 years of age will gain strength, flexibility, and hand-eye coordination as they gain mastery over a growing number of objects and tools.
- Preschoolers age 4 to 5 years of age will take on increasingly complex fine-motor tasks and apply them to self-care and learning activities such as creating intricate structures, and writing.

Rationale:

According to the Ages and Stages Questionnaire 3 (ASQ-3), the developmental screening tool used by Kids Central, Inc. which was conducted on all Head Start and Early Head Start children within the first forty-five days of enrollment, fine motor skills were the weakest area of development. In addition to ASQ-3 data teacher observation and COR data also indicate lower scores in fine motor skills. Data indicates around 24% of Kids Central, Inc. children display below average developmental ranges in fine motor skills which signifies a need to increase fine motor skills in the children that Kids Central, Inc. serve.

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Measurement:

Kids Central, Inc. education staff will use HighScope COR Advantage data to measure children's fine motor skills. The following HighScope COR Advantage indicators will be used for assessing fine motor goal: J. Find-Motor Skills, and K. Personal Care and Healthy Behavior, R. Writing, Q. Book Enjoyment and Knowledge, and EE. Tools and Technology. The following benchmarks are set to measures school readiness for the following age groups: level 1 for children age 0-16 months, level 2 for children age 16-36 months, level 4 for children 3-4 years of age, and level 5 for children age 4 (before September 30th) to 5 years.

Alignments:

High Scope Curriculum

Key Developmental Indicators (KDIs)

- Infant-Toddler KDI #12. Moving parts of the body: Children move parts of the body (turning head, grasping, kicking).
- Infant-Toddler KDI #3. Self-help: Children do things for themselves.
- Infant-Toddler KDI #20. Exploring print: Children explore pictures books and magazines.
- Infants-Toddler KDI #22. Exploring Objects: Children explore objects with their hands, feet, mouth, eyes, ears, and nose.
- Preschool KDI #17. Fine Motor Skills: Children demonstrate dexterity and hand-eye coordination in using their small muscles.
- Preschool KDI #28. Book Knowledge: Children demonstrate knowledge about books.
- Preschool KDI #52. Tools and Technology: Children explore and use tools and technology.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: FINE MOTOR

- Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.
- Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.
- Goal IT-PMP 8. Child adjusts reach and grasp to use tools.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Health and Physical Development Foundation Block 1

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- Manipulative Skills: Children will demonstrate motor skills and movements patterns needed to perform a variety of physical activities.
 - a) Manipulate a variety of objects during structured and unstructured physical activity settings.
 - b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.
 - d) Coordinate eye-hand and eye-foot movements to perform a task.

Virginia Visual Arts Foundation Block 1

- Visual Communication and Production: The child will develop and awareness of the mechanics of the visual arts and produce various forms on a regular basis.
 - d) Develop and use fine motor skills necessary to produce two-and three-dimensional works of art.

Social & Emotional Development

Goal #2: Children will engage in and maintain age appropriate constructive social and emotional relationships with peers.

Objectives:

- Infants will show emotion as with facial expressions, gestures, sounds, and their whole bodies.
- Toddlers and preschoolers age 3 to 4 years of age will use words to express emotions.
- With adult support, preschoolers age 4 to 5 years of age will learn how to identify a social problem and participate in figuring out a solution that satisfies everyone involved.

Rationale:

After aggregating and analyzing social and emotional development data for Head Start and Early Head Start children using Ages and Stages Questionnaire 3 (ASQ-3) and HighScope Child Observation Records data system (COR), weaknesses in engaging and maintaining positive relationships were revealed. This included COR data that indicated weakness in understanding and expressing feelings and resolving interpersonal conflicts with peers. Over 80% of children demonstrated abilities to request help from adults and could express emotion,

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however, could not negotiate the resolution of a conflict with another child or identify emotions and give a reason for them.

Measuring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's social and emotional relationships with peers. The following HighScope COR Advantage indicators will be used for assessing children's social and emotional development: D. Emotions, F. Building Relationships with other children, G. Community, and H. Conflict Resolution. The following benchmarks are set to measure school readiness for the following age groups: level 1 for children age 0-16 months, level 2 for children age 16-36 months, level 4 for children 3-4 years of age, and level 5 for children age 4 (before September 30th) to 5 years.

Alignments:

High Scope Curriculum

Key Developmental Indicators (KDIs)

- Infant-Toddler KDI #7. Building Relationships with Peers: Children build relationships with peers.
- Infant-Toddler KDI #8. Emotions: Children express emotions.
- Infant-Toddler KDI #9. Empathy: Children show empathy toward the feelings and needs of others.
- Infant-Toddler KDI #10. Playing with Others: Children play with others.
- Infant-Toddler KDI #11. Group Participation: Children participate in group routines.
- Preschool KDI #9. Emotions: Children recognize, label, and regulate their feelings.
- Preschool KDI #10. Empathy: Children demonstrate empathy toward others.
- Preschool KDI #12. Building Relationships: Children build relationships with other children and adults.
- Preschool KDI #13. Cooperative Play: Children engage in cooperative play.
- Preschool KDI #14. Moral Development: Children develop an internal sense of right and wrong.
- Preschool KDI #15. Conflict Resolution: Children resolve social conflicts.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

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- Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.
- Goal IT-SE 5. Child imitates and engages in play with other children.
- Goal IT-SE 6. Child learns to express a range of emotions.
- Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.
- Goal IT-SE 8. Child expresses care and concern towards others.
- Goal IT-SE 9. Child manages emotions with the support of familiar adults.
- Goal IT-SE 10. Child shows awareness about self and how to connect with others.
- Goal IT-SE 11. Child understands some characteristics of self and others.
- Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.
- Goal IT-SE 13. Child develops a sense of belonging through relationships with others.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Personal and Social Development Foundation Block 4

- Interaction with Others: The child will interact easily with one or more children and with familiar adults.
 - a) Initiate and sustain interactions with other children.
 - b) Demonstrate verbal strategies for making a new friend.
 - c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.
 - d) Participate successfully in group settings.
 - e) Demonstrate respectful and polite vocabulary.
 - f) Begin to recognize and respond to the needs, rights, and emotions of others.

Virginia Personal and Social Development Foundation Block 5

- Social Problem Solving: The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed.
 - a) Express feelings through appropriate gestures, actions, and words.

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- a) Recognize conflicts and seek possible solutions.
- b) Allow others to take turns.
- c) Increase the ability to share materials and toys with others over time.
- d) Include others in play activities.

Approaches to Learning

Goal #3: Children will engage in and sustain age appropriate creative and imaginative expression skills.

Objectives:

- Infants will show their eagerness to learn by choosing to participate in activities that they find interesting and personally meaningful.
- Toddlers and preschoolers age 3 to 4 years of age will make choices, decisions, and plans with increasing intentionality and purpose.
- Preschoolers age 4 to 5 years of age will develop plans that become more complex, taking several days to complete.

Rationale:

After aggregating and analyzing approaches to learning data for Head Start and Early Head Start children using the HighScope Child Observation Records data system (COR) weaknesses such as creative and imaginative expression were demonstrated. At the beginning of the program year children demonstrated limited abilities to make and build models, in drawing and painting pictures and in pretending with details.

Measuring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's approaches to learning. The following HighScope COR Advantage indicators will be used for assessing children's approaches to learning: A. Initiative and Planning, B. Problem Solving with Materials, C. Reflection, X. Art, Y. Music, Z. Movement, and AA. Pretend Play. The following benchmarks are set to measure school readiness for the following age groups: level 1 for children age 0-16 months, level 2 for children age 16-36 months, level 4 for children 3-4 years of age, and level 5 for children age 4 (before September 30th) to 5 years.

Alignments:

High Scope Curriculum

Key Developmental Indicators (KDIs)

- Infant-Toddler KDI #1. Initiative: Children express initiative.
- Infant-Toddler KDI #2. Problem Solving: Children solve problems encountered in exploration and play.
- Infant-Toddler KDI #3. Self-Help: Children do things for themselves.
- Infant-Toddler KDI #36. Imitating and Pretending: Children imitate and pretend.
- Infant-Toddler KDI #37. Exploring Art Materials: Children explore building and art materials.
- Infant-Toddler KDI #39. Listening to Music: Children listen to music.
- Infant-Toddler KDI #40. Responding to Music: Children respond to music.
- Infant-Toddler KDI #41. Sound: Children explore and imitate sounds.
- Infant-Toddler KDI #42. Vocal pitch: Children explore vocal pitch sounds.
- Preschool KDI #1. Initiative: Children demonstrate initiative as they explore their world.
- Preschool KDI #2. Planning: Children make plans and follow through on their intentions.
- Preschool KDI #3. Engagement: Children focus on activities that interest them.
- Preschool KDI #4. Problem Solving: Children solve problems encountered in play.
- Preschool KDI #5. Use of Resources: Children gather information and formulate ideas about their world.
- Preschool KDI #6. Reflection: Children reflect on their experiences.
- Preschool KDI #40. Art: Children express and represent what they observe, think, imagine, and feel through two- and three-dimensional art.
- Preschool KDI #41. Music: Children express and represent what they observe, think, imagine, and feel through music.
- Preschool KDI #42. Movement: Children express and represent what they observe, think, imagine, and feel through movement.
- Preschool KDI #43 Pretend Play: Children express and represent what they observe, think, imagine, and feel through pretend play.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: INITIATIVE AND CURIOSITY

- Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.

Education Child Development Program Services Written Plan

- Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.

SUB-DOMAIN: CREATIVITY

- Goal IT-ATL 8. Child uses creativity to increase understanding and learning.
- Goal IT-ATL 9. Child shows imagination in play and interactions with others.
- Goal P-ATL 10. Child demonstrates initiative and independence.
- Goal P-ATL 11. Child shows interest in and curiosity about the world around them.
- Goal P-ATL 12. Child expresses creativity in thinking and communication.
- Goal P-ATL 13. Child uses imagination in play and interactions with others.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Personal and Social Development Foundation Block 3

- Approaches to Learning: The child will show eagerness and persistence as a learner.
 - a) Show interest and curiosity in learning new concepts and trying new activities and experiences.
 - b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations.
 - c) Increase attention to a task or activity over time.
 - d) Seek and accept help when needed.
 - e) Attempt to complete a task in more than one way before asking for help.

Virginia Music Foundation Block 5

- Aesthetics: The child will listen and respond to recorded and live music performances.
 - a) Use the body and motion to express a response to a musical selection.
 - b) Express a response to a musical selection by using available visual arts supplies.
 - c) Use words to describe how a musical selection makes the child feel.

Virginia Visual Arts Foundation Block 1

- Visual Communication and Production: The child will develop an awareness of the mechanics of the visual arts and produce various forms on a regular basis.

Education Child Development Program Services Written Plan

- a) Understand that artists create visual arts using many different tools.
- b) Understand that the visual arts take many forms.
- c) Use a variety of materials, textures, and tools for producing visual art.
- d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.

Language & Literacy

Goal #4: All children will engage in and maintain age appropriate vocabulary development.

Objectives:

- Infants will “talk” by cooing, babbling, and gesturing. Their sounds will gradually take on the inflections and other characteristics of the language spoken around them.
- Toddlers and preschoolers age 3 to 4 years of age will use words to describe objects and familiar symbols such as pictures in books, stop signs, and fast-food logos.
- Preschoolers age 4 to 5 years of age will use clause that starts with *when*, *if*, or *since* in a complex sentence.

Rationale:

After aggregating and analyzing language development data for Head Start and Early Head Start children using Ages and Stages Questionnaire 3 (ASQ-3), and HighScope Child Observation Records data system (COR) weaknesses were discovered in vocabulary development. According to the ASQ-3 screenings at the beginning of the program year 87% of Early Head Start children were assessed as typically developing in communication skills leaving 13% lacking effective communication skills.

Measuring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children’s vocabulary development. The following HighScope COR Advantage indicators will be used for assessing children’s vocabulary development: L. Speaking, M. Listening and comprehension, P. Reading, Q. Books Enjoyment and Knowledge, and R. Writing. The following benchmarks are set to measure school readiness for the following age groups: level 1 for children age 0-16

Education Child Development Program Services Written Plan

months, level 2 for children age 16-36 months, level 3 for children 3-4 years of age, and level 4 for children age 4 (before September 30th) to 5 years.

Alignments:

High Scope Curriculum

Key Developmental Indicators (KDIs)

- Infant-Toddler KDI #16. Listening and Responding: Children listen and respond.
- Infant-Toddler KDI #18. Two-way Communication: Children participate in two-way communication.
- Infant-Toddler KDI #19. Speaking: Children speak.
- Infant-Toddler KDI #20. Exploring Print: Children explore picture books and magazines.
- Infant-Toddler KDI #21. Enjoying Language: Children enjoy stories, rhymes, and songs.
- Preschool KDI #21. Comprehension: Children understand language.
- Preschool KDI #22. Speaking: Children express themselves using language.
- Preschool KDI #23. Vocabulary: Children understand and use a variety of words and phrases.
- Preschool KDI #26. Reading: Children read for pleasure and information.
- Preschool KDI #28. Book Knowledge: Children demonstrate knowledge about books.
- Preschool KDI #29. Writing: Children write for many different purposes.
- Preschool KDI #30. English Language Learning: (If applicable) Children use English and their home language(s) (including sign language).

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: VOCABULARY

- Goal IT-LC 7. Child understands an increasing number of words used in communication with others.
- Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.

SUB-DOMAIN: EMERGENT LITERACY

- Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.
- Goal IT-LC 12. Child comprehends meaning from pictures and stories.

SUB-DOMAIN: COMMUNICATING AND SPEAKING

Education Child Development Program Services Written Plan

- Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
- Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Literacy Foundation Block 1

- Oral Language: The child will develop listening and speaking skills by communicating experiences and ideas orally.
 - a) Listen with increasing attention to spoken language, conversations, and texts read aloud.
 - b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.
 - c) Make predictions about what might happen in a story.
 - d) Use complete sentences to ask and answer questions about experiences or about what has been read.
 - e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.
 - f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.
 - g) Listen attentively to stories in a whole class setting.
 - h) Follow simple one- and two-step oral directions.

Virginia Literacy Foundation Block 2

- Vocabulary: The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.
 - a) Use size, shape, color, and spatial words to describe people, places, and things.
 - b) Listen with increasing understanding to conversations and directions.
 - c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.

Education Child Development Program Services Written Plan

d) Participate in a wide variety of active sensory experiences to build vocabulary.

Goal #5: Children will engage in and maintain age appropriate phonological skills such as alphabet recognition, name writing, print and word awareness skills.

Objectives:

- Infants will make sounds of an animal, a vehicle, or another familiar object.
- Toddlers and preschoolers age 3 to 4 years of age will recognize letter in their name and begin to write familiar letters.
- Preschoolers age 4 to 5 years of age will recognize all 26 alphabets and write their first and last name.

Rationale:

After aggregating and analyzing literacy development data for Head Start children using HighScope Child Observation Records data system (COR) and Phonological Awareness Literacy Screening (PALS) data weaknesses were discovered in literacy development. According to PALS data results there is an indication that pre-school children at Kids Central, Inc. demonstrated weakness in alphabet recognition, name writing and print and word awareness skills.

Measuring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's literacy development. The following HighScope COR Advantage indicators will be used for assessing children's literacy development: N. Phonological Awareness, O. Alphabetic Knowledge, P. Reading, Q. Books Enjoyment and Knowledge, and R. Writing. The following benchmarks are set to measure school readiness for the following age groups: level 1 for children age 0-16 months, level 2 for children age 16-36 months, level 3 for children 3-4 years of age, and level 4 for children age 4 (before September 30th) to 5 years.

Alignments:

High Scope Curriculum

Education Child Development Program Services Written Plan

Key Developmental Indicators (KDIs)

- Infant-Toddler KDI #16. Listening and Responding: Children listen and respond.
- Infant-Toddler KDI #17. Nonverbal Communication: Children communicate nonverbally.
- Infant-Toddler KDI #18. Two-way Communication: Children participate in two-way communication.
- Infant-Toddler KDI #19. Speaking: Children speak.
- Infant-Toddler KDI #20. Exploring Print: Children explore picture books and magazines.
- Infant-Toddler KDI #21. Enjoying Language: Children enjoy stories, rhymes, and songs.
- Preschool KDI #22. Speaking: Children express themselves using language.
- Preschool KDI #24. Phonological Awareness: Children identify distinct sounds in spoken language.
- Preschool KDI #25. Alphabetic Knowledge: Children identify letter names and their sounds.
- Preschool KDI #26. Reading: Children read for pleasure and information.
- Preschool KDI #27. Concepts About Print: Children demonstrate knowledge about environmental print.
- Preschool KDI #28. Book Knowledge: Children demonstrate knowledge about books.
- Preschool KDI #29. Writing: Children write for many different purposes.
- Preschool KDI #30. English Language Learning: (If applicable) Children use English and their home language(s) (including sign language).

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: PHONOLOGICAL AWARENESS

- Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE

- Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION & PLAY

- Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Literacy Foundation Block 3

Education Child Development Program Services Written Plan

- Phonological Awareness: The child will manipulate the various units of speech in words.
 - a) Identify words that rhyme and generate simple rhymes.
 - b) Identify words within spoken sentences.
 - c) Begin to produce consonant letter sounds in isolation.
 - d) Successfully detect beginning sounds in words.
 - e) Begin to isolate or produce syllables within multi-syllable words.

Virginia Literacy Foundation Block 4

- Letter Knowledge and Early Word Recognition: The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken word.
 - b) Identify the letter that represents a spoken sound.
 - c) Provide the most common sound for the majority of letters.
 - e) Read simple/familiar high-frequency words, including child's name.
 - f) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.

Cognition

Goal #6: Children will engage in and maintain age appropriate mathematical skills such as, number word and symbol recognition, counting including one-to-one correspondence, quantities, ordinal order and part-whole relationships, shapes, spatial awareness, measuring, and patterns.

Objectives:

- Infants will develop a sense of number by grasping the “oneness” of an object.
- Toddlers will learn number words and that number words refer to quantity.
- Preschoolers age 3 to 4 years of age will rote count to 10 and realize that the last number counted tell “how many” there are.
- Preschoolers age 4 to 5 years of age will rote count to 20 compare quantities and combine and separate numbers into their components.

Rationale:

Education Child Development Program Services Written Plan

After aggregating and analyzing cognition development data for Head Start and Early Head Start children using HighScope Child Observation Records data system (COR) weaknesses were discovered in the areas of math. Historically, math has been noted as an area of weakness in Southwest Virginia and has been confirmed in the COR results at Kids Central, Inc. which leads to a need for increased focus in math at Kids Central, Inc.

Measuring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's mathematical skills. The following HighScope COR Advantage indicators will be used for assessing children's mathematical cognition development: S. Number and Counting, T. Geometry: Shapes and Spatial Awareness, U. Measurement, V. Patterns, and W. Data Analysis. The following benchmarks are set to measure school readiness for the following age groups: level 1 for children age 0-16 months, level 2 for children age 16-36 months, level 3 for children 3-4 years of age, and level 4 for children age 4 (before September 30th) to 5 years.

Alignments:

High Scope Curriculum

Key Developmental Indicators (KDIs)

- Infant-Toddler KDI #24. Exploring Same and Different: Children explore and notice how things are the same or different.
- Infant-Toddler KDI #25. Exploring More: Children experience "more."
- Infant-Toddler KDI #26. One-to-One Correspondence: Children experience one-to-one correspondence.
- Infant-Toddler KDI #27. Number: Children experience the number of things.
- Infant-Toddler KDI #28. Locating Objects: Children explore and notice the location of objects.
- Preschool KDI #31. Number Words and Symbols: Children recognize and use number words and symbols.
- Preschool KDI #32. Counting: Children count things.
- Preschool KDI #33. Part-Whole Relationships: Children combine and separate quantities of objects.
- Preschool KDI #34. Shapes: Children identify, name, and describe shapes.
- Preschool KDI #35. Spatial Awareness: Children recognize spatial relationships among people and objects.

Education Child Development Program Services Written Plan

- Preschool KDI #36. Measuring: Children measure to describe, compare, and order things.
- Preschool KDI #37. Unit: Children understand and use the concept of unit.
- Preschool KDI #38. Patterns: Children identify, describe, copy, complete, and create patterns.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING

- Goal IT-C 8. Child develops sense of number and quantity.
- Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.
- Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.

SUB-DOMAIN: COUNTING AND CARDINALITY

- Goal P-MATH 1. Child knows number names and the count sequence.
- Goal P-MATH 2. Child recognizes the number of objects in a small set.
- Goal P-MATH 3. Child understands the relationship between numbers and quantities.
- Goal P-MATH 4. Child compares numbers.
- Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING

- Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
- Goal P-MATH 7. Child understands simple patterns.

SUB-DOMAIN: MEASUREMENT

- Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE

- Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.
- Goal P-MATH 10. Child explores the positions of objects in space.

Education Child Development Program Services Written Plan

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Mathematics Foundation Block 1

- Number and Number Sense: The child will count with understanding and use numbers to tell how many, describe order, and compare.
 - a) Count forward to 20 or more. Count backward from 5.
 - b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).
 - c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”
 - d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.
 - e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.

Virginia Mathematics Foundation Block 2

- Computation: The child will recognize change in groups (sets/collections) when objects are both added to and taken away from the groups (sets/collections).
 - a) Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).
 - b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away).

Virginia Mathematics Foundation Block 3

- Measurement: The child will identify and compare the attributes of length, capacity, weight, time, and temperature.
 - a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.
 - b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).
 - c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.

Education Child Development Program Services Written Plan

- d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.

Virginia Mathematics Foundation Block 4

- Geometry: The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects.
 - a) Match and sort shapes (circle, triangle, rectangle, and square).
 - b) Describe how shapes are similar and different.
 - c) Recognize and name shapes (circle, triangle, rectangle, and square).
 - d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.

Virginia Mathematics Foundation Block 5

- Data Collection and Statistics: The child will participate in the data gathering process in order to answer questions of interest.
 - a) Collect information to answer questions of interest to children.
 - b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.

Virginia Mathematics Foundation Block 6

- Patterns and Relationships: The child will identify simple patterns of concrete objects and use them to recognize relationships.
 - a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).
 - b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.
 - c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.

Goal #7: Children will engage in and maintain age appropriate science skills such as, classifying, experimenting, predicting outcomes, drawing conclusions and communicating their ideas about characteristics of things.

Objectives:

- Infants will use all their senses to observe.

Education Child Development Program Services Written Plan

- Toddlers and preschoolers age 3 to 4 years of age will explore materials to see what they can do and what happens.
- Preschoolers age 4 to 5 years of age will ask questions and test out their ideas, make predictions about what might happen, and then see whether what they thought would happen actually did.

Rationale:

After aggregating and analyzing cognition development data for Head Start and Early Head Start children using HighScope Child Observation Records data system (COR) weaknesses were discovered in the area of science. Historically, science has been noted as an area of weakness in Southwest Virginia and has been confirmed in the COR results at Kids Central, Inc. which leads to a need for increased focus in science at Kids Central, Inc.

Measuring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's cognition (science skills) development. The following HighScope COR Advantage indicators will be used for assessing children's science skills: BB. Observing and Classifying, CC.

Experimenting, Predicting, and Drawing Conclusions, DD. Natural and Physical World, EE.

Tools and technology and W. Data Analysis. The following benchmarks are set to measure school readiness for the following age groups: level 1 for children age 0-16 months, level 2 for children age 16-36 months, level 3 for children 3-4 years of age, and level 4 for children age 4 (before September 30th) to 5 years.

Alignments:

High Scope Curriculum

Key Developmental Indicators (KDIs)

- Infant-Toddler KDI #29. Filling and Emptying: Children fill and empty, put in and take out.
- Infant-Toddler KDI #30. Taking Apart and Putting Together: Children take things apart and fit them together.
- Infant-Toddler KDI #31. Seeing from Different Viewpoints: Children observe people and things from various perspectives.
- Infant-Toddler KDI #32. Anticipating Events: Children anticipate familiar events.

Education Child Development Program Services Written Plan

- Infant-Toddler KDI #33. Time Intervals: Children notice the beginning and ending of time intervals.
- Infant-Toddler KDI #34. Speed: Children experience "fast" and "slow."
- Infant-Toddler KDI #35. Cause and Effect: Children repeat an action to make something happen again, experience cause and effect.
- Preschool KDI #39: Data Analysis: Children use information about quantity to draw conclusions, make decisions, and solve problems.
- Preschool KDI #45. Observing: Children observe the materials and processes in their environment.
- Preschool KDI #46. Classifying: Children classify materials, actions, people, and events.
- Preschool KDI #47. Experimenting: Children experiment to test their ideas.
- Preschool KDI #48. Predicting: Children predict what they expect will happen.
- Preschool KDI #49. Drawing Conclusions: Children draw conclusions based on their experiences and observations.
- Preschool KDI #50. Communicating Ideas: Children communicate their ideas about the characteristics of things and how they work.
- Preschool KDI #51. Natural and Physical World: Children gather knowledge about the natural and physical world.
- Preschool KDI #52. Tools and Technology: Children explore and use tools and technology.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: SCIENTIFIC INQUIRY

- Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
- Goal P-SCI 2. Child engages in scientific talk.
- Goal P-SCI 3. Child compares and categorizes observable phenomena.
- Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.
- Goal P-SCI 5. Child plans and conducts investigations and experiments.
- Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Science Foundation Block 1

Education Child Development Program Services Written Plan

- Scientific Investigation, Reasoning, and Logic: The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations.
 - a) Use the five senses to explore and investigate the natural world.
 - b) Use simple tools and technology safely to observe and explore different objects and environments.
 - c) Ask questions about the natural world related to observations.
 - d) Make predictions about what will happen next based on previous experiences.
 - e) Conduct simple scientific investigations.

Virginia Science Foundation Block 2

- Force, Motion, and Energy: The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work.
 - a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.
 - b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.
 - c) Describe the effects magnets have on other objects.
 - d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.

Virginia Science Foundation Block 3

- Matter/Physical Properties: The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.
 - a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).
 - b) Recognize water in its solid and liquid forms.
 - c) Describe the differences between solid and liquid objects.
 - d) Sort objects based on whether they sink or float in water.

Virginia Science Foundation Block 4

Education Child Development Program Services Written Plan

- Matter/Simple Physical and Chemical Reactions: The child will conduct simple science experiments to examine changes in matter when substances are combined.
 - a) Predict changes to matter when various substances are to be combined.
 - b) Observe and conduct simple experiments that explore what will happen when substances are combined.
 - c) Observe and record the experiment results and describe what is seen.

School Readiness Action Plan

GOAL	WHAT (Actions or changes will occur?)	WHO (Who will carry out these changes?)	BY WHEN	RESOURCES (i.e., money, staff needed.)	COMMUNICATION (Who should know what?)
Create and implement a plan of action for achieving the established school readiness goals.	Improve quality of teacher-child interactions Professional Development Plan	Every Education Staff Member	August and Up-dates as needed.	Assistant Director - Education Services Assistant Director - Child and Family Services	Executive Director
	Implement evidence-based teaching practices through the implementation of the High Scope curriculum.	Teachers Lead Caregivers Home Visitors	Daily	Education Supervisors Disabilities Coordinator	Assistant Director - Education Services
	Implement and assess your evidence-based curriculum - High Scope curriculum.	Teachers Lead Caregivers Home Visitors	Daily	Education Supervisors Disabilities Coordinator	Assistant Director - Education Services
	Increase engagement, communication, and inclusion of parents and families to support children's school readiness through: Daily contact with parents, Home Visits, Parent Conferences, Family Days.	Teachers Lead Caregivers Home Visitors Family Involvement Specialist	Home Visits - 2 time per program year Parent Conferences - 2 time per program year Family Days (Parent Meeting)- one per month	Education Supervisors Disabilities Coordinator	Assistant Director - Child and Family Services Assistant Director - Education Services
	Provide effective professional development so all staff understand how they support school readiness.	Assistant Director - Education Services Education Supervisors	Pre-Service In-Service	Training Budget	Executive Director
	Implement effective transitions and increase continuity through kindergarten and the primary grades	Family Advocates Teachers Lead Caregivers Home Visitors	Begins with first home visit. 6 months before staff will engage parents	Education Supervisors Disabilities Coordinator	Assistant Director - Child and Family Services

Education Child Development Program Services Written Plan

		Family Involvement Specialist	in planning the transition.		Assistant Director - Education Services Parents
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School Readiness Action Plan

GOAL	WHAT (Actions or changes will occur?)	WHO (Who will carry out these changes?)	BY WHEN	RESOURCES (i.e., money, staff needed.)	COMMUNICATION (Who should know what?)
Assess child progress on an ongoing basis and aggregate and analyze data at multiple times throughout the year	Take advantage of mid-point aggregation and analysis so that the program has opportunities to make changes that can make meaningful school readiness differences for currently enrolled children. The Office of Head Start believes it is important for programs to aggregate and analyze data at least three times per year, or two times for programs operating less than 90 days. Collect data that can be aggregated at the program level.	Assistant Director - Education Services Assistant Director - Child and Family Services	4 Times per Program Year - After each COR period ends. August December February June	Ages and Stages Questionnaires (ASQ) Data High Scope's Child Observation Record (COR) Data PROMIS Data	Executive Director Board of Directors Policy Council
	Aggregate and analyze child assessment data at multiple points across the year and demonstrate program-level child progress using norms or criterion references.	Assistant Director - Education Services Assistant Director - Child and Family Services	4 Times per Program Year - After each COR period ends. August December February June	Ages and Stages Questionnaires (ASQ) Data High Scope's Child Observation Record (COR) Data PROMIS Data	Executive Director Board of Directors Policy Council
	Maintain the use of information from ongoing child assessment to inform teachers and parents how best to individualize for each child's continued development and learning, assessing child progress on an ongoing basis across domains.	Assistant Director - Education Services Assistant Director - Child and Family Services	4 Times per Program Year - After each COR period ends. August December February June	Ages and Stages Questionnaires (ASQ) Data High Scope's Child Observation Record (COR) Data	Executive Director Board of Directors Policy Council

Education Child Development Program Services Written Plan

				PROMIS Data	
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School Readiness Action Plan

GOAL	WHAT (Actions or changes will occur?)	WHO (Who will carry out these changes?)	BY WHEN	RESOURCES (i.e., money, staff needed.)	COMMUNICATION (Who should know what?)
<p>Examine data for patterns of progress for groups of children in order to revise, or develop and implement plans for program improvement</p>	<p>Program improvements may include professional development adjustments, including specificity, intensity, frequency, and type of training; improving communication and engagement with families; intensifying curriculum supports or implementation; or other similarly responsive efforts based on the analysis of program data.</p>	<p>Assistant Director - Education Services Assistant Director - Child and Family Services</p>	<p>4 Times per Program Year - After each COR period ends. August December February June</p>	<p>Ages and Stages Questionnaires (ASQ) Data High Scope's Child Observation Record (COR) Data PROMIS Data Teachers Parents</p>	<p>Executive Director Education Staff Family Service Staff Board of Directors Policy Council</p>
	<p>Examine the patterns of progress and outcomes (achieved goals) for groups of children served by the program. o by age o by program settings and/or options</p>	<p>Assistant Director - Education Services Assistant Director - Child and Family Services</p>	<p>4 Times per Program Year - After each COR period ends. August December February June</p>	<p>Ages and Stages Questionnaires (ASQ) Data High Scope's Child Observation Record (COR) Data PROMIS Data Teachers Parents</p>	<p>Executive Director Education Staff Family Service Staff Board of Directors Policy Council</p>

LESSON PLAN REQUIREMENTS and CURRICULUM SUPPLEMENTAL RESOURCES

FIRST 30 DAYS	DAILY	WEEKLY	MONTHLY
Pedestrian & Bus Safety Fire Safety; 2 Fire Drills Dental Health Health & Hygiene	Literacy Music & Movement Finger Plays Gross Motor Fine Motor Emergent Issues Individualization Problem Solving Nutrition	Math Activity Science Activity	Safety Topic Cooking Experiences

AGE GROUP	CURRICULUM AREA	SUPPLEMENTAL RESOURCES (Available in the center or resource room at the Administrative Offices)	TRAINING SUPPORT
HS	All areas	Houghton Mifflin PreK	Education Services Director, Education Supervisors
HS	Math	Houghton Mifflin PreK Math	Education Services Director, Education Supervisors
EHS & HS	Dental Health	Bright Smiles, Bright futures	Health Services Manager, Education Services Director, Education Supervisors
HS	All areas	Educating Young Children 3 rd ed. (High Scope)	Education Services Director, Education Supervisors
EHS	All areas	Tender Care and Early Learning (High Scope)	Education Services Director, Education Supervisors
EHS & HS	Physical Development and Nutrition	I am Moving, I am Learning	www.chooseykids.com , Education Services Director, Education Supervisors
HS	High/Scope	The first 30 day	Education Services Director, Education Supervisors
EHS & HS	Math	High Five Mathematize	Education Services Director, Education Supervisors
HS	Science	Science made Simple	Education Services Director, Education Supervisors
HS	Social Emotion	2 nd Step Violence Prevention	Disabilities Coordinator Education Services Director, Education Supervisors
HS	Literacy	Growing Readers Early Literacy	Education Services Director, Education Supervisors
HS	Social Emotion	Al's Pals	Education Services Director, Education Supervisors

The experiences through which they will achieve these goals;

Each Head Start center will have at least one teacher and one teacher assistant. Education services will be provided in each of the 15 classrooms. Each center is equipped with environment, which is conducive to learning. They are set up in children's work areas. Educational services will be provided for six Home Base units including socializations. The four Early Head Start classrooms will be staffed with knowledgeable teachers in order to meet the ratio requirements. Services are also provided by six Early Head Start Home Visitors.

The High Scope Curriculum is based on children's needs and real life experiences, which are determined, by parent input, staff observations, utilizing the COR assessment tool, and developmental screenings and assessments.

The High Scope Curriculum requires staff members to provide real life experiences that facilitate developmentally appropriate learning opportunities for children.

Program goals are achieved by providing the following experiences at each site:

- Asking open ended questions and incorporating play as a way for children to learn through books, games, housekeeping skills, building with blocks, art (drawing, painting, writing), numeracy (classifying, measuring), exploration and discovery, etc.
- Promoting health, safety, and nutrition through lesson planning and by integrating information into the work areas. Books, finger-plays, songs, field trips and materials from the agencies (on topic) for children and parents are utilized to facilitate learning as well as create an opportunity for staff and families to discuss various issues with children.
- Providing activities and opportunities for children to express their feelings.
- Integrating all educational aspects of mental health services into program activities.
- Promoting a sense of belonging by encouraging parents to bring in photos of the entire family to be posted in the center, displaying children's artwork at their eye level, and by encouraging children for their efforts.
- Modeling respect for other people and encouraging child to respect others.
- Helping children to deal with their emotions, encouraging conflict resolution, and role modeling. Staff provides a variety of opportunities for children to solve their own problems and to help individual children manage stressful situations and events.
- Providing a learning environment that offers materials, which vary in complexity according to the developmental needs of each child, their interests and abilities.

- Providing a balanced daily program of child initiated and adult directed activities such as art projects, work time, circle time, etc. that includes individual and small group activities.
- Providing opportunities for children to participate in work time and utilizing the Plan-Do-Review process which is an integral part of the High Scope Curriculum.
- Enabling children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents. Children are encouraged to go to the bathroom as needed, always under adult supervision. Parental input is encouraged and sought to provide opportunities for toileting at school and at home.

Field Trips Procedures:

The purpose of a field trip is to provide children with experiences and expand their knowledge. Each field trip should be planned accordingly and be complimentary to the High Scope Curriculum and the Houghton-Mifflin Pre-K supplement.

- The number one concern when planning a field trip is safety.
- Each destination must have proper hand washing and toileting facilities
- Parents should be involved in planning field trips.
- Parents are not required to attend field trip, although they are encouraged.
- Teaching staff are required to submit a field trip request form prior to the trip.
- Field trips must be approved prior to the day of the trip.
- No more than one field trip per week.
- Minimum two field trips per month.
- It is the responsible of the teaching staff to ensure that the trip has been approved.
- If funds are required a purchase requisition must be submitted online with the approved field trip request form attached at least one month in advance.
- Parents must be notified in writing before the tip and must sign a permission trip.
- Field trips cannot be advertised on the monthly calendar prior to approval.
- One field trip to the local library per month.

What staff and parents do to help children achieve these goals; and

- Staff supports each child's individual pattern of development and learning by planning age-appropriate activities. Parents are encouraged to participate in the learning of their child through conferences, home visits, daily contact (during drop off/pick-up) and newsletters. Parents are further encouraged to provide feedback on center activities and to participate in field trips.
- Staff members use a variety of learning opportunities to extend children's thinking by asking open-ended questions. They also encourage children to problem solve, experiment, and explore in their environment. Such experiences foster independence and independent learning.

- A stimulating center environment is provided with age appropriate materials that foster independent learning. The center environment is adapted, if necessary, for children with disabilities. Activities and materials are also adapted to encourage participation by all children. Refer to Guidelines and Strategies for Arranging and Equipping Classroom Space form E-456.
- The Education Services Director, Education Supervisors, Disabilities Coordinator and Teaching staff will assure that assessments are completed for every child enrolled in the Head Start & Early Head Start Program unless there are extenuating circumstances.
- Teaching staff will complete a portfolio on all their children. A portion of the portfolio will contain record-keeping documentation, which reflects each child's development.
- Parents are encouraged to work with their child at home to further complement our curriculum. Kids Central provides a monthly take home packet that includes activities that parents can do at home.
- Lesson Plans: The teaching team will plan daily. Observations of children will be the basis of planning. Plans will incorporate children's needs and interests including cultural, linguistic, social, physical, and developmental.

Lesson Plan Documentation includes:

- Individualization.
- High Scope Routine Format
- Key Developmental Indicators
- School Home Connection

The materials needed to support the implementation of the curriculum.

- The High Scope Curriculum is a flexible curriculum that enables the staff to individualize activities and materials according to the population served at each site.
- Education staff has training on how to implement the High Scope curriculum. Training will be ongoing throughout the year. Any additional training or resources used must be age appropriate as well as developmentally appropriate.
- A schedule is posted and a routine is followed to allow children to know what to expect. However, the schedule is flexible and allows for more time if productive learning is taking place.
- Materials and activities that meet developmental needs of each child are provided at each center. The centers are arranged in work areas: blocks, housekeeping, art, toy, and book and writing.

Guidelines and Strategies for Arranging and Equipping Classroom Space

Organizing Space

- The space is inviting to children. It includes
 - Softness
 - Rounded corners
 - Pleasing colors and textures
 - Natural materials and light
 - Cozy places
- The space is divided into well-defined interest areas to encourage distinctive types of play.
- The interest areas include:
 - House area (Must be incorporated)
 - Block area (Must be incorporated)
 - Art area (Must be incorporated)
 - Book & Writing area (Must be incorporated)
 - Toy area (Must be incorporated)
 - Sand and Water (Outside if not in classroom)
 - Music and movement area
 - Computer area
 - Woodworking area
- The space incorporates places for group activities, eating, napping, and storing children's belongings.

Establishing Interest Areas

- The interest areas are arranged to promote visibility and easy movement between areas:
 - The sand and water area is close to water.
 - The art area is close to water.
 - The block and house areas are close to each other.
 - The toy and book areas are located away from vigorous play areas.
 - The woodworking area is outdoors or near the art area.
 - The computer area avoids screen glare.
- The storage of materials promotes the find-use- return cycle.
 - Similar things are stored together.
 - Children can see into and handle containers.
 - Labels make sense to children. They are made from
 - The materials themselves
 - Photographs, photocopies
 - Pictures
 - Line drawings, tracings
 - Written words in addition to any of the above
- Materials are plentiful, support a wide range of play, and reflect children's family lives.

In the sand and water area

- Fill-and empty materials
- Floating materials

- Pretend-play materials
- Alternatives to sand and water
- Waterproof gear and cleanup materials

In the block area

- Building materials
- Take-apart-and-put together materials
- Fill-and empty materials
- Pretend-play materials
- Reference photos

In the house area

- Cooking and eating equipment
- Pretend and role-play materials
- Homelike materials reflecting children's lives
- Real cooking equipment
- Reference photos and recipes

In the art area

- Paper (Diverse type and size)
- Painting
- Fasteners
- Modeling and molding materials
- Collage materials
- Drawing and cutting materials

In the toy area

- Sorting and small building materials
- Take-apart-and-put together materials
- Games
- Pretend-play materials

In the book and writing area

- Books (Diverse type and size)
- Magazines
- Storytelling props
- Writing materials

In the woodworking area

- Tools
- Fasteners

In the music and movement area

- Percussion instruments
- Simple wind instruments
- Recording equipment and recordings
- Props for dancing

In the computer area

- Software programs appropriate for young children

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN.

PERFORMANCE OBJECTIVE: DEVELOPMENTALLY APPROPRIATE APPROACH TO CHILD DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Abilities, interests, temperaments, developmental rates, and learning styles vary among children. The program environment, therefore, is arranged to accommodate a variety of children's needs and strengths, and to stimulate learning across all domains of development: social, emotional, cognitive and physical

RESOURCES: Head Start Performance Standards, High Scope Curriculum, Virginia Department of Social Services Licensing Standards, NAEYC's Developmentally Appropriate Practice in Early Childhood Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

In order to help children gain the 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:

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;

In an effort to ensure that Kids Central, Inc. provides a program that is developmentally and linguistically appropriate decisions are made based on three important kinds of information. Utilizing standards provided by the National Association for the Education of Young Children, we take into account our knowledge of child development and learning, what is known about the strengths, interest and needs of each child being served, and finally the social and cultural contexts must be taken into account.

Strategies for implementation:

- Supply a variety of materials and planned activities designed to encourage individual and group play;
- Provide opportunities for children of all ages and abilities to experience success
- Increase the complexity and challenge of activities, as children develop
- Use a variety of materials found in the home when conducting a home visit;
- Observe children and identify the ways children interact with the environment

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN.

PERFORMANCE OBJECTIVE: INCLUSION

PERSONS RESPONSIBLE: Education Staff and Disabilities Coordinator

RATIONALE: Agencies honor the individuality of each enrolled child with disabilities by following the child's IFSP or IEP and by ensuring that each child receives the specialized education and support he or she requires

RESOURCES: Head Start Performance Standards, High Scope Curriculum, Virginia Department of Social Services Licensing Standards, Mental Health Provider, Individuals with Disabilities Education Act, Lead Education Agencies

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP);

Children with special needs are mandated with services through IDEA. Head Start provides an avenue for children with special needs to receive services in a setting alongside their typically developing peers. Kid's Central, Incorporated promotes acceptance of children with disabilities. Our program supports the following procedures:

- No less than ten percent of enrolled children have disabilities.
- Children are screened within 45 days of enrollment.
- Standardized developmental screening tools are utilized to assess the child's physical, social-emotional, cognitive, motor, adaptive, and language skill.

- If screenings (i.e., hearing, speech, physical, social-emotional, cognitive, or developmental) are failed, children are referred to the public school systems for an evaluation.
- Screening results are shared with each family upon completion of the screening. The results are shared with the parents during the first parent-teacher conference. The information is explained and parents are encouraged to ask questions if they are unclear about any section of the screening. If a delay is suspected, further evaluation of the child may be necessary.
- Parents are encouraged to actively participate in the entire evaluation process. Once the evaluation is complete, and IEP is written for children who meet the eligibility criteria (see Disabilities Written Plan). Parents and teaching staff are valued members of the IEP team. Both parties have valuable information to share concerning the child's developmental needs. IEP's are reviewed and updated, at a minimal, annually.
- Note: A few children already have an IEP.
- Services are provided for children with disabilities, such as speech, physical therapy, and mental health services are also provided through public school systems and community partners.
- Center environments (indoor and outdoor) are adapted (if necessary) and are easily accessible, to meet each child's needs.
- Activities and materials provided meet each child's individual needs.
- Activities are developmentally and age-appropriate.
- At least one IEP goal/objective is addressed weekly.
- The staff members (teacher and teacher assistants) refer to the children's IEP goals/objectives in order to monitor progress. Progress must be noted at least once a month for IEP goals/objectives.
- Ongoing Assessment (refer to Assessment Section): Portfolios, observations, home visits, parent/teacher conference reports and progress reports will assure ongoing assessment and inclusion of all children.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN.

PERFORMANCE OBJECTIVE: DIVERSITY

PERSONS RESPONSIBLE: Education Staff

RATIONALE: Respecting individual children nurtures a positive sense of self in each child, and enhances the development of the skills need to communicate and interact with others. Encouraging an understanding of human diversity helps children to grow up confident of their identity and to be respectful to the identity of others.

RESOURCES: Educating Young Children, Head Start Performance Standards, Virginia Department of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition;

Diversity is supported by staff who provide an environment sensitive to gender, culture, language, ethnicity and family structure. Multi-cultural materials are provided in each classroom, including but not limited to puzzles, music, books, dolls, art supplies, and dress up clothes.

Teachers are encouraged to utilize the attached Family Experiences Classroom Checklist provided by the High Scope Curriculum to ensure compliance in the area of diversity. Education form E-455.

Teachers are responsible for ensuring that the classroom environment reflects the cultures representative of each family served in the classroom.

Teachers are encouraged to provide activities that promote cultural awareness. Cooking experiences should when possible be multicultural.

Parents are encouraged to visit and participate in the classroom. Parents are encouraged to share information about their culture, language, etc.

Families are encouraged to bring family pictures into the center to demonstrate differences in family compositions.

Teachers encourage and model respect and appreciation of others.

Family Experiences Classroom Checklist

How well does your classroom reflect children's home settings? To evaluate your setting, here is a checklist that is organized by several interest areas.

Art area

- Paint, crayons, and paper mirror skin colors of people in the community.
- Other art materials representing the art and crafts of the community are available (for example, weaving supplies, clay).

Block area

- Toy people are multiracial and without sex-role stereotyping.
- Animal figures simulate those found in you area (for example, house pets).
- Toy vehicles represent those found in community.

Book area

- Books written in children's home languages are included.
- Books depict a variety of racial, ethnic, and cultural groups, focusing on modern lifestyles and including natural-looking illustrations of people.
- References to color in books are nonstereotypic (avoid books that associate black with evil, white with purity and goodness).
- Books represent a variety of family situations, including single-parent families, two-parent families, biracial couples, step-parents, and children cared for by extended family members.
- Books portray women and men in realistic situations, with girls and boys playing active roles, and both women and men seen as independent problem-solvers.
- Books show children and adults with various disabilities. Disabled characters are portrayed as real people who happen to have handicaps rather than as objects of pity.

House area

- There are multiracial girl and boy dolls with appropriate skin colors, hair textures and styles, and facial features.
- Contents and arrangement of house area reflect homes found in community (for example, patio area in the southwest.)
- Kitchen utensils, empty food containers reflect what children see their family members using.
- Dress-up clothing is reflective of the community, including occupations of the children's parents.
- Whenever possible, child sized wheelchairs, crutches, glasses with lenses removed, and so forth, are available.

Music and movement area

- Music tapes and instruments are reflective of children's cultures.
- A variety of instruments are available for children's use.
- Movement games that are characteristic of the culture are played.

Toy area

- Puzzles reflect the community atmosphere (for example, rural or urban).
- Puzzles represent occupations of parents and others in the community.
- Toy figures, puzzles, and so forth, depict multiracial people and avoid sex-role stereotyping.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN.

PERFORMANCE OBJECTIVE: DAILY PROGRAM (CENTER BASED)

PERSONS RESPONSIBLE: Education Staff

RATIONALE: A child's development is supported by a balanced program of learning experiences. During early childhood, children's learning and development is enhanced by opportunities to take initiative, make meaningful choices, and to learn the consequences of decision making. Adults support learning with a curriculum based upon sound principles of child development, and which responds to each child's needs and interests.

RESOURCES: Educating Young Children, Head Start Performance Standards, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities;

Teachers are responsible for developing a daily routine that is conducive to the children being served and aligned with the High Scope curriculum. Consideration should be given to the arrival and departure time, snacks and lunch time, time to participate in group activities and work independently, and finally time to rest.

Teachers are responsible for planning daily activities that vary in ability and interest.

Teachers are responsible for planning and documenting planned daily activities on the Daily Lesson Plans form.

Guidance for completing a Lesson Plan:

- Entire classroom staff should complete lesson plans as a team
- Use accurate information about each child (anecdotes and interest)
- The team makes decisions by interpreting observation and planning what to do next
- Growing Readers should be implemented at least twice each week
- Houghton-Mifflin supplement should be utilized on a daily basis

Refer to following attached examples:

- Daily Routine (Part day)
- Daily Routine (Full day)
- Daily Routine Early Head Start (Full day)
- Daily Lesson Plans (Head Start)
- Daily Lesson Plans (Early Head Start)

Daily Routine (Part day)

9:00 A.M.	Arrival
9:00 – 9:35 A.M.	A. M. Snack: Family style, wash hands before and after.
9:35 – 9:50 A.M.	Circle Time: Read a story, play a game, sing songs, dance etc...
9:50 – 10:00 A.M.	Planning Time: Children plan what they are going to do during work time.
10:00 – 10:45 A.M.	Work Time: Children actively explore learning center areas following their plans.
10:45 – 10:55 A.M.	Clean-Up: Together children put material away and prepare for recall.
10:55 – 11:05 A.M.	Recall: Children remember their work time experiences.
11:05 – 11:45 A.M.	Lunch: Family style, wash hands before and after.
11:45 – 12:00 P.M.	Teeth Brushing/Quite Activity
12:00 – 12:20 P.M.	Small Group: Children work on an activity such as science, manipulatives, literacy etc...
12:20 – 1:30 P.M.	Outside Time: Lots of gross motor activities
1:30 – 2:30 P.M.	Rest Time: Children rest, Quiet activity for non sleeping children.
2:30 – 3:00 P.M.	P.M. Snack: Family style, wash hands before and after.
3:00 P.M.	Departure

Daily Routine (Full day)

7:30 – 8:30 A.M.	Arrival & Quiet Activities
8:30 – 9:00 A.M.	Breakfast: Family style, wash hands before and after.
9:00 – 9:15 A.M.	Circle Time: Read a story, play a game, sing songs, dance etc...
9:15 – 9:30 A.M.	Planning Time: Children plan what they are going to do during work time.
9:30 – 10:30 A.M.	Work Time: Children actively explore learning center areas following their plans.
10:30 – 10:40 A.M.	Clean-Up: Together children put material away and prepare for recall.
10:40 – 10:50 A.M.	Recall: Children remember their work time experiences.
10:50 – 11:50 P.M.	Outside Time: Lots of gross motor activities
11:50 – 12:30 A.M.	Lunch: Family style, wash hands before and after.
12:30 – 12:50 P.M.	Teeth Brushing/Quite Activity
12:50 – 1:10 P.M.	Small Group: Children work on an activity such as science, manipulatives, literacy etc...
1:10 – 2:10 P.M.	Outside Time: Lots of gross motor activities
2:10 – 3:10 P.M.	Rest Time: Children rest, Quiet activity for non sleeping children.
2:30 – 3:00 P.M.	P.M. Snack: Family style, wash hands before and after.
3:00 – 3:20 P.M.	Story Time
3:20 – 3:40 P.M.	Small Group: Children work on an activity such as science, manipulatives, literacy etc...
3:40 – 5:30 P.M.	Departure/Quiet Activities/Outside

Early Head Start Daily Routine (Full day)

7:30 – 8:30 A.M.	Arrival & Quiet Activities
8:30 – 9:00 A.M.	Breakfast: Family style, wash hands before and after.
9:00 – 9:30 A.M.	Diaper changes and Choice Time
9:30 – 10:00 A.M.	Choice Time: Children actively explore learning center areas.
10:00 – 10:45 A.M.	Outside Time: Lots of gross motor activities
10:45 – 11:00 A.M.	Small Group: Children work on an activity such as science, manipulatives, literacy etc...
11:00 – 11:50 A.M.	Diaper changes and Choice Time
11:50 – 12:30 A.M.	Lunch: Family style, wash hands before and after.
12:30 – 2:30 A.M.	Rest Time: Children rest, Quiet activity for early risers.
2:30 – 3:00 P.M.	Outside Time: Lots of gross motor activities
3:00 – 3:20 P.M.	P.M. Snack: Family style, wash hands before and after.
3:20 – 3:40 P.M.	Song Time
3:40 – 5:30 P.M.	Departure/Quiet Activities/Outside

Daily Lesson Plans

Head Start

Date: 09/01/2011

Center: Esserville

	Key Developmental Indicators(s)	Activities	Individualization <small>To maintain confidentiality each child is assigned a number.</small>
Circle Time	Language and Literacy	Welcome to school! Audio CD Discussion: Oral Language Card 1 Read Big Book: Lots of Feelings Letter Time: Introducing the ABCs Rhyme: One, Two, Buckle My Shoe	# 15 Singing Alphabet Song # 20-Discuss feelings
Planning & Recall	Group 1: Language and Literacy Group 2: Language and Literacy	Group 1: Point to or say a letter in child's name. Use alphabet chart on wall. Group 2: Sort letters and say them. Use letter magnets.	# 35-Letters in name # 10-Letter A
Work Time	Social Relations	Dramatic Play: School Time!	# 25-Discuss feelings about school # 30 Discuss feelings about school # 60- Discuss feelings about school
Small Group	Group 1: Language and Literacy Group 2: Classification	Group 1: Introducing the Alphabet Group 2: Circles and Ovals	# 35-Singing Alphabet Song # 65-Singing Alphabet Song # 55-Sorting # 45-Name circle
Gross Motor / Outside	Movement and Music & Classification	Walk around a circle and sing "Ring Around the Rosie" Find circles. Hop or Jump over circles.	# 40-Name circles # 50-Hopping
Home School Connection	Week 1 Newsletter Activity Pack repeat activity 5	Ask families to look for letters in different places in their neighborhood. Sing the alphabet song.	Ask families to look for circle in their home. Draw circles.

Daily Lesson Plans

Early Head Start

Date: 09/01/2008

Center: EHS Appalachia

	Key Developmental Indicators(s)	Activities
Songs & Story Time	Communication and Language	Book: <u>All About Me</u> Songs: Twinkle-Twinkle-Little Star A fly is on your nose Baa-Baa Black Sheep
Art	Creative Representation	Give child a large crayon and a large piece of paper. Let him/her scribble on the paper. Cut the paper into different shapes and hang it on the wall.
Music & Movement	Movement Music	Using musical instruments sing "If you're happy and you know it" and march to the beat of music.
Gross Motor / Outside	Movement with objects Movement with whole body	-Will use Squirrel & Puppy Ride On s To Strengthen Children s legs -Stepping up the steps to slide down the slide -Using push toy
Other Activities	Exploration and Early Logic	Encourage children to notice textures while touching things Encourage children to be observant and notice object characteristics -such as colors and shapes.
Home School Connection	Activity Packet: Repeat activity # 3	Open and Close-Set out Objects such as boxes, plastic containers-purses-and books or magazines-Close some of the objects and leave the others open. Ask your child to tell you which objects are open and which are closed.

INFANT/TODDLER INDIVIDUALIZATION PLAN (To maintain confidentiality each child is assigned a number.)

1 Self Help Skills Encourage child to drinking from a small cup and wipe mouth etc...	2 Listening Skills Let child listen to tapes-records or music.	3 Listening Skills Read <u>All About Me</u> to child.	4 Name body parts-eyes ,nose mouth, hair-feet hand-fingers-toes-etc.
5 Using the potty-clapping hands when child uses potty-Child looks at potty book while using potty.	6 Name every day objects such as: chair-book, table etc...	7 Teaching child how to use to use a book. How to turn pages-point to words-front and back of book etc...	8 Putting together and taking apart a 4 piece puzzle.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN.

PERFORMANCE OBJECTIVE: TOILET TRAINING

PERSONS RESPONSIBLE: Teachers, Assistants, Disabilities Coordinator

RATIONALE: When developmentally appropriate, toilet training provides opportunities for children to learn self-control, autonomy, and responsibility. Milestones for children in toilet training include: (1) muscle control; (2) emotional readiness and a willingness to cooperate; and (3) the ability to communicate toileting needs.

RESOURCES: Head Start Performance Standards, Virginia Dept. of Social Service Licensing Standards, Lead Education Agencies, Mental Health Providers, Health Advisory Board, Potty Training Resource List

TIMELINE: June - May

OPERATIONAL PROCEDURE:

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.

To help children use toilet facilities independently staff work in collaboration with the parents to understand the biological, physical and emotional stages of toilet training.

Teachers are responsible for providing the family with resources to support the toilet training effort at home and in the classroom.

Parent conferences and home visits allow time for developing a joint plan for toilet training when both parties agree that it is developmentally appropriate for the child.

Refer to Potty Training Resource List

POTTY TRAINING RESOURCES

(Are available in the center or resource room at the Administrative Offices)

Videos

Once Upon a Potty Time – VHS

Pull Ups: Potty Training Success – DVD

Bear in the Big Blue House: Potty Time – VHS

Web Sites

www.pottytrainingconcepts.com

www.pull-ups.com

www.kinderinfo.com

www.mypottytrainig.com

www.pottysong.com

www.learn2potty.com

www.diaperfreebaby.com

www.itspottytime.com

Free Materials

www.pottytrainingconcepts.com

www.pull-ups.com

www.learn2potty.com

Free E-Courses & Newsletters

www.kinderinfo.com

www.mypottytraining.com

Naturalistic Approach

www.diaperfreebaby.com

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: PARENT INVOLVEMENT

PERSONS RESPONSIBLE: Education Staff, Family Advocates, Family & Community Partnerships Director

RATIONALE: Parents are integral partners in the process of planning and implementing curriculum, as they can share knowledge about their children, and are crucial in reviewing the effectiveness of the curriculum. Parent participation is valuable in assisting parents to increase their knowledge about child development and education, thereby enhancing their ability to serve as their children's primary teacher and to help staff make the curriculum meaningful for children.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Parents must be:

Invited to become integrally involved in the development of the program's curriculum and approach to child development and education;

Parents are encouraged to attend monthly parent meeting at each center. Teachers use this opportunity to discuss ways to implement the curriculum. This includes field trip suggestions and classroom activities. This is also an opportunity for parents to inform the teacher of the individual interest of each child.

Parents participate in the yearly self-assessment process.

Parents are invited to attend the Education Advisory Committee meetings. The Education Advisory Committee reviews the curriculum on a regular basis and determines if the curriculum is meeting the needs of the program.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: PARENT INVOLVEMENT

PERSONS RESPONSIBLE: Education Staff

RATIONALE: Parents increase their observational skills through participation with their children in group settings and in the home, and through training with staff to become more effective in using child observations to plan the curriculum.

RESOURCES: Educating Young Children, Head Start Performance Standards, Child Observation Record, Tender Care & Early Learning (High Scope for infants and toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Provided opportunities to increase their child observation skills and to share assessments with staff that will help plan the learning experiences; and

Parents are a critical part of their child's assessment team. In order to get a global view of a child's development, the staff member asks developmental questions of the parents.

Parents are involved in the completion of the Ages and Stages Questionnaire. Parents are invited to complete this questionnaire or collaborate with the teaching staff in order to complete it.

Teachers are responsible for utilizing the parent meetings as an opportunity to teach appropriate observation skills and child development concepts.

Parents are encouraged to share observations with their child's center teacher/teacher assistant. Input about their child preferences, abilities, learning styles, strengths/weakness and more are noted daily and utilized to individualize services for their child.

Parents are provided the opportunity to contribute anecdotal records for their child. These anecdotes are compiled with anecdotes taken by the teaching staff and used to track the child's growth and development.

During parent/teacher conferences and home visits, families and staff discuss the curriculum, parental observations (i.e., child strengths and needs) and parental suggestions.

Staff and parents have an opportunity to discuss the child's strengths and needs at this time. For more detailed information please review the Parent Conferences and Home-Visit section of the education plan.

Parents are encouraged to work in the center and observe how their child is interacting with the staff and their level of participation in activities.

Teachers will communicate regularly with parents with reference to their child's daily class routines. Avenues for communicating with parents are listed below:

- Daily contact with parent on site.
- Phone contact
- The Good News Gazettes are routed to the parents in an effort to communicate information about daily activities (i.e., weekly theme, what the children have/will learn activities, etc.)
- Home visits
- Parent Conference
- Notes & Letters,
- Monthly Calendars (upcoming classroom activities)

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: PARENT CONFERENCES & HOME VISITS

PERSONS RESPONSIBLE: Education Staff

RATIONALE: Staff-parent conferences and home visits enhance adult's knowledge and understanding of the developmental progress of children in the program.

RESOURCES: Educating Young Children, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards,

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Encouraged to participate in staff-parent conferences and home visits to discuss their child's development and education.

Staff understands the importance of building a relationship based on trust and mutual respect. This relationship is the foundation for parent involvement, encouraging parents to attend parent conferences and allowing staff to visit their home for a home visit.

Teachers are required to visit the home of each enrolled child at least two times during the school year. The first home visit should take place before the child enters the program. This allows time for the teacher to meet the family and the child in their most comfortable setting. The teacher introduces the child to Head Start by reviewing with them the parent handbook. This allows the teacher an opportunity to cover important topics that are relevant to the child's Head Start experience.

Timely Completion of Home Visit Within Program Year

It is essential to ensure a smooth transition into our program and timely and efficient transitions within our program. The following procedure ensures the above:

1. When a child is accepted into the program after the school year has begun, or transitions from one program option to another during the school year, the current teacher is required to do a home visit and complete the appropriate paperwork.
2. The teacher is required to contact the family of the new child within 24 hours of receiving the child's file to schedule the home visit and inform the family of the child's first date of attendance.
3. The Initial Home Visit must be completed within 3 program days of receiving the file.
4. If the child is already enrolled in the program and is changing program options, the child can begin immediately upon the center staff receiving the file. However, the home visit must be completed by the classroom teacher or home visitor within one week.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff & Families

RATIONALE: An environment that is responsive to each child, and that is predictable and consistent, strengthens a child's confidence in approaching new challenges, and enhances the development of trust.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards,

TIMELINE: June - May

OPERATIONAL PROCEDURE:

**Grantee and delegate agencies must support social and emotional development by:
Encouraging development which enhances each child's strengths by:
Building trust;**

Staff fosters trust by respecting children's diversity, culture, and family composition. Materials and activities are provided to create a sense of belonging for children and their families. When staff members have bilingual children in their center they make an effort to communicate with them in their primary language while supporting the continued development of English. In some instances, a bilingual assistant may be need in order to better serve the child.

Staff members listen to the children and respond to verbal and nonverbal cues. Whenever possible, staff model, facilitate and encourage self-expression through art, writing, story telling, music, etc. Social-emotional activities are incorporated into the daily lesson plan. Children are encouraged to express their feelings to staff, peers, and family members.

The program encourages families to keep their children in the same center or homebase program throughout the year to provide consistency for the child and to foster trust. Building trust is important and helps foster learning and independence. Children have a greater capacity for learning in an environment where they feel secure.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children develop independence gradually, through self-initiated behavior supported by adults. Children's independence is linked to their developing trust and confidence in themselves and others.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards,

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Fostering independence;

Staff fosters independence, by encouraging self-help skills such as brushing teeth, washing hands, and toileting. Staff helps families and children, achieve independent toileting skills when it is developmentally appropriate for the child.

Learning centers and daily activities, including meals, clean-up time, etc. provide opportunities for children to problem-solve through experimentation, play, inquiry, and exploration. Staff members model and facilitate these developmental skills in an effort to foster independent learning.

Materials and activities provided are developmentally appropriate. Children will actively explore when opportunities for success are presented. In the same sense, items presented must provide an opportunity for the child to construct his/her own learning.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Self Control is one element of social and emotional development that enables children to form friendships, to communicate effectively, to use others as resources for problem solving, and to gain social competence.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Encouraging self-control by setting clear, consistent limits, and having realistic expectations;

Daily schedules are posted at each site to encourage consistency and predictability. Schedules provide general activities and a flexible time frame in which activities will be completed. Each schedule provides an opportunity for children to engage in a variety of age-appropriate activities.

Simple and clear procedures are taught and reinforced at each site. Staff is encouraged to involve the children in the process of creating the center procedures. Staff models appropriate problem-solving behaviors and support positive social behaviors.

When needed staff redirect inappropriate behaviors. Punitive techniques and corporal punishment is prohibited.

Staff and families work together to build bridges between home and school.

Classroom Management Procedure:

It is understood that each child served is unique and has different learning styles. The same principle is used when discussing behavior modification techniques.

The ABC record is utilized by staff to document an inappropriate behavior and the antecedents and consequences related to the behavior.

The following is a overview of different behavior modification programs and techniques that are appropriate.

Implement AI's Pals curriculum,

1-2-3 Magic,

A simple discipline program based on three important steps.

1. Controlling undesirable behavior
2. Encouraging good behavior
3. Maintaining healthy relationships

High Scope's Steps to Resolving Conflict,

1. Approach calmly, stopping any hurtful action
 - Place yourself between the children on their level.
 - Use a calm voice and gentle touch
 - Remain Neutral rather than take sides
2. Acknowledge children's feelings
 - "You look really upset"
 - Let children know you need to hold any object in question.
3. Gather information
 - "What's the problem?"
4. Restate the problem.
 - "So the problem is ..."
5. Ask for ideas for solutions and choose one together.
 - "What can we do to solve this problem?"
 - Encourage children to think of a solution
6. Be prepared to give follow-up support
 - "You solved the problem!"
 - Stay near the Children.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children who are encouraged to respect the feelings and rights of others engage in positive relationships that build social competence.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Encouraging respect for the feelings and rights of others; and

Respect for the feelings and rights of others are encouraged by providing materials (i.e., books, puppets, etc.) and activities (music, art, etc.) that foster positive social behaviors

Staff members promote social behaviors, such as cooperation; turn taking, and self-awareness, through modeling and role playing.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Incorporating the home language and culture throughout the curriculum supports the development of social competence and demonstrates respect for the values and beliefs of the family. Understanding and respecting the culture, social background, religious beliefs, composition, and childrearing practices of each family supports social and emotional development.

RESOURCES: Tender Care & Early Learning (High Scope for Infants & Toddlers), Infant-Toddler Programs (High Scope for Infants & Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

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

Supporting and respecting the home language, culture, and the family composition of each child in ways that support the child's health and wellbeing by showing respect, listening, responding, avoid stereotyping of sex roles, racial and ethnic cultures. Staff provide a variety of lessons depicting different environments, dolls, books, and activities that reflect the composition of our families and others in the community.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Predictable, daily schedules incorporate routines that support emotional stability in children; and transition activities throughout the day can be used as learning opportunities to facilitate various changes.

RESOURCES: Educating Young Children, Virginia Dept. of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards

TIMELINE: June - May

OPERATIONAL PROCEDURE:

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

Daily schedules are followed in order to foster routine and predictability for the children. Teachers use transitioning strategies in order to make the children comfortable with the change.

Staff plan for transitions with individual children in mind.

The Daily schedule is comprised of child friendly pictures and is posted at a child's eye level.

Refer to DAILY PROGRAM (CENTER BASED) for more information.

Sample Transition Strategies for Use in the Classroom:

- Keep to a minimum the number of transitions between activities, places and caregivers
- Start new activities right away (children become distracted when waiting)
- When waiting time cannot be avoided plan ways to keep children actively involved
- Plan enjoyable ways for groups of children to move from one place to another
- Alert children of upcoming changes
- Offer appropriate choices to individual children before transition
- Decide where to position adults during transition times
- Adults plan for clean up time (longest transition during the day)

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: COGNITIVE AND LANGUAGE DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Through meaningful interaction with adults, other children, and a rich environment, children gain knowledge and understanding of the world. Strategies that support the development of cognitive and language skills allow exploration in both indoor and outdoor environments.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards,

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by:

Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration;

Staff supports each child's learning, using various strategies, including experimentation, inquiry, observation, play and exploration. A variety of experiences, projects, materials, problem solving tasks, and ideas to extend children's learning are provided. The children are given the opportunity to construct their own learning.

Staff promotes expanded thinking and learning through modeling, cuing and encouragement. Age appropriate activities and materials that respect each child's individual rate of learning are utilized to facilitate and reinforce children's learning.

Our program also promotes cognitive development by posing problems, asking open-ended questions, and making comments and suggestions to stimulate independent thinking skills and extend children's learning. The classroom environment, activities, and materials provided at each site encourage and facilitate knowledge of emerging skills in real life experiences.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: COGNITIVE AND LANGUAGE DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children communicate ideas and feeling through gestures, words, pictures, body movements, and sounds. Creative expression in all of these areas helps children to experience success, to develop competence, and to acquire self-confidence.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue;

Our program ensures opportunities for self-expression through a variety of activities including, art, music and dialogue by encouraging children to freely move from center to center or area to area.

Staff members hang children's pictures and urge them to share their artwork with the class .

Each site provides opportunities for dance, song, and language on a daily basis.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: COGNITIVE AND LANGUAGE DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children develop language skills by communicating with others; and they use verbal and nonverbal communication to share feelings and to express ideas.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Promoting interaction and language use among children and between children and adults; and

Children have plenty of opportunities to use dialogue with peers and ask questions.

By respecting children's developing skills in English and in their own language, staff members support the child's primary language. Staff uses a variety of strategies to provide opportunities for children to expand their language skills through a variety of activities.

Staff model and facilitate appropriate language use through meaningful conversation by expanding, rather than correcting children's speech.

Strategies to promote Language:

- Talking with children about personally meaningful experiences
- Establish a climate in which children feel free to talk
- Be available for conversation throughout the day
- Place yourself at children's physical level
- Listen carefully to what the children are saying
- Give children control of conversations
- Accept children's hesitations and nonverbal utterances
- Learn and remember each child's particular interest

- Encourage children to talk with each other
- Provide opportunities for cooperative projects and play
- Make time to talk with children
- Look for comfortable opportunities for dialogue
- Describe objects, events and relations
- Provide children with interesting materials and experiences
- Encourage children to talk about their plans
- Tell stories, recite poems and rhymes
- Make up stories, poems and rhymes

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: COGNITIVE AND LANGUAGE DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children need a foundation for reading and mathematics. The development of this foundation results from the interaction of children's early experiences, relationships with adults and other children, and maturation. The development of skills related to literacy and numeracy is an ongoing part of a child's cognitive development.

RESOURCES: Educating Young Children, Virginia Dept of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.

The educational staff integrates numeracy and literacy into their lesson plans. Activities and material are provided to encourage children to be independent thinkers. A print rich environment is facilitated in order to foster early literacy skills.

Work areas support literacy and numeracy by providing file folder games, manipulatives, books, and opportunities for asking questions, child initiated lesson plans, supporting children's awareness of numbers and letters, storytelling, finger-plays, songs, and blocks.

Opportunities for children to reflect upon their experiences and see their words being written by adults are provided to encourage literacy.

Labels and pictures are placed on shelves and walls in each center.

Growing Readers activities geared towards promoting literacy in the classroom. These activities should be planned at least two times each week.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: PHYSICAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: A child's gross motor development is important to overall health. As such, that development is important to the achievement of cognitive skills, the promotion of agility and strength, neural processing, kinesthetic confidence, general body competence, and overall autonomy. Gross motor development is gained through regular play and movement, both indoors and outdoors.

RESOURCES: Educating Young Children, Virginia Dept. of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers), Head Start Performance Standards

TIMELINE: June - May

OPERATIONAL PROCEDURE:

In center-based settings, grantee and delegate agencies must promote each child's physical development by:

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;

The program promotes each child's physical development by:

- Allowing for at least one hour of outdoor time each day.
- Planned indoor gross motor activities throughout the day
- Providing wheel toys, climbers, blocks, jump rope, balls, dance, exercise opportunities to run, jump, climb, march, crawl, hop, skip, etc. in an effort to facilitate gross motor development.
- Adopting the "I am Moving, I am Learning" curriculum in each center.

Strategies for promoting active play and movement:

- Play position games with children
- Look for opportunities to swing, bend, rock and twist with children
- Play games that focus on one movement at a time
- Encourage children to move in a variety of ways
- Provide time and space to move with objects
- Provide a wide variety of easy to manipulate materials

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: PHYSICAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Fine motor development is important to a child's arm and hand strength, manual dexterity, eye-hand coordination, the manipulation and exploration of objects, and the development of other skills necessary for learning.

RESOURCES: Head Start Performance Standards, High Scope Curriculum (Educating Young Children), Ages & Stages Questionnaire, Child Observation Record

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level; and

Teachers are responsible for planning experiences for developing fine motor skills using play dough, cutting, writing, drawing, buttoning, lacing, zipping, using tongs, working puzzles, tearing paper, etc.

Strategies for promoting fine motor skills:

- Providing manipulatives (puzzles, small blocks, etc.)
- Encouraging use of writing materials
- Play-dough
- Encouraging self-feeding
- Lacing Beads and Cards
- Sign Language
- Fingerplays

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: CLASSROOM ENVIRONMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: A responsive, inclusive environment supports the needs of all children, and it provides ways for each child to participate in all program activities.

RESOURCES: Head Start Performance Standards, High Scope Curriculum, Virginia Department of Social Services Licensing Standards, Mental Health Provider, Individuals with Disabilities Education Act, Lead Education Agencies

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Providing an appropriate environment and adult guidance for the participation of children with special needs.

Adapting materials and equipment so that all children can take part in activities providing spaces that make play equipment and materials accessible to all children.

Making accommodations and using strategies to integrate children in all regular classroom activities utilizing the IEP or IFSP.

Staff will be sensitive to parental concerns and expectations.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN

PERFORMANCE OBJECTIVE: PHYSICAL DEVELOPMENT (HOMEBASE PROGRAM)

PERSONS RESPONSIBLE: Education staff

RATIONALE: Parents need to understand the importance of physical development in a child's overall development so they will provide opportunities for active play.

RESOURCES: Head Start Performance Standards, High Scope Curriculum, NAEYC's Developmentally Appropriate Practice in Early Childhood Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

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.

Home Visitors utilize the "I am Moving, I am Learning" initiative during Home Visits and at socializations. Parents are encouraged to participate and continue to provide opportunities for active play throughout the week. Home Visitors encourage parents to ensure that the outdoor play equipment at their home is safe and appropriate.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR INFANTS AND TODDLERS

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: To support the development of infants and toddlers, the curriculum focuses on relationships, respect, and responsiveness of the child development services. Social and emotional development of infants and toddlers is based upon their relationship with their caregivers. For healthy social and emotional development, infants and toddlers need the attention of consistent care giving. Staff who understand the child's family culture and speak the home language reinforce an infant's or toddler's emotional security and trust. A safe and secure environment nurtures positive relationships with peers and adults.

RESOURCES: Head Start Performance Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Grantee and delegate agencies' program of services for infants and toddlers must encourage.

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 and, whenever possible, speak the child's language.

Each staff member is required to have an Infant/Toddler CDA or its equivalent within one year of hire as an Early Head Start Teacher. Every effort is made to staff centers with teachers that have chosen Early Head Start as a profession with the intention of long term involvement.

Teachers are trained and reminded of their primary role of caregiver and the importance of stability and relationships in relation to the development of infants and toddlers. Teachers are aware of the importance of practicing developmentally appropriate practices, especially when making decisions regarding their classroom.

Education Child Development Program Services Written Plan

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR INFANTS AND TODDLERS

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children's feelings of security and attachment influence all aspects of development, including the curiosity and confidence necessary to explore the environment.

RESOURCES: Head Start Performance Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Trust and emotional security so that each child can explore the environment according to his or her developmental level; and

Early Head Start teachers provide an environment of encouragement. The teachers make every effort to be predictable and to make children comfortable. The classroom is supplied with developmentally appropriate items that allow children to be successful and avoid frustration.

Every effort is made to ensure that children's needs are met in a timely manner also fostering trust and security.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR INFANTS AND TODDLERS

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: Adults enhance all areas of development by supporting infants and toddlers with a broad array of experiences that are interesting to the child and promote sensory and motor exploration.

RESOURCES: Head Start Performance Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.

Teachers provide daily activities that encourage sensory and motor experiences. Materials in the classroom are provided to promote sensory activities including, but not limited to books, puzzles, blocks, and balls. Teachers encourage children to manipulate and explore the provided materials based on their individual level of development.

Motor experiences are also provided daily. This includes gross and fine motor activities. These activities are designed for children based on their level of development using the materials in the classroom as well as on the playground.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR INFANTS AND TODDLERS

PERFORMANCE OBJECTIVE: SOCIAL AND EMOTIONAL DEVELOPMENT

PERSONS RESPONSIBLE: Education staff

RATIONALE: The social and emotional growth of infants and toddlers develops through their relationships with caregivers. A safe and secure environment nurtures positive relationships with peers and adults.

RESOURCES: Head Start Performance Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that:

Encourages the development of self-awareness, autonomy, and self-expression; and

Teachers encourage children to learn and be able to recognize different feeling and emotions. Prior to language development that is sufficient to verbalize feeling and emotions teachers encourage the use of the “Baby Signs” program. This program is centered on the principle that children can recognize feelings and needs before they develop the language to relay their needs. Sign language is used to demonstrate feelings and basic needs. This aids in avoiding behavior issues that are contingent upon a child not being able to verbalize his/her feelings.

The EHS classrooms are supplied with books and puzzles that promote self-awareness. These books have pictures of real toddlers taking part in everyday activities. Mirrors are also provided in the classroom to support self-awareness. Finally, teachers are encouraged to display pictures of the children throughout the classroom environment also encouraging self-awareness.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR INFANTS AND TODDLERS

PERFORMANCE OBJECTIVE: COMMUNICATION

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children acquire and develop communication skills through observation and practice. They learn verbal and nonverbal means of communicating needs, thoughts, and feelings by imitating the behaviors of others.

RESOURCES: Head Start Performance Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself or herself freely.

Communication is fostered in every aspect of the EHS daily routine. Children are encouraged to talk and interact with each other for the majority of the day. The “Baby Signs” program also encourages communication with infants prior to the development of language needed to communicate. Teachers facilitate the communication and interaction between the children allowing them to interact appropriately. Teachers support the interaction and encourage growth and development.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR INFANTS AND TODDLERS

PERFORMANCE OBJECTIVE: PHYSICAL DEVELOPMENT (GROSS MOTOR)

PERSONS RESPONSIBLE: Education staff

RATIONALE: A comprehensive program for infants and toddlers encourages play and active exploration to support the development of gross motor skills which enhance self-confidence, independence, and autonomy.

RESOURCES: Head Start Performance Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Grantee and delegate agencies must promote the physical development of infants and toddlers by:

Supporting the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing; and

The classroom environment is organized to allow room for various gross motor activities or accommodations are made to insure that gross motor activities are encouraged throughout the day. The classroom is supplied with various gross motor toys such as, push toys, trikes, slides, and wagons etc.

Appropriate accommodations are made to ensure that children learning to crawl, cruise and walk can do so safely. The surfacing is soft ensuring safety. Soft mats and climbers are accessible for the infants to explore.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR INFANTS AND TODDLERS

PERFORMANCE OBJECTIVE: PHYSICAL DEVELOPMENT (FINE MOTOR)

PERSONS RESPONSIBLE: Education staff

RATIONALE: Infants and toddlers develop fine motor skills through sensory exploration and opportunities to practice the coordination of specialized motions.

RESOURCES: Head Start Performance Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Creating opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet.

Opportunities to promote gross motor skills are part of the daily routine. For example toddlers are encouraged to self-feed promoting hand eye coordination.

Teachers also plan activities daily to provide opportunities for fine motor development. Teachers use a variety of materials to promote development of fine motor skills according to the age and developmental level of the child. For young infants toys such as rattles, hand mirrors, teething, etc are provided to promote specialized motions. For toddlers teachers encourage play with the materials provided in the classroom, such as, puzzles, books, blocks, etc. in addition to planned activities that are appropriate for example play dough as a small group activity.

Highchairs

To promote fine motor development during meals with infants and toddlers highchairs may be used if deemed appropriate for the individual child. Generally guidelines for appropriate use of highchairs (but not limited to):

- Children who are bottled feed will not use highchairs.
- Adults will sit next to the highchair during feedings.
- Children will only use highchairs for meals.
- If a child can self-feed, walk and sit they will use the traditional table and chair.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RATIONALE: A philosophy shared by the program and the parents, and a planned, organized, consistently implemented curriculum support child development and education, meet the goals for children's development and learning, provide experiences to meet such goals, identify the roles of staff members and parents, and identify appropriate materials and equipment. The curriculum is based upon sound principles of child growth and development, and is responsive to each child based upon what staff and parents know about individual children.

RESOURCES: Educating Young Children, Head Start Performance Standards, Virginia Department of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Child development and education approach for preschoolers.

Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that:

Supports each child's individual pattern of development and learning;

Teachers are aware that children grow and develop at individual rates and have different learning styles. This is taken into consideration when planning daily activities. Parents are encouraged to contribute and suggest activities based upon their child and his/her interest.

Individualization is a key component of our curriculum. The COR assessment tool is used to analyze each child's developmental strengths allowing the teaching staff to plan appropriate activities building upon those strengths as determined collaboratively by teachers and parents.

The daily routine provides time for children to play alone and in small groups. It also provides time for child initiated activities as well as teacher directed activities, ensuring that each child has time daily to pursue his/her own interest.

Lesson plans are created by the teaching staff with ideas for individualization in mind. Staff ensure that they individualize with each child fostering growth and development.

Refer to CURRICULUM under CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN for more in depth information.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children expand their knowledge and skills through a variety of experiences and interactions with other children and adults. Intellectual development is reinforced and extended through opportunities to engage in meaningful work that stimulates questioning, forming ideas, and represent what is being learned.

RESOURCES: Educating Young Children, Head Start Performance Standards, Virginia Department of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

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 Plan-Do-Review part of each day fosters cognitive growth. In making daily plans, following through on them and then recalling what they have done teaching children to articulate their intentions and reflect on their actions. They begin to realize they are competent thinkers, decision makers, and problem solvers.

Teachers incorporate daily activities that are developmentally appropriate for children to learn concepts and skills including numeracy, literacy, science, social studies, art, music and movement. Materials are provided to support each of these areas.

The High Scope curriculum provides key developmental indicators that support each area of development and align with the Head Start Child Outcomes.

Growing Readers is a resource used to provide appropriate literacy activities for children based upon their developmental level.

Houghton-Mifflin Pre-K is a supplemental resource to support literacy, numeracy and social skills in the classroom. It is a scientifically researched based “hands on” program that aligns with key critical learning goals for preschool age children. It contains colorful images and rich literature. It is designed to be a comprehensive and integrated supplement to assist children in developing foundational skills needed to succeed as lifelong learners.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RATIONALE: Children develop habits and attitudes about physical health, mental health, and nutrition through a wide variety of experiences.

RESOURCES: Educating Young Children, Head Start Performance Standards, Virginia Department of Social Services Licensing Standards, Tender Care & Early Learning (High Scope for Infants and Toddlers)

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Integrates all educational aspects of the health, nutrition, and mental health services into program activities;

“I am Moving, I am Learning” is the primary resource utilized to promote health and nutrition in the classroom and at home. Parents are trained on the IMIL curriculum and encouraged to implement its principals at home. Kids Central provides appropriate nutritious meals and snack daily encouraging healthy eating.

The Houghton-Mifflin resource is available to promote mental health awareness in the classroom. Books and activities are utilized to encourage children to recognize and respond to their own feeling and emotions, fostering mental health wellness.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RATIONALE: Emotional security forms the base from which children increase their confidence, initiative, and ability to develop positive social relationships.

RESOURCES: Head Start Performance Standards, High Scope Curriculum, NAEYC's Developmentally Appropriate Practice in Early Childhood Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Ensures that the program environment helps children develop emotional security and facility in social relationships;

The teaching staff enhances emotional security for children in various ways including:

- Providing a stable and predictable classroom environment
- Recognize and encourage relationships among children
- Assist children in resolving their own conflicts
- Model appropriate communication skills
- Respect children's feeling and ideas

Strategies for facilitating a positive social and emotional environment:

- Sharing control
- Focusing on children's strengths
- Forming authentic relationships
- Supporting children's play
- Adopting a problem solving approach to social conflict

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RATIONALE: The curriculum supports the individuality of children, strengthens their self-confidence, assists them in recognizing themselves as individuals, and increases their skills in relating to others.

RESOURCES: Head Start Performance Standards, High Scope Curriculum, NAEYC's Developmentally Appropriate Practice in Early Childhood Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Enhances each child's understanding of self as an individual and as a member of a group;

Teaching staff encourages self-awareness in a variety of ways including:

- providing each child with a cubby for their personal belongings
- placing pictures of each child and their families in the classroom
- allowing children opportunities to express their feelings
- providing appropriate materials allowing children to recognize their feelings
- providing a daily routine and smooth transitions
- modeling respect
- encouraging parents to respectfully display their child's work

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RATIONALE: The implementation of the curriculum provides opportunities for each child to succeed, feel confident in his or her abilities, and develop positive attitudes toward learning.

RESOURCES: Head Start Performance Standards, High Scope Curriculum, NAEYC's Developmentally Appropriate Practice in Early Childhood Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and

The teaching staff encouraged children to do as much for themselves as possible including daily care activities. Staff are available for support and encouragement and are aware that children need to be independent as much as possible.

Teachers are encouraged to utilize the theory of Blooms Taxonomy in the classroom, encouraging children to develop complex thinking skills. Teachers provide open ended activities and allowing children to feel successful and increase their self-confidence.

Finally, teachers acknowledge children's achievements and progress.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RATIONALE: The curriculum utilized indoor and outdoor settings and a variety of equipment and materials to broaden children's learning and experiences. Individual and small group activities allow children to understand others and themselves in relationship to others.

RESOURCES: Head Start Performance Standards, High Scope Curriculum, NAEYC's Developmentally Appropriate Practice in Early Childhood Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Provides individual and small group experiences both indoors and outdoors.

The daily routine provides time for both small group and individual experiences daily. The classroom environment is arranged in learning centers allowing for both individual and small group play.

The outdoor play environment also provides opportunities for different kinds of play experiences.

Teachers are encouraged to utilize Houghton-Mifflin and Growing Readers for small and large group activities. In addition child initiated activities should take place in small and large groups.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: OBSERVATIONS AND ASSESSMENTS

PERSONS RESPONSIBLE: Education staff

RATIONALE: Flexible and dynamic programs support children's development and changing knowledge and skills, as well as their individual strengths and needs.

RESOURCES: Head Start Performance Standards, High Scope Curriculum, NAEYC's Developmentally Appropriate Practice in Early Childhood Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

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.

Staff continually observe and document children's behaviors and progress. These observations become part of High Scope's COR assessment program. This information is used to assist the teacher in developing appropriate activities that support a range of development. Parents are including in the assessment process during parent conferences and home visits. They are also invited to contribute to their child's COR records.

Materials, activities and the environment set up is determined based upon the continual observation and needs of the children being served.

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR PRESCHOOLERS

PERFORMANCE OBJECTIVE: CURRICULUM

PERSONS RESPONSIBLE: Education staff

RESOURCES: Head Start Performance Standards, High Scope Curriculum, NAEYC's Developmentally Appropriate Practice in Early Childhood Programs, Home Visitors Guide to Homebase Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Provide one home visit per week per family (a minimum of 32 home visits per year) lasting for a minimum of 1 and ½ hours each.

Provide, at a minimum, two group socialization activities per month for each child (a minimum of 16 each year.

Make up planned home visits or scheduled group socialization activities that were canceled by the grantee or by program staff when this is necessary to meet the minimum stated above. Medical or social services appointments may not replace home visits or scheduled group socialization activities

Part year home visitors are required to visit each family at least 32 times during the school year.

Full year Early Head Start home visitors are required to visit each family at least 46 times during the program year.

Socializations are to be held at the socialization center at least once each month. The additional socialization can be a field trip experience and must be approved by an Education Supervisor.

Home Visitors meet weekly with support/administration staff to debrief the prior week. The team works concurrently to assure that home visits are being rescheduled if cancelled and to ensure that each enrolled family receives the appropriate services.

Home Base Socialization Procedure

All Head Start and Early Head Start Home Base Teachers

Policy:

It shall be the policy of the Home Base Program of Kids Central, Inc. regarding Socialization Events to become self-sufficient. This means that all planning and the implementation for the socialization events which are required under our operating contract must be completed by the Home Base Teacher utilizing available support staff to meet the goals of the Home Base Program. Kids Central, Inc requires at a minimum that two (2) Socialization Events per month take place. The dates and the events are to be scheduled through the Education Division and approved by the Education Director prior to any publicity or announcement of event made to the parents or the public. Kids Central, Inc. will monitor the events and will look for involvement of the parents in the planning and the implementation of the event. If food is a requirement for the event it will be the complete responsibility of the Home Base Teacher to coordinate with the Nutrition Services Division to ensure that the menu is approved and that food is ordered and delivered to the Socialization Center. The clean-up of the meal is the responsibility of the Home Base Teacher and the parents in attendance. Again we urge you to involve your parents in this process from start to finish.

Procedure:

1. Plan the event with the Parents at a Parent Meeting if possible.
2. Complete a proposal for the event naming the following items in the proposal:
 - a. Date
 - b. Time
 - c. Place
 - d. Activity planned and rationale for the event
 - e. Menu (the food provided will be the same as the menu for the day in the Head Start Center)
 - f. Any equipment needed for the event
 - g. Any transportation needed for the event
 - h. Any funds needed for the event to cover the cost of admissions, etc.
3. Submit the proposal at least two (2) weeks in advance of the scheduled date. If funds are required the proposal must be submitted one month in advance. Approvals must be secured for the following prior to the event being scheduled:
 - a. The date must be cleared with the Education Department
 - b. The menu (if changes are made) must be approved by the Nutrition Division to meet standards and for the food to be ordered
 - c. A purchase order must be approved for any purchases or charges to be made for the event.
 - d. A request to the Transportation Division (if needed) must be cleared prior to the event being approved.
 - e. Finally the Education Director or Education Supervisor will return the approved request to the Home Base Teacher for publication and announcement to the Parents and the public.

Classroom Pictures Procedure

- The Center staff is responsible to ensure that a maximum of 5 pictures are submitted prior to the end of each month. These pictures should be sent to the webmaster by e-mail or CD format.
- Center staff is responsible for confirming that the pictures were received. This should be done through email.
- Center staff is responsible for reviewing their center page on the website to ensure that the appropriate pictures are posted.
- The Center staff is responsible for securing multi-media permission on each child and ensuring that children without permission are not pictured on the web.

Cooking Experiences Policy & Procedure

In order to fulfill the requirement of USDA and to provide diverse foods to our children, cooking experiences are required at least once each month. This is an opportunity for children to take part in preparing their own snack or meal. The activity should allow an optimal amount of hands-on learning. It is encouraged that activities allow children the opportunity to measure, stir, spread, etc and the recipe should be introduced in a child friendly format facilitating emergent literacy skills

- Center staff are required to submit a E-412 form to the Food and Nutrition Assistant prior to the activity for approval
- Take into consideration what fruits and vegetables are in season for cost purposes.
- It is encouraged to include multicultural activities
- Cooking experiences are not required to be difficult. The goal is to allow children the opportunity to participate and be successful.

CURRICULUM RESOURCES

AGE GROUP	CURRICULUM AREA	RESOURCES (Available in the center or resource room at the Administrative Offices)	TRAINING SUPPORT
EHS	High/Scope	Infant-Toddler Key Experience Posters (Large)	Education Supervisors
EHS	High/Scope	Building a High/Scope Program: Infant-Toddler Programs	Education Services Director, Education Supervisors
EHS	High/Scope	Tender Care and Early Learning: Supporting Infants and Toddlers in Child Care Settings	Education Services Director, Education Supervisors
EHS	High/Scope	The High/Scope® Approach for Under Threes, U.S. Edition Video	Education Services Director, Education Supervisors
EHS	Problem Solving	<i>It's Mine!</i> Responding to Problems and Conflicts DVD	Education Services Director, Education Supervisors
EHS	High/Scope	The High/Scope Approach for Under Threes	Education Services Director, Education Supervisors
EHS & HS	Problem Solving	Steps in Resolving Conflicts Wall Chart	Education Services Director, Education Supervisors
EHS & HS	Problem Solving	The Inclusive Learning Center Book-for Preschool Children with Special Needs	Education Services Director, Education Supervisors
EHS & HS	High/Scope	Educating Young Children-Mary Hohman and David P. Weikart	Education Services Director, Education Supervisors
EHS & HS	Space	Setting Up The Learning Environment	Education Services Director, Education Supervisors
EHS & HS	High/Scope	The Daily Routine-A day High/Scope Preschool	Education Services Director, Education Supervisors
EHS & HS	Problem Solving	Antecedents Behaviors Consequences(ABC)	Education Services Director, Education Supervisors
EHS & HS	Social	Local Fire Department	Education Services Director, Education Supervisors
EHS & HS	Social	Local Sheriffs Department	Education Services Director, Education Supervisors
EHS & HS	Social	Local Health Department	Education Services Director, Education Supervisors
HS	Social	Moving Past Praise: Supporting Children With Encouragement - DVD	Education Services Director, Education Supervisors
HS	High/Scope	High/Scope Preschool Key Experience Posters	Education Services Director, Education Supervisors
HS	Environment	Getting Started: Materials and Equipment for Active Learning Preschools	Education Services Director, Education Supervisors
HS	Problem Solving	1-2-3 Magic-Managing Difficult Behavior in Children	Education Services Director, Education Supervisors
HS	Problem Solving	More-Encouraging Good Behavior, Independence and Self-Esteem	Education Services Director, Education Supervisors
HS	High/Scope	High/Scope s Demonstration Preschool-How Adults Support Children At Work Time	Education Services Director, Education Supervisors
HS	High/Scope	High/Scope s Demonstration Preschool-How Adults Support Children At Recall	Education Services Director, Education Supervisors

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN.

PERFORMANCE OBJECTIVE: HUMAN RESOURCES MANAGEMENT

PERSONS RESPONSIBLE: Education Specialist

RATIONALE: Abilities, interests, temperaments, developmental rates, and learning styles vary among children. The program environment, therefore, is arranged to accommodate a variety of children’s needs and strengths, and to stimulate learning across all domains of development: social, emotional, cognitive and physical

RESOURCES: Head Start Performance Standards, CLASS, High Scope Curriculum, Virginia Department of Social Services Licensing Standards, NAEYC’s Developmentally Appropriate Practice in Early Childhood Programs

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Grantee and delegate agencies must establish and implement a structured approach to staff training and development, attaching academic credit whenever possible. This system should be designed to help build relationships among staff and to assist staff in acquiring or increasing the knowledge and skills needed to fulfill their job responsibilities.

At a minimum, this system must include ongoing opportunities for staff to acquire the knowledge and skills necessary to implement the content of the Head Start Program Performance Standards.

Training Matrix by Role and Timeline

Role	Pre-Service / Orientation (0–90 Days)	Annual Mandatory Training	Ongoing / Role-Specific Training
All Staff	HSPPS Overview; Code of Conduct; Mandated Reporter; Confidentiality; Emergency Preparedness; Civil Rights; Cultural Responsiveness	Mandated Reporter (refresh); Emergency & Safety; Active Supervision;	Trauma-Informed Care; Equity & Inclusion; Professional Ethics

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Role	Pre-Service / Orientation (0–90 Days)	Annual Mandatory Training	Ongoing / Role-Specific Training
Teachers (HS/EHS)	DAP; Classroom Supervision; CLASS® Overview; Curriculum Orientation; Active Supervision	Active Supervision; CPR/First Aid; Child Safety; Confidentiality	Curriculum Fidelity; CLASS® Coaching; Child Assessment; DLL Strategies; Inclusion
Assistant Teachers	Classroom Support Roles; Supervision; DAP Basics; CLASS® Intro; Active Supervision	Active Supervision; CPR/First Aid; Child Safety	Instructional Strategies; CLASS® Practices; Child Guidance
Home Visitors	Home-Based Model Orientation; Family Engagement; Safety in Home Visits	Mandated Reporter; Safety Procedures; Confidentiality	Parenting Curriculum; Reflective Supervision; Family Goal-Setting
Family Services Staff	Family Partnership Process; Case Documentation; Confidentiality	Mandated Reporter; Civil Rights; Data Privacy	Trauma-Informed Practice; Community Resources; Strengths-Based Coaching
Health Staff	Health Services Overview; Screenings & Referrals; Confidentiality	CPR/First Aid; Medication Administration; Bloodborne Pathogens	HSAC Participation; Child Health Trends; Care Coordination
Mental Health Staff	Mental Health Consultation Model; Confidentiality	Mandated Reporter; Data Privacy	Social-Emotional Interventions; Behavior Support; Staff Wellness
Disabilities Staff	IDEA & Section 504; IFSP/IEP Processes; Inclusion	Mandated Reporter; Confidentiality	Inclusive Practices; Compliance Tracking; Data Analysis
Nutrition Staff	CACFP Orientation; Food Safety; Allergies	Food Safety; Emergency Procedures	Nutrition Education; Special Diets; Family Nutrition Engagement
Transportation Staff	Transportation Safety; Child Loading/Unloading; Emergency Procedures	CDL/State Requirements; First Aid; Evacuation Drills	Defensive Driving; Child Behavior Management

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Role	Pre-Service / Orientation (0–90 Days)	Annual Mandatory Training	Ongoing / Role-Specific Training
Management & Leadership	Governance Structure; HSPPS Leadership Overview; HR & Fiscal Orientation	Safety Oversight; Civil Rights; Risk Management	CQI; Data-Informed Decision Making; Practice-Based Coaching; Equity Leadership

Training Delivery Methods

- **In-person workshops**
- **Virtual/live webinars**
- **Online learning platforms**
- **On-the-job coaching**

Professional Development Systems

Mentoring & Practice-Base Coaching

Approved: Policy Council on March 17, 2026 & Board of Directors on March 19, 2026

Rational

Providing staff with meaningful opportunities to evolve and grow requires more than standard professional development training. Kids Central, Inc. recognizes that effective professional learning is ongoing, intentional, and embedded in daily practice. In addition to required training, the program provides regular mentoring, scheduled check-ins, and systematic practice-based coaching to support staff in applying knowledge, strengthening skills, and engaging in reflective practice. This comprehensive approach promotes consistent implementation of curriculum, effective supervision, and high-quality interactions, supports compliance with Head Start Program Performance Standards and Virginia Child Care Day Standards, and contributes to continuous quality improvement and improved outcomes for children and families.

Purpose

The purpose of this policy is to establish a comprehensive professional development and training system that ensures Kids Central, Inc. staff, parents, and governing bodies possess the competencies required to meet or exceed the Head Start Program Performance Standards (HSPPS) and the Virginia Child Care Day Standards (VCCDS). This policy supports continuous quality improvement, effective governance, child safety, and positive child and family outcomes.

Educational Support Approach

Background

Kids Central, Inc. (KCI) has continuously evolved its educational support system to ensure high-quality early childhood instruction and positive child outcomes. In 2015, KCI implemented Practice-Based Coaching (PBC) to enhance teacher effectiveness. As part of a broader restructuring of education leadership, KCI established the role of Education Specialist, later restructured (2023) to include Active Supervision responsibilities. In 2025, KCI reverted to a dual-role model—restoring both the Education Specialist and Active Supervision Specialist roles—providing more focused and comprehensive staff support. In 2026, the Education Specialist began providing three approaches to support the education staff. 1) Mentoring; 3) Practice-Based Coaching.

Education Child Development Program Services Written Plan

Performance Objectives:

PBC Component / Procedure	Head Start Performance Standards (45 CFR)	Virginia Child Care Day Standards (22VAC40-185)	Alignment / Explanation
Continuous Supervision of Children	§1302.47(b)(1) – Safety practices; §1302.31(a) – Safe learning environments	22VAC40-185-350 – Supervision of children	PBC ensures staff are coached in implementing continuous supervision strategies, maintaining safe ratios, and observing children to prevent injury. Active Supervision Specialists reinforce these standards through mentoring and check-ins.
Staff Professional Development & Growth	§1302.90 – Personnel policies & qualifications; §1302.92 – Professional development plan	22VAC40-185-110 – Staff qualifications and training requirements	PBC provides a structured, ongoing, job-embedded professional development system with mentoring, coaching, and check-ins to enhance staff competencies. Supports knowledge, skills, and application in daily practice.
Practice-Based Coaching (PBC) Cycle	§1302.102 – Ongoing support and supervision for teaching staff	22VAC40-185-130 – Supervision and performance monitoring	PBC coaching cycles include partnership agreements, action plans, observations, reflection, and feedback. Supports teachers in aligning practices with curriculum, school readiness goals, and child outcomes. Non-evaluative and individualized.
Mentoring	§1302.102(b)(1) – Professional development supports	22VAC40-185-130 – Supervision and mentoring of staff	Experienced staff provide guidance, relationship-based support, and career development. Supports application of knowledge and enhances classroom practices.
Check-In Journal (Regular Check-Ins)	§1302.102(b)(1) – Ongoing professional support	22VAC40-185-130 – Supervision and communication	Check-In Journal system ensures continuous communication, problem-solving, and documentation of

Education Child Development Program Services Written Plan

PBC Component / Procedure	Head Start Performance Standards (45 CFR)	Virginia Child Care Day Standards (22VAC40-185)	Alignment / Explanation
SMART Goal Setting & PBC Action Plan	§1302.102(b)(2) – Individualized professional development	22VAC40-185-130 – Performance improvement planning	staff needs, reflecting intentional support aligned with standards. Action plans based on SMART goals promote measurable, realistic, time-bound improvements in instructional practices, ensuring professional growth tied to child outcomes.
On-Site PBC Collaboration Meetings	§1302.102(b)(1-3) – Coaching, observation, support	22VAC40-185-350 – Supervision & monitoring	Weekly coaching meetings provide structured feedback, maintain staff-child ratios, and model effective teaching practices. Reports and documentation ensure accountability and data-driven progress.
Observation Feedback	§1302.102(b)(2) – Reflective supervision	22VAC40-185-350 – Monitoring of classroom practices	Observations and feedback are tied to PBC action plans and curriculum goals. Supports staff in reflective practice, skill application, and alignment with standards.
Coaching Evaluation	§1302.102(b)(3) – Staff assessment & evaluation	22VAC40-185-350 – Evaluation & performance monitoring	Evaluations at 12 weeks and end of coaching provide evidence of progress, support continuous improvement, and track compliance with standards.
Data Collection & Reporting	§1302.102(b)(3) – Documentation of professional development	22VAC40-185-130 & 350 – Recordkeeping and monitoring	PBC files maintain documentation including action plans, observations, evaluations, and CLASS scores. Reports are shared with Assistant Director, Policy Council, and Board of Directors.
Alignment Curriculum	to §1302.31(c) – & Developmentally appropriate practices;	22VAC40-185-300 – Curriculum &	PBC action plans and coaching focus on implementing curriculum, enhancing learning

Education Child Development Program Services Written Plan

PBC Component / Procedure	Head Start Performance Standards (45 CFR)	Virginia Child Care Day Standards (22VAC40-185)	Alignment / Explanation
Readiness Goals	§1302.32 – Curriculum alignment	instructional support	outcomes, and supporting school readiness through evidence-based instructional strategies.
Child & Family Outcomes	§1302.30 – Child outcomes and program impact; §1302.33 – Family engagement	22VAC40-185-320 – Positive child development	Coaching focuses on effective teaching practices that improve child interactions, developmental outcomes, and family engagement.

Person Responsible:

Education Specialist (PBC Coach)

Responsible for implementing and sustaining the PBC system, including:

- Facilitating coaching cycles
- Developing action plans
- Observing classroom practices
- Supporting SMART goal implementation
- Ensuring alignment with curriculum and readiness goals

Assistant Director – Education Services

Provides oversight, tracks coaching progress, and ensures accountability. Responsible for:

- Data collection and analysis
- Reporting to Executive Director, Policy Council, and Board of Directors

Distinction Between Supervising, mentoring, and Coaching:

In early childhood programs like **Kids Central**, it’s important to understand the different roles of **supervising, mentoring, and practice-based coaching** because each supports staff in a different way.

1. Supervising

Purpose: Oversight and accountability for job performance.

Key Features:

- Conducted by a supervisor or manager (director, education manager, site supervisor).
- Focuses on **job expectations, compliance, and performance evaluation.**

Education Child Development Program Services Written Plan

- Includes **formal observations, evaluations, and corrective action if needed.**
- Ensures staff follow policies, licensing rules, and program standards.

Examples:

- Conducting annual performance evaluations
- Addressing attendance issues
- Ensuring classroom ratios and safety rules are followed

Tone: Directive and evaluative.

2. Mentoring

Purpose: Professional growth through guidance and relationship-building.

Key Features:

- Usually a **more experienced staff member supporting a newer or less experienced colleague.**
- Focuses on **sharing knowledge, encouragement, and career development.**
- Often **informal and relationship-based.**
- Not evaluative.

Examples:

- A veteran teacher helping a new teacher learn classroom routines
- Offering advice on parent communication
- Supporting someone adjusting to the program culture

Tone: Supportive and relationship-based.

3. Practice-Based Coaching

Purpose: Improve **specific teaching practices** that impact child outcomes. The PBC coaching process will provide teaching staff opportunities to practice researched based teaching strategies to enhance their professional development. The PBC coaching process must recognize that educators have individual rates of development as well as individual interests, cultural backgrounds, and learning styles;

Practice-Based Coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children.

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The coaching-cycle components are

- ▶ (1) planning goals and action steps,
 - ▶ (2) engaging in focused observation, and
 - ▶ (3) reflecting on and sharing feedback about teaching practices.
- ▶ *Practice-Based Coaching* occurs within the context of a collaborative partnership.

Component 1: Planning Goals and Action Steps	Component 2: Engaging in Focused Observations	Component 3: Reflecting on and Sharing Feedback about Teaching Practices
<ul style="list-style-type: none"> Assess needs Set goals for coaching Create an action plan to guide coaching Review and update goals and action plan throughout coaching partnership 	<ul style="list-style-type: none"> Gather information through observation Record information about the observation Use support strategies for improving or refining teaching practices (e.g., models, prompts) 	<ul style="list-style-type: none"> Discuss and reflect on observation and progress Share and consider feedback Use support strategies for improving or refining teaching practices (e.g., problem-solving conversations, creating materials)

Supervising vs. Coaching

Education Supervisor	PBC (Coach)
Supervisors ensure compliance	Coaching is a collaborative partnership. Collaborative partnerships provide a safe space for teachers to ask questions, discuss problems, get support, gather feedback, reflect on practice, and try new ideas.
Evaluate performance	<i>Practice-Based Coaching</i> is a supportive way to help adults grow professionally.
Can be judgmental	Coaching is neither evaluative nor judgmental.
Focuses on more than one areas	Focus Observations

Education Child Development Program Services Written Plan

Provide Leadership in Management	"All coaching is, is taking a person where he can't take himself", Bill McCartney
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"All coaching is, is taking a person where he can't take himself." – Bill McCartney

Key Features:

- Structured process focused on **instructional practices**.
- Includes a **cycle**:
 1. **Shared goals and action planning**
 2. **Focused observation**
 3. **Reflection and feedback**
- Uses **data, observation, and intentional strategies**.
- Non-evaluative and collaborative.

Examples:

- Working with a teacher to improve **positive behavior supports**
- Practicing **open-ended questioning during circle time**
- Developing strategies to increase **language interactions**

Tone: Collaborative and reflective.

Quick Comparison

Approach	Primary Focus	Who Leads It	Evaluative?	Goal
Supervising	Job performance & compliance	Supervisor/manager	Yes	Accountability
Mentoring	Professional guidance	Experienced peer	No	Career & skill growth
Practice-Based Coaching	Improving teaching practices	Coach or education specialist	No	Better child outcomes

Research-Based Foundation:

Research supports **mentoring and practice-based coaching as effective strategies for improving teaching quality because they provide individualized, relationship-based, and job-embedded professional learning**. These approaches help teachers reflect on practice, apply evidence-based strategies, and strengthen interactions that support children's learning and development.

Education Child Development Program Services Written Plan

OUTCOMES according to Joyce and Showers, 2002, this chart reflects the percent of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom.

TRAINING COMPONENTS	Knowledge	Skill Demonstration	Use in the Classroom
Theory and Discussion	10%	5%	0%
Demonstration in Training	30%	20%	0%
Practice & Feedback in Training	60%	60%	5%
Coaching in Classroom	95%	95%	95%

Operational Procedures:

1) Mentoring Procedures

Mentoring will include regular check-ins with education staff by utilizing the Paylocity journal system.

Check-In Journal

Purpose

Kids Central is committed to fostering open, ongoing, and supportive communication with education staff. The Check-In Journal system within Paylocity is designed to provide every employee with accessible opportunities to ask questions, seek help, share updates, and maintain consistent communication with their support team.

Overview

The Check-In Journal is a tool used to promote regular communication between staff and the Education Specialist, provide support, answer questions, address concerns, and encourage employees to share updates about their workday, progress, challenges, or needs. It also facilitates two-way communication and tracks ongoing conversations.

Education Specialist Check-Ins

The Education Specialist will periodically check in with each employee through Paylocity. Employees will receive a notification on the Paylocity mobile app or computer when a new check-in entry has been made. Check-ins may include simple prompts such as "How is your day going?" or "Is there anything you need support with?" Employees are expected to respond with a brief update or request.

Employee-Initiated Journal Entries

Staff are encouraged to create their own journal entries in Paylocity at any time and share them with supervisors, the Executive Director, the Education Specialist, or other support team members. Journals can be used to document questions, concerns, successes, or any information the employee wishes to communicate.

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Benefits of the Check-In Journal System

The system supports continuous, open communication, helps identify challenges early, offers a documented record of conversations, encourages expression of needs and ideas, and enhances collaboration between staff and support teams.

Employee Responsibilities

Employees should respond to Education Specialist check-ins in a timely manner, use journals professionally and respectfully, and maintain confidentiality.

Support Team Responsibilities

Support team members should review journal entries promptly, provide guidance and resources as needed, and maintain confidentiality and professionalism.

Conclusion

The Check-In Journal system is a flexible way for staff and support teams to stay connected. Employees are encouraged to use this tool regularly to promote collaboration, transparency, and ongoing success at Kids Central.

2) Practice-Based Coaching Procedures

Participant Selection Criteria

Based on performance data the Assistant Director – Education Service, Assistant Director of Child and Family, the Education Supervisor and or the Active Supervision Specialist will refer individuals to the Education Specialist for coaching. Performance data includes identified strengths and areas of needed support from observation data and self-assessments. Staff may request coaching without a referral if they so choose. Staff who are not selected for coaching will have opportunities for professional development that aligns with program performance goals (Online webinars, in-service trainings, off-site trainings, mentoring support, etc...).

Coaching Formats

Education Child Development Program Services Written Plan

		Coach		
		Expert	Peer	Self
Format	On-Site	<ul style="list-style-type: none"> Expert comes into the classroom to watch an activity. Expert and teacher arrange a time to have a face-to-face meeting. 	<ul style="list-style-type: none"> Peer comes into the classroom to watch an activity. Peers meet in teacher workroom. 	<ul style="list-style-type: none"> Teacher uses self-guided materials to structure an observation of her teaching practices. Teacher uses a checklist to examine own videotaped teaching practices.
	Distance	<ul style="list-style-type: none"> Expert watches video of classroom activity that teacher uploaded. Expert uploads written feedback to shared website and has a conference call to provide specific prompts for reflection. 	<ul style="list-style-type: none"> Peer reviews a video of classroom activity the teacher has posted to a discussion board. Peer and teacher arrange a time to discuss observation via Skype. 	<ul style="list-style-type: none"> Teacher uses online tutorial to plan an activity to videotape. Teacher journals about experiences using a structured online self-coaching tool.

Partnership Agreement

A signed PBC Partnership Agreement marks the start of coaching. The agreement outlines expectations, timelines, and confidentiality guidelines.

Teaching Practice Self-Assessment

Completed collaboratively to inform coaching goals, based on:

- Self-reflection
- Observation data

PBC Action Plan

The PBC action plan will clearly articulate goals informed by Kids Central's program goals. Goals will align with Kids Central's school readiness goals, curricula, and other approaches to professional development. A PBC action plan must be completed by the second week of collaboration meetings. A coaching participant may have more than one PBC Action Plan. The number of PBC Action Plans will be determined by the Education Specialist and coaching participant. The PBC Action Plan form must be dated and signed by the coach and the coaching participant. A copy of the PBC Action Plan will be given to the coaching participants and the Assistant Director – Education Services and maintained in the coaching participant's PBC file. The Education Specialist must ensure that goals are written using the SMART goals system.

SMART goals system

- ▶ S = Specific

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- ▶ M = Measurable
- ▶ A = Action-oriented
- ▶ R = Realistic
- ▶ T = Time bound

Every six weeks the Education Specialist will formally review the PBC Action Plan with the coaching participant. The PBC Action Plan will be updated, revised, or a new plan will be generated during the six week review.

PBC Partnership Collaboration Meetings

Coaching participants will receive a minimum of 24 weeks of on-site coaching. Weeks that coaching is not provided will not be counted in the 24 weeks, for example if the scheduled coaching session is canceled due to weather or any other reason it is not counted as part the required 24 weeks. If the participant begins the coaching process in the middle of the program year and is laid off during the summer, the coaching process will continue once the employee returns to work. The Education Specialist will meet with the coaching participant weekly. The meetings will be scheduled at the convenience of the coaching participant and the classroom needs. Meetings should be scheduled for the same time each week or directly after observation. The meeting must take place in an area away from other staff and children. The Education Specialist will ensure that staff-child ratios are maintained while coaching meetings are conducted. The PBC On-Site Summary Report will be completed in collaboration during the weekly meetings.

PBC On-Site Summary Report

A PBC action plan On-Site Summary Report will be completed during each PBC Partnership Collaboration meeting. The PBC On-Site Summary Report form must be dated and signed by the coach and the coaching participant. A copy of the PBC On-Site Summary Report will be given to the coaching participants and the Assistant Director – Education Services and maintained in the coaching participant's PBC file.

PBC Observation Forms

The Education Specialist will complete a PBC Observation form as needed to support on-site visits. Weekly observations will be based on the PBC Action Plan once coaching begins. Goals will provide timeframes that require observations.

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PBC Coaching Evaluation

The Education Specialist will provide the coaching participate with a copy of the PBC Coaching Evaluation at the beginning of the coaching practice and explain that the Assistant Director – Education Services will be contacting them by email to complete the evaluation. The Education Specialist will alert the Assistant Director – Education Services when a coaching participate has completed 12 weeks of coaching and when the participate has completed coaching. The Assistant Director – Education Services will contact the coaching participate and send the online link for the PBC Coaching Evaluation.

PBC Communication

The Education Specialist will meet weekly with the Assistant Director – Education Service to report status of coaching participants. The Assistant Director – Education Service will provide support for coaching. During the weekly meetings, the Education Specialist will provide original documentation of coaching sessions as completed. The Assistant Director – Education Services will track progress. The Assistant Director – Education Services will update the Executive director during senior staff meetings.

Data Collection

A Practice-Based Coaching (PBC) file will be maintained on each participant. The file will be located in the Education Specialist office. Only the Coaching Participant, Education Specialist and Assistant Director – Education Service will have access to participant's individual files.

Participant's files will include:

- PBC Partnership Agreement
- PBC Action Plan(s)
- PBC Observation Forms
- PBC Teaching Practice Self-Assessment
- PBC Coaching Logs
- PBC On-Site Summary Report
- CLASS Observations
- PBC Coaching Evaluation
- Any other contact notes pertaining to the coaching.

The Education Specialist will track time spent on providing resources such as making classroom materials, finding training resources, and meeting with participant. The Education Specialist will maintain PBC Coaching Logs. The Education Specialist

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provide a report to the Assistant Director – Education Services four times a year that collates to other program data collection time frames or as needed by the Assistant Director.

CLASS data will be collected before and after coaching. The Education Supervisor or Assistant Director –Education Services will conduct a CLASS observation before coaching begins and after.

The Education Specialist will track progress from PBC Action Plans and provide a report to the Assistant Director – Education Services four times a year that collates to other program data collection time frames or as needed by the Assistant Director. The report will include but is not limited to: number of participants, rate of progress on PBC Action Plans, and CLASS scores of participants.

The Assistant Director – Education Services or the Education Specialist will provide the Policy Council and Board of Director's a report on the outcomes of PBC at KCI annually. The report will include but is not limited to: number of participants, progress on PBC Action Plans, and CLASS scores of participants.

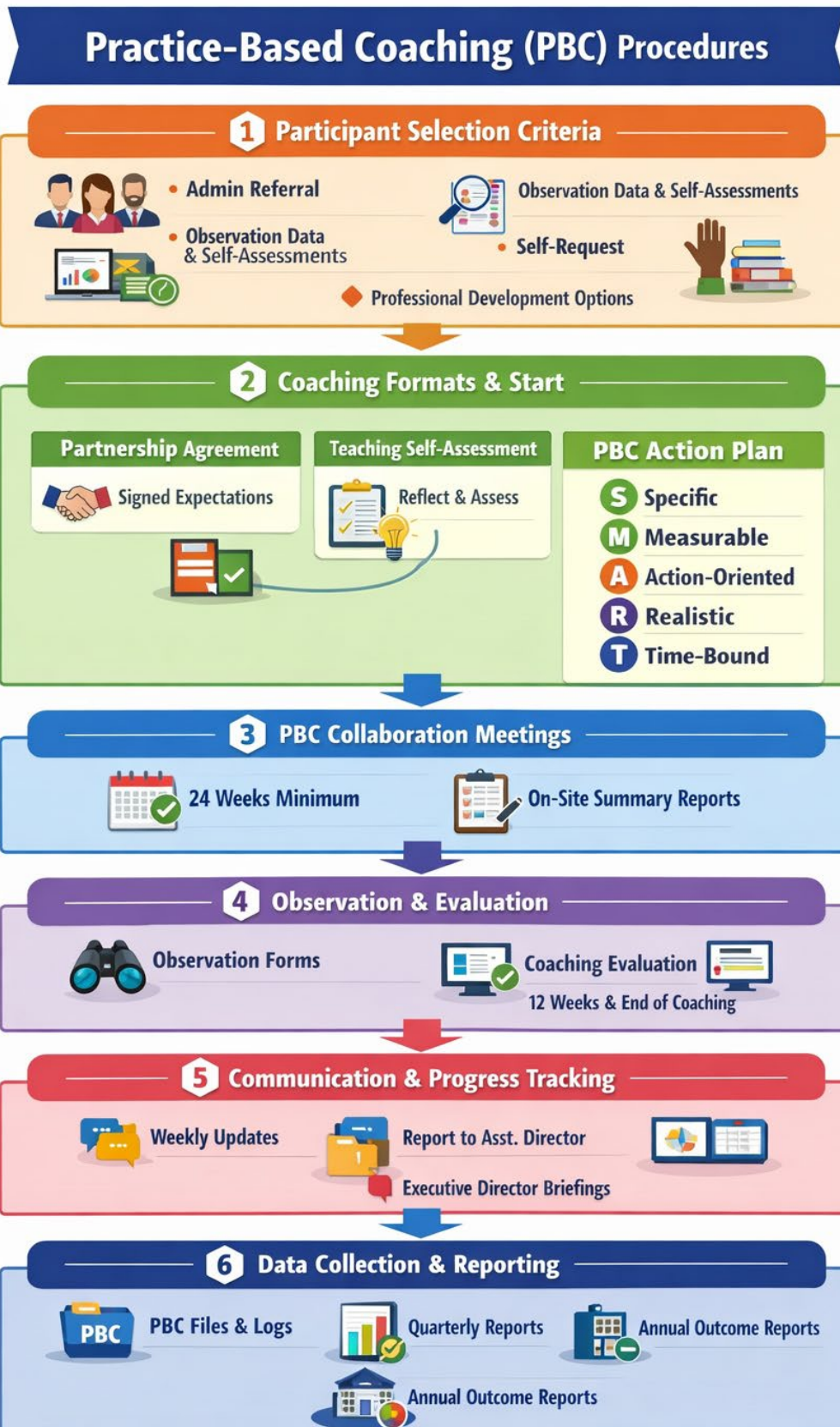
Understanding the Differences

Guide to Supporting Early Childhood Staff

Supervising	Mentoring	Practice-Based Coaching
Oversight & Accountability	Guidance & Support	Improving Teaching Practices
 Performance Evaluations	 Sharing Knowledge	 Goal Setting & Observation
 Policy & Compliance	 Career Development	 Feedback & Reflection
 Directive & Evaluative	 Supportive & Informal	 Collaborative & Reflective
<p>Are you doing your job correctly?</p> 	<p>Let me share what I've learned.</p> 	<p>Let's work together to improve.</p> 

Quick Comparison

Approach	Focus	Leader	Goal
Supervising	Job Performance	Supervisor	Accountability
Mentoring	Career Growth	Experienced Peer	Skill Development
Practice-Based Coaching	Teaching Practices	Coach	Child Outcomes



Approved: Policy Council on March 17, 2026 & Board of Directors on March 19, 2026

Education Child Development Program Services Written Plan

SUBJECT: CHILD DEVELOPMENT AND EDUCATION APPROACH FOR ALL CHILDREN.

PERFORMANCE OBJECTIVE: ACTIVE SUPERVISION

PERSONS RESPONSIBLE: Education Supervisor

RATIONALE:

Keeping children safe is a top priority for all Head Start and Early Head Start programs. The Head Start Program Performance Standards require that “no child shall be left alone or unsupervised while under their care”. But what is active supervision and how will it benefit children and staff? Active supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. Educators from all over the world use this strategy to make sure that children of all ages explore their environments safely. Each program can keep children safe by teaching all educators how to look, listen, and engage.

RESOURCES: Head Start Performance Standards, High Scope Curriculum, Virginia Department Child Services Licensing Standards, ECLKC

TIMELINE: June - May

OPERATIONAL PROCEDURE:

Human resources management.

(i) *Standards of conduct.*

(1) Grantee and delegate agencies must ensure that all staff, consultants, and volunteers abide by the program’s standards of conduct. These standards must specify that:

(iii) No child will be left alone or unsupervised while under their care;

Facilities, materials, and equipment.

(a) Head Start physical environment and facilities.

(9) Outdoor play areas at center-based programs must be arranged so as to prevent any child from leaving the premises and getting into unsafe and unsupervised areas. Enroute to play areas, children must not be exposed to vehicular traffic without supervision.

Active Supervision

Rational

The Active Supervision Plan is established to ensure the continuous safety, well-being, and supervision of all children across all learning environments and daily routines. Active supervision is a core component of high-quality early childhood programs and is required to prevent injuries, respond promptly to children's needs, and promote positive child outcomes.

This plan aligns with the **Head Start Performance Standards**, which require programs to provide constant, intentional supervision to ensure children are protected from harm and supported through developmentally appropriate interactions. It also aligns with **Virginia Child Day Care Licensing Standards**, which mandate that children be supervised at all times, including during transitions, outdoor play, and rest periods.

By implementing structured active supervision strategies—such as staff positioning, scanning and counting, face-to-name verification, and documentation—Kids Central ensures consistent accountability, reduces risk, and strengthens staff awareness and responsiveness.

Purpose

The purpose of the Active Supervision Plan is to establish clear expectations and consistent procedures for staff to actively supervise children at all times, including during classroom activities, transitions, outdoor play, and naptime. This plan supports staff in maintaining safe learning environments while promoting positive relationships and developmentally appropriate interactions.

Specifically, this plan is designed to:

- Ensure continuous **visual and auditory supervision** of all children
- Support compliance with **Head Start Performance Standards** related to child safety, supervision, and learning environments
- Ensure adherence to **Virginia Child Day Care Licensing Standards** for supervision and health and safety
- Reduce the risk of injury and supervision lapses
- Promote proactive staff engagement and timely intervention
- Establish clear documentation and accountability practices to support monitoring and quality improvement

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Through consistent implementation of this plan, Kids Central promotes a culture of safety, responsibility, and continuous improvement while ensuring children are supported in a secure and nurturing environment.

What is Active Supervision?

Active supervision always requires focused attention and intentional observation of children. Educators (all Head Start staff who care for children) position themselves so that they can observe all the children: watching, counting, and listening at all times. They also use their knowledge of each child's development and abilities to anticipate what they will do, then get involved and redirect them when necessary. This constant vigilance helps children learn safely.

Performance Objectives:

Active Supervision Component	Head Start Performance Standards (45 CFR)	Virginia Child Care Day Standards (22VAC40-185)	Alignment Explanation
Continuous Supervision of Children	§1302.47(b)(1) – Safety practices; §1302.31(a) – Safe learning environments	22VAC40-185-350 – Supervision of children	Requires children to be supervised at all times across all environments, routines, and activities to prevent injury and ensure safety.
Intentional Staff Positioning & Zoning Plans	§1302.47(b); §1302.31(b)	22VAC40-185-350; 22VAC40-185-370	Staff positioning and zoning ensure clear sight and sound supervision and immediate access to children, including those needing additional support.
Scanning, Counting & Face-to-Name Verification	§1302.47(b)(1–3) – Prevention of injury and harm	22VAC40-185-350	Regular scanning, counting, and name-to-face checks reduce supervision lapses, especially during transitions and high-risk routines.
Transitions (Classroom, Playground, Hallways, Bathrooms)	§1302.47(b); §1302.34 – Data-informed practices	22VAC40-185-350; 22VAC40-185-540	Structured transition procedures ensure children are accounted for at all times and supervision is maintained during movement between environments.
Arrival & Departure Procedures	§1302.47(b); §1302.101(b)(1) – Accountability systems	22VAC40-185-350; 22VAC40-185-570	Attendance charts, headcounts, and designated staff ensure accurate tracking and supervision during arrival and dismissal.
Outdoor / Playground Supervision	§1302.47(b); §1302.31(a)	22VAC40-185-370; 22VAC40-185-380	Zoning plans, headcounts, and safety checks ensure supervision and environmental safety during outdoor play.
Anticipating Children's Behavior & Individual Needs	§1302.31(b); §1302.45 – Social-emotional development	22VAC40-185-560 – Behavior guidance	Knowledge of children's needs (e.g., runners, biters, allergies) supports proactive supervision and timely intervention.

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Active Supervision Component	Head Start Performance Standards (45 CFR)	Virginia Child Care Day Standards (22VAC40-185)	Alignment Explanation
Engagement & Redirection	§1302.31(b); §1302.45	22VAC40-185-560	Active engagement and redirection support positive behavior guidance and developmentally appropriate interactions.
Naptime Active Supervision & Safe Sleep	§1302.47(b); §1302.42 – Health services	22VAC40-185-420; 22VAC40-185-350	Continuous visual and auditory supervision, safe sleep positioning, and documented checks ensure child safety during rest periods.
Transportation & Field Trip Supervision	§1302.47(b); §1303.72 – Transportation safety	22VAC40-185-570; 22VAC40-185-580	Active supervision during transport includes counting, seat checks, documentation, and bus sweeps to ensure no child is left unattended.
Grab-and-Go Binder & Documentation	§1302.101(b); §1302.102(c) – Documentation & data use	22VAC40-185-110; 22VAC40-185-620	Documentation supports accountability, staff awareness, and compliance through attendance tracking, zoning plans, and emergency information.
Monitoring & Oversight of Active Supervision	§1302.102(b)(2) – Ongoing monitoring	22VAC40-185-110	Regular on-site and video observations ensure supervision practices are consistently implemented and monitored for compliance.
Staff Training on Active Supervision	§1302.92 – Training & professional development	22VAC40-185-610– 620	Initial and ongoing training ensures staff understand and consistently apply active supervision strategies.
Corrective Action & Noncompliance Response	§1302.101; §1302.102(d) – Corrective action	22VAC40-185-10; 22VAC40-185-110	Disciplinary action, retraining, and reporting procedures ensure prompt response to supervision lapses and regulatory compliance.
Use of Data for Continuous Improvement	§1302.102(c)(1–2)	22VAC40-185-620	Monitoring data informs training needs, corrective actions, and continuous quality improvement planning.

Person Responsible:

- Assistant Director of Education
- Education Supervisor
- Active Supervisor Specialist

Operational Procedures:

Strategies to Put Active Supervision in Place

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. This includes daily routines such as

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sleeping, eating, and changing diapers or using the bathroom. Programs that use active supervision take advantage of all available learning opportunities and never leave children unattended.

Grab and Go Binder

Kids Central education staff will create a Classroom Active Supervision Plan Binder referred to as the “**Grab and Go Binder**” based on their environment and children’s behavior. The “Classroom Active Supervision Plan Binder” will be reviewed at a minimum monthly and updated as needed by all classroom staff. A sign-review sheet will be at the front of the binder for staff to sign each time they review the binder. The binder will include at a minimum the following:

1. **Sign-Review Sheet;** Classroom staff must review each item and sign the log monthly. Use form E-490 Sign-Review Sheet.
2. **Pictures of each child with their name on one page;** Pictures with the child’s name must be small enough to get the entire class on one page. This must be updated whenever a child enrolls. You must take the child’s picture during the initial home visit and update the Picture page before the child attends the first day in classroom.
3. **Attendance Tracking Checklists;** Use form E-481 Attendance Transitions Checklist.
4. **Need to Know Notes that include names of children who need extra support such as biters, hitters, runners, and allergies;** Use form E-491 Need to Know Notes. This page must include children’s names and descriptive behavior that needs to be monitored. For examples; (1) The assistant must hold Leslie’s hand when lining up. She is a runner. (2) Tammy Mullins has trouble with emotions. Tammy often hits during transitions. The teacher will stay close to Tammy in order to intervene as needed. (3) Lisa is a biter. She needs to be monitored constantly. Watch for signs that she is going to bite and intervene quickly. (4) Treavor is autistic (5) John likes to throw things. (6) Darrell like to hide in tunnel slide.
5. **A zoning Plan for the classroom;** Use NCQTL’s Planning For Transitions form to document zoning plan and NCQTL’s Classroom Map with zoning Areas form.
6. **A zoning plan for the playground area;** Draw out playground and attach a NCQTL’s Planning For Transitions form to document zoning plan for playground. Document who will do what and where. Must take “Grab-n-Go” binder to playground.
7. **Copy of the company Active Supervision Policies and Procedures;** Place a copy of the current Active Supervision Policies and Procedures.

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8. **Names of who is authorized to pick-up each child;** Make a list and keep it up-to-date.
9. **Emergency contacts for each child;** Make a list and keep it up-to-date.
10. **Field trip transportation checklist;** Keep field trip check list form T-712 Transporting Children in binder.

Set Up the Environment

- Educators will set up the environment so that they can supervise children at all times. When activities are grouped together and furniture is at waist height or shorter, adults are always able to see and hear children. Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that educators can observe.

Position Staff

- Educators will carefully plan where they will position themselves in the environment to prevent children from harm. They will place themselves so that they can see and hear all the children in their care. They will make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary. Educators will stay close to children who may need additional support. Their location helps them provide support, if necessary.
- Each classroom will have a zoning plan in place. The zoning plan will be located in the Classroom Active Supervision Binder aka “Grab and Go Binder”. The zoning plan will be reviewed monthly and updated as needed.

Scan and Count

- Educators will account for all the children in their care. They will continually scan the entire environment to know where everyone is and what they are doing. They will count the children frequently. This is especially important during transitions, when children are moving from one location to another.
- Educators will scan and count children throughout the daily routine. Educators will make face-to-name count as they count throughout the day, at a minimum during every transition. Educators will “sweep”/scan the area to ensure all children are accounted for when leaving and arriving at the classroom, playground, bathroom, or any area that requires a transition.

Arrival and Departure:

Attendance Chart

- Educators will display a card with the number of children written on it out of the reach of the children and at the main entrance to the classroom (Numbers on a Ring). Displaying this number will ensure that all staff and volunteers in the classroom will know how many children are in their care.
- The teacher or his/her designee will keep the displayed number accurate by tallying and monitoring daily arrivals and departures, meal counts, and sign in and out sheets.
- Each classroom will display a chart labeled “**Attendance Chart**”. This attendance chart will be located out of the reach of the children at the main classroom entrance.
- The designee in charge of displaying the card with the headcount will add and remove each child’s name as appropriate at arrival and departure. The chart will also include the name of the employee who is designated to maintain the chart for the day or period-of-time.

Line-Up and Walking In-Line Procedures

Anytime children are expected to stand in a line to transition to or from somewhere, the staff must count them multiple times.

1. Staff will use the attendance transition checklist form.
2. Line children up and count heads with children. Compare the head count to the tally posted at the attendance chart before leaving the room. Once you exit the room count again.
3. One staff member in the front of the line leading children and another staff at the end of the line.
4. Staff should hold the hands of known runners.
5. The line will not move until the person at the end has counted, made name-to-face recognition, and says they are ready to go. Use the attendance transition checklist form.
6. The staff person at the end of the line will monitor to ensure children do not move out of line.
7. If the staff person at the end of the line takes their eyes off the line at any time for any reason a new head count must proceed. Simply getting one child to move back in line could allow another to move out of sight. Always recount to ensure all children remain in line.

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8. Teachers will plan practice activities to ensure children know how to line up and walk in a line. Toddlers may need a guide rope. Young preschoolers may need a guide rope in the beginning.
9. Always count before you exit and again at arrival.

Transitioning to and from Outside/Playground Area:

- When children line up to exit to the classroom go outside, staff will count the children in the line and make eye contact with the displayed attendance numbers ring. As a learning opportunity the staff will count with the children and compare the count with the posted attendance count on the number ring before exiting the classroom.
- Staff will use an attendance transition checklist to record the roll call, attendance tally, and the time of exiting the classroom and playground. When using the attendance transition checklist staff will use name-to-face recognition as they check children in or out.
- Staff will verbalize current count to each other before exiting the classroom and outside area.
- Entering playground area, staff will line children up against the fence and do another count and tally check while another staff member completes the playground safety check.
- When entering classroom from outside time, staff will conduct another head count and compare recorded tally count.
- The last staff member exiting the (classroom and outside) areas will scan the area to see if any child has not lined up to exit. The staff will check all areas to ensure a child is not hiding or left behind.

Listen

Specific sounds or the absence of them may signify reason for concern. Educators will listen closely to children and immediately identify signs of potential danger. Educators will think systemically implement additional strategies to safeguard children. For example, bells added to doors help alert educators when a child leaves or enters the room.

Anticipate Children's Behavior

Educators will use what they know about each child's individual interests and skills to predict what they will do. They create challenges that children are ready for and support them in succeeding. But they also recognize when children might wander, get upset, or take a

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dangerous risk. Information from the daily health check (e.g., illness, allergies, lack of sleep or food, etc.) informs educators' observations and helps them anticipate children's behavior. Educators who know what to expect are better able to protect children from harm. The "Grab and Go Binder" will include children's names and behaviors to anticipate.

Engage and Redirect

Educators will use active supervision skills to know when to offer children support. Educators wait until children are unable to solve problems on their own to get involved. They may offer different levels of assistance or redirection depending on each individual child's needs.

Naptime Active Supervision Procedures

Staff must remain alert and actively supervise children during all phases of naptime, including when children are settling to rest, sleeping, and waking. Continuous visual and auditory supervision is required at all times.

- **Environment and Visibility:** Lighting must be sufficient to allow staff to clearly see each child's face and skin color, observe breathing, monitor for excessive sweating, bedwetting, unusual sounds, and ensure pacifiers (if used) are positioned safely.
- **Child Positioning:** Staff must ensure each child's head remains uncovered and adjust clothing or bedding as needed to maintain safety and comfort.
- **Documentation:** Staff must complete the **Active Supervision Naptime Check (Form E-411)** as required.
- **Face-to-Name Verification:** Face-to-name checks must be conducted every **10–15 minutes** to confirm each child's presence and wellbeing.
- **Staff Positioning:** Staff must position themselves to maintain clear sight and sound supervision of all children. Children must remain fully visible at all times and may not be obscured by furniture, shelving, tables, or other barriers.
- **Safe Sleep Practices:** All staff must follow established safe sleeping procedures and naptime procedures in accordance with Kids Central's policies.

Transporting Children (Daily Bus Run and Field Trips)

Transportation staff are trained on Active Supervision. Active Supervision requires staff to focus their attention and intentionally observe children so that no child is left unattended. Bus Monitors position themselves so that they can watch, count, and listen to children at all times, especially during transitions when children are arriving at or leaving the center.

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- Bus monitors will position themselves, so they are able to see children in the front, middle, and back of the bus.
- Bus Monitors will use their knowledge of early childhood development and each child's abilities to anticipate what a child may do and provide assistance when a child needs individualized attention.
- Kids Central staff will use the Daily Transportation Log to track children's attendance from the time a child is picked up until the child is released.

Transporting children requires active supervision. The following safety measures were established to protect the children KCI serves. Form T-712 will be used every time a child rides a bus (e.g. daily bus run, field trips etc...). The same form is used for morning bus run and evening bus run each day. A new form is used for field trips. Completed forms are collected daily by the teacher to submit to the education department at the end of each month. The Bus Driver is responsible for turning in all completed forms to the teacher.

Signing in Each Child

1. When a child steps on the bus, the driver checks the appropriate box (out from the child's name on form (T-712) and notes the time the child gets on the bus.

Destination Arrival

1. The Bus Driver tells the Bus Monitor how many children have been signed in on the bus and gives her/him the checklist (T-712) to give to the receiving teaching staff.
2. The Bus Monitor counts the children before unfastening seatbelts/harnesses.
3. The Bus Monitor leads the children into the classroom and gives the receiving teaching staff the checklist.
4. The Bus Driver counts the children as they exit the bus then the driver walks to the back of the bus and checks each seat area (looking in, under and around) to ensure that all children have exited the bus with the Bus Monitor. The Driver double checks as he/she walks back to the front of the bus.
5. Before children enter the classroom, the Bus Monitor hands the form T-712 to the receiving staff.
6. The receiving staff must make eye contact with every child who rode the bus and checks them off on the form in the "Time Off" area and notes the arrival time.

If a Child Does Not Ride the Bus

1. The driver must note in the "Time On" area of the form that the child did not ride. Note in this area if a parent/guardian gave reason.

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Departure or Evening Bus Run

1. Departure time can be hectic if a set routine is not in place. Children should be taught to line up to walk to the bus.
2. During the day if a child leaves early, the teaching staff is responsible for noting on form T-712 in the “Evening Run: Time On” area that the child left early.
3. The teaching staff gives the Bus Driver form T-712 and the current head count before the children leave the classroom along with any pertinent information.
4. As the children enter the bus, the driver checks them off in the appropriate area on the “Evening Run: Time On” of the form and notes the time.
5. The Bus Driver counts the children on the sign in area and relays that number to the Bus Monitor.
6. Before moving the bus, the Bus Monitor counts the children after each one has been fastened into their harness.
7. As each child exits the bus to an adult (parent/guardian), the Driver places a check and notes the time of departure on the form used that morning.

Field Trips

Field trips can be hectic, as children move through multiple locations, increasing the risk of a child becoming separated from the group. For this reason, frequent scanning and counting are essential. Active supervision is critical to ensuring each child’s safety and well-being.

1. Follow all procedures outlined above.
2. Staff must use the Attendance Transition Checklist during field trips in addition to the bus transportation form. For example, when visiting a museum, groups may enter and exit through several doors. The Attendance Transition Checklist must be used at every entrance and exit to account for all children.
3. The bus driver will complete the T-712 form, and a designated staff member will complete the Attendance Transition Checklist. The Attendance Transition checklist must be used at every entrance and exit point during the field trip, except when boarding or exiting the bus (T-712 will cover that).

Staff Noncompliance

Failure to comply with the active supervision policies and procedures will result in disciplinary action, practice-based coaching, or termination as determined by the senior management staff.

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A plan will be discussed to ensure compliance. Additional training may be provided to address areas of focus or non-compliance. There are several steps that will take place in the unforeseen circumstance that a child is left unsupervised:

- Please refer to the Reporting Conditions Policy & Procedures for details.
- Supervisors will be notified promptly.
- Parents will be notified promptly.
- Child Care Licensing will be notified immediately no later than 24 hours.
- The Regional Office will be notified immediately or as soon as possible to report any significant incidents affecting the health and safety of program participants.
- Additional internal and external investigation may be necessary.

Monitoring Compliance Procedures

The Education Supervisor and Active Supervision Specialist will each monitor and document active supervision compliance during regular monitoring observations (minimum three times a month each). Observations will be conducted on-site (twice per month) and by video surveillance (minimum once per month) however, during short months or inclement weather one on-site observation can be supplemented by video. The Education Supervisor will use the "Classroom Monitoring Observation" form for on-site visits. The Active Supervision Specialist will use the "Active Supervision Monitoring" form to document visits. Both classroom monitoring observation forms will include active supervision strategies in place: set up of the environment, position of staff (zoning plans), scan & count, face-to-name counting, listening, anticipating children behavior, engage and redirection, attendance transition forms, "Grab and Go Binder".

Observation Documentation

All documentation will be submitted to the Assistant Director of Education weekly for review and tracking.

On-site Observation includes:

- Name of Classroom
- Date of Observation
- Time In & Out
- Staff Present
- Number of Children Present
- Activities Observed
- Observation Strengths and Recommendations
- Teacher's signature after observation

Video Observation includes:

- Name of Classroom
- Date of Observation (This is the date the observer viewed the video footage.)

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- Date(s) of the video footage reviewed
- Duration of Observation
- Staff Present
- Activities Observed
- Observation Strengths and Recommendations

The onsite lead classroom teacher will monitor staff daily to ensure compliance. The Assistant Director of Education will track all monitoring observations weekly.

Training

The Active Supervision Specialist will provide training on this policy twice a year (once in August and again in January) to all staff. New hires will receive individual training during onboarding. The training will include reviewing current policies and procedures, videos, and other resources from ECLKC.

Data

Monitoring data will be reviewed monthly by the Assistant Director of Education Services. The Education Supervisor, Active Supervision Specialist, and Assistant Director of Education Services will meet quarterly to assess training needs based on current monitoring data.

Closures

To ensure the safety of the children, Kids Central recognizes there may be times a classroom or center needs to close such as but not limited to lack of staff, lack of qualified or too many inexperienced staff to work in a classroom or center. The executive director or the assistant director of education will make the determination as to the need to close a classroom or center. Closures may impact monitoring visits.

Updates to Active Supervision Policy & Procedures

Approved by Policy Council on October 9, 2019

Approved by Board of Directors on October 15, 2019

Approved by Policy Council on May 10, 2023

Approved by Directors on May 16, 2023

Approved by Policy Council on February 17, 2026

Approved by Directors on February 19, 2026

Classroom Monitoring, Support, and Quality Improvement

Rational:

Kids Central's Classroom Monitoring, Support, and Quality Improvement Plan is designed to ensure the consistent implementation of Head Start Performance Standards and Virginia Child Care Day Standards, maintain HighScope curriculum fidelity, and provide systematic monitoring of classroom practices, staff performance, and program operations to promote compliance, quality, and continuous improvement. Monitoring activities include health and safety inspections, regular classroom observations, active supervision checks, CLASS observations, and continuous data review. Data collected through multiple tools is used to support staff, guide professional development, strengthen classroom practices, and inform quality improvement planning (QIPs). This systematic approach promotes accountability, continuous improvement, and positive outcomes for children and staff.

Purpose:

This monitoring plan is to provide ongoing oversight, support, and data-driven guidance to classroom staff to ensure high-quality early childhood education, safe learning environments, and effective adult-child interactions.

Expected Outcomes

1. Support classroom staff in implementing Kids Central policies and procedures, Head Start Performance Standards and Virginia Child Care Day Standards.
2. Support classroom staff in implementing the HighScope curriculum with fidelity, strengthening classroom environments and adult-child interactions.
3. Support classroom staff in maintaining safe and compliant learning environments.
4. Support classroom staff in consistently implementing Active Supervision procedures.
5. Support classroom staff in developing Quality Improvement Plan (QIP) and implementation.

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Performance Objectives:

Monitoring Focus Area	Head Start Performance Standards (45 CFR)	Virginia Child Care Day Standards (22VAC40-185)	Alignment Description
Program Planning & Continuous Quality Improvement	§1302.102 (Achieving Program Goals); §1302.102(b)(2) (Ongoing monitoring & oversight)	22VAC40-185-10; 22VAC40-185-110	Systematic monitoring, data review, and annual updates support continuous improvement, accountability, and leadership oversight.
Health & Safety Monitoring	§1302.47 (Safety practices); §1302.42 (Health services – safe environments)	22VAC40-185-40; 22VAC40-185-370–420	Routine inspections ensure safe, sanitary environments and compliance with state and federal health and safety requirements.
Active Supervision	§1302.47(b)(1–3) (Prevention of injury; supervision practices)	22VAC40-185-350	Active supervision checks ensure children are supervised at all times to prevent injury and maintain safety.
Classroom Environment Quality	§1302.31 (Teaching and the learning environment)	22VAC40-185-370; 22VAC40-185-380	Monitoring ensures classrooms and outdoor spaces are safe, engaging, and developmentally appropriate.
Curriculum Implementation & Fidelity (HighScope)	§1302.31; §1302.32 (Curricula)	22VAC40-185-540	Observations verify consistent implementation of a research-based curriculum aligned with child development standards.
Adult-Child Interactions	§1302.31(b); §1302.45 (Supporting social and emotional development)	22VAC40-185-560	Monitoring supports nurturing relationships, positive guidance, and developmentally appropriate behavior management.
CLASS Observations	§1302.31; §1302.102(c)(2)(ii) (Use of data to improve teaching practices)	22VAC40-185-540; 22VAC40-185-560	CLASS data informs instructional quality, emotional support, classroom organization, and professional growth.
Staff Support & Professional Development	§1302.92 (Training and professional development)	22VAC40-185-610–620	Monitoring data guides coaching, training, and ongoing professional development to strengthen staff practices.
Data Collection & Review	§1302.102(c)(1–2) (Data-informed decision making)	22VAC40-185-10; 22VAC40-185-620	Multiple data sources are reviewed to identify trends, target supports, and inform quality improvement planning.
Quality Improvement Plans (QIPs)	§1302.102(c)(2)(i–iii)	22VAC40-185-620	Data-driven QIPs address identified needs, support corrective action, and promote continuous program improvement.
Program Oversight & Accountability	§1302.101; §1302.102	22VAC40-185-110	Clear roles and annual plan updates by the Assistant Director of Education ensure compliance and accountability.

Person Responsible:

- Assistant Director of Education

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- Education Supervisor
- Education Specialist/Coach
- Active Supervisor Specialist

Operational Procedures:

The Assistant Director of Education (ADE) will update the Monitoring Action Plan annually and review with the Education Supervisor (ES), Education Specialist/Coach (ESC), and Active Supervisor Specialist (ASS).

Ongoing Monitoring & Oversight

1. Conduct Health and Safety Inspection

- a. Health and Safety Inspections are conducted within 30 days of the start of program operations and annually thereafter to ensure compliance with Head Start Program Performance Standards and applicable state licensing requirements.
- b. These inspections assess classroom and facility conditions, supervision practices, and safety procedures. Findings are documented, reviewed, and used to implement timely corrective actions, inform ongoing monitoring, and support continuous quality improvement to ensure safe and healthy learning environments for children and staff.

2. Monitor Observations

- a. Regular walkthroughs, on-site and video observations, monitor staff practices, supervision, and interactions including documentation of findings and follow-up actions.

3. Active Supervision Monitoring

- a. For details, please refer to the Education Child and Development Program Services Written Plan: Active Supervision

4. CLASS Observations

- a. *CLASS* focuses on how teachers interact with children, rather than what they teach, and provides data used to guide professional development, coaching, and continuous quality improvement.
- b. *Preschool CLASS* (Classroom Assessment Scoring System) is an observation tool used by Kids Central to assess the quality of teacher–child interactions that support children’s social-emotional development, classroom organization, and instructional support.
- c. The *Infant and Toddler CLASS* focuses on interactions that promote emotional and behavioral support, including relational climate, teacher

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sensitivity, facilitation of learning and development, and support for children's autonomy, and the data is used to guide coaching, professional development, and continuous quality improvement.

5. Quality Improvement Plan (QIP)

- a. The QIP is a structured plan developed to address areas of need identified through monitoring and CLASS observation data.
- b. The QIP outlines specific goals, action steps, responsible staff, timelines, and supports—such as coaching and professional development—to strengthen teacher–child interactions and improve classroom quality.
- c. The QIPs are used to guide continuous quality improvement and demonstrate the program's intentional response to CLASS data.

6. Support

- a. Support systems are implemented to promote continuous quality improvement.
- b. Feedback from monitoring, active supervision observations, and CLASS assessments is provided to teaching staff immediately following each observation, highlighting strengths and offering actionable recommendations.
- c. Support is designed to strengthen staff professional development and enhance classroom practices.

7. Data Analysis

- a. Review and analyze all monitoring data.
- b. Use data from Staffings, COR assessment data, QIP, CLASS observations, classroom observations, coaching, and KCI self-assessment for professional development planning and program quality improvements.
 - i. Fall data review analysis often will support Jan professional development plans.
 - ii. Spring data review analysis often will foster pre-service plans.

Monitoring Action Plan

Objectives	Action Steps	When	Responsible
Conduct Health and Safety	1. Conduct health and safety inspection at each center using form A-135.	Begin: 06/01/25 Due: 07/01/25	(ES)

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Inspection within 30 days of operations annually.	2. Complete work orders for any issues found during health and safety inspections.	Begin: 06/01/25 Due: 07/03/25	(ES)
	3. Follow-Up on any health and safety findings.	Due: 8/1/25	(ES)
	4. Assistant Director of Education will enter data into the Observation in Classroom Tracking Excel file.	Weekly	(ADE)
	5. Education Supervisor and Assistant Director of Education will review Health and Safety Data to assist with ongoing improvements.	Begin: 06/01/25 Due: 07/03/25	(ADE) (ES)
Monitor Observations	1. Education Supervisor and Active Supervision Specialist will develop a weekly plan for observation visits and give to Assistant Director of Education.	Weekly	(ES) (ASS)
Classroom Monitor Observations	1. Education Supervisor will conduct monitoring visits using form E-433 Classroom Monitoring Observations.	Starts Jan 2026 3 X Month	(ES)
	2. Assistant Director of Education will enter data into the Observation in Classroom Tracking Excel file.	Weekly	(ADE)
	3. Assistant Director of Education will review Classroom Monitoring Observations data with the Education Supervisor.	Weekly	(ADE) (ES)
Active Supervision Monitoring	1. Active Supervision Specialist will conduct monitoring visits using form E-403 Active Supervision Observation.	Starts Feb 2026 3 X Month	(ASS)
	2. Classroom staff must review each item of the Active Supervision Grab-N-Go Binder and sign the log monthly. All staff will review and sign as updates are made.	Monthly and after each update	All Classroom Staff
	3. Assistant Director of Education will enter data into the Observation in Classroom Tracking Excel file.	Weekly	(ADE)
	4. Assistant Director of Education will review Active Supervision Data with the Active Supervision Specialist.	Weekly	(ADE)
Fall CLASS Observations	1. Education Supervisor, Active Supervision Specialist, and Education Specialist will conduct a Fall CLASS (4 X 20-minute cycles) observation in each classroom.	Begins 10/01/25 Due: 11/28/25	(ESC) (ES) (ASS)
	2. Enter Fall CLASS scores in VKRP system.	Within 2 days after observation.	(ESC) (ES) (ASS)

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	3. Fall Assessment: Turn in CLASS observation sheets to Assistant Director Education Services.	Within 5 days after observation.	(ESC) (ES) (ASS)
	4. Assistant Director of Education will enter data into the Observation in Classroom Tracking Excel file.	Weekly	(ADE)
Quality Improvement Plan (QIP)	1. Review expectations and procedures for QIP with Education Supervisor, Active Supervision Specialist, and Education Specialist.	12/01/25	(ADE)
	2. Review and Download Fall CLASS Data from VKRP system. Discuss with Education Supervisor, Active Supervision Specialist, and Education Specialist to develop QIPs.	12/05/25	(ADE)
	3. Schedule a time with the classroom teachers to review the Spring 26 CLASS scores. Turn in schedule to Assistant Director Education Services.	Begins 10/01/25 Due: 01/30/25	(ES) (ESC) (ASS)
	4. Create New QIP with each teacher using the Fall assessment data. QIP should be dated for one year.	Begins 10/01/25 Due: 01/30/25	(ES) (ESC) (ASS)
	5. Support teaching staff in implementation of their QIP use the Spring CLASS data and update QIP goals and objectives. This will be the mid-year review.	Begins 03/09/25 Due: 04/10/25	(ES) (ESC) (ASS)
	6. Support teaching staff in implementation of their QIP review mid-year data with teachers.	Begins 03/09/25 Due: 10/01/25	(ES) (ESC)
Spring CLASS Observations	1. Education Supervisor, Active Supervision Specialist, and Education Specialist will conduct a Spring CLASS (4 X 20-minute cycles) observation in each classroom.	Begins 03/09/25 Due: 04/10/25	(ESC) (ES) (ASS)
	2. Enter Spring CLASS scores in VKRP system.	Within 2 days after observation.	(ESC) (ES) (ASS)
	3. Spring Assessment: Turn in CLASS observation sheets to Assistant Director Education Services.	Within 5 days after observation.	(ESC) (ES) (ASS)
	4. Assistant Director of Education will enter data into the Observation in Classroom Tracking Excel file.	Weekly	(ADE)
Support	1. Supporting classroom needs. Maintain Support for Classroom Tracking Excel file.	Weekly	(ADE)
	2. Download Fall and Spring CLASS scores from VKRP system.	04/30/26	(ADE)

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<p>Review and analyze all monitoring data.</p>	<p>3. Use data from Staffings, COR assessment data, QIP, CLASS observations, classroom observations, coaching, and KCI self-assessment for professional development planning and program quality improvements.</p>	<p>Spring Review: January</p> <p>Fall Review September</p>	<p>(ADE)</p>
	<p>4. Create a report to share data outcomes with Senior Staff, Policy Council, and the Board of Directors.</p>	<p>Spring Review: January</p> <p>Fall Review September</p>	<p>(ADE)</p>

Approved by Policy Council on February 17, 2026

Approved by Directors on February 19, 2026