Southern Seven
Head Start/
Early Head Start

Education
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Revised: 07/18, rm

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Southern Seven HS/EHS

Service Area: Education
Procedure: Curriculum Statement
References: The Head Start Development; Early Learning Framework; Head Start Performance Standard 1302.32(a)

The curriculum used at Southern Seven Head Start is based on several curricula and sound, research-based, early childhood principles. *The Creative Curriculum 6th Addition and Creative Curriculum for Infants, Toddlers and Two's* is used as the foundation for the program. The belief that children learn through play is the central focus. *The Creative Curriculum* is an environmentally based approach. Learning is facilitated through the development of learning centers such as trucks and blocks, dramatic play/housekeeping, fine motor/table toys, art, sand and water/sensory, library, along with music and movement. The learning centers contain developmentally appropriate materials. Children are encouraged to explore and make their own choices. Education staff serve as facilitators who support and guide experiences. Lesson Plans are centered around a theme and are individualized and based on children's interests and needs. Materials related to that theme are brought into the classroom to extend play and promote deeper understanding of the concepts being introduced or reinforced to promote school readiness. The classroom is a place where children learn, play and feel comfortable to be themselves while exploring their environment. All areas of child development are addressed on a regular basis through scheduled daily activities and open-ended play. This approach provides continual opportunities to individualize for all children and their levels of development. Parents and Community Members are an integral part of the development of the curriculum through participation in Family/Staff Conferences, Home Visits, participation on the Education/Special Needs Committee, Family Fun Nights, and Home-Time Activities. Parent Groups organize field trips, purchase supplies for classrooms, serve as volunteers, and make classroom appearances as guest speakers. Listed below is the various other curricula used to enhance the program at Southern Seven Head Start.

**Partners for a Healthy Baby**
The curriculum used at Southern Seven Early Head Start Home Based is *Partners for a Healthy Baby* along with *Creative Curriculum for Infants, Toddlers and Two’s*. *Partners for a Healthy Baby* is a comprehensive, research-based curriculum that strengthens home visiting models serving pregnant or parenting families. This curriculum improves birth outcomes, reduces rates of child abuse, strengthens families, enhances child health and developmental outcomes, and promotes family stability and economic self-sufficiency.

**CATCH (Coordinated Approach to Child Health)**
CATCH is a coordinated school health program designed to promote physical activity and healthy food choices and to prevent tobacco use in preschool, elementary, and middle school-aged children. CATCH employs a holistic approach to child health promotion by targeting multiple aspects of the school environment and involves classroom teachers, Child Nutrition Services staff, physical education teachers, students’ families, and the broader school community in a range of health-promoting activities for all children. Southern Seven Health Department is promoting this program in our area schools. By using this at the preschool level, this helps the children be familiar with the program and makes the transition into the school districts easier.
Food Groupie
This nutrition education program encourages children to eat a variety of foods. The goal is to encourage good eating habits by educating children about which foods belong to which group and the benefits of eating those foods. The children are introduced to five food characters that possess unique personalities relating to their individual benefits to the human body. Teachers use lessons, videotapes, books, songs, posters, stickers, parent activities, as well as the stuffed characters to implement this program in their classroom.

I Am Moving, I Am Learning
I Am Moving, I Am Learning recognizes the importance of the mind-body connection, reinforcing the fact that being physically fit fosters healthy early childhood development which translates into successful learning. Because I Am Moving, I Am Learning features strategies and resources for integrating and incorporating movement and healthy nutrition choices seamlessly within grantees’ curricula, it complements the overall goals and philosophy of Head Start and is grounded in daily classroom routines.

Second Step Social-Emotional Skills for Early Learning Curriculum
This curriculum uses a positive approach to teaching empathy, emotion management, friendship skills, and problem solving. There are also lessons on helping children to transition to kindergarten. Also included in the curriculum is a child protection unit that provides weekly themes that meet the Erin’s Law requirement. Children learn environmental safety and the difference between safe and unsafe touches.

Pedestrian Safety
This is important in our curriculum for both parents and children. Education staff will introduce pedestrian safety to children within the first 30 days of entry and will continue to implement it throughout the year. The way it is delivered can be done in several different ways and needs to be developmentally and culturally appropriate for our families. The pedestrian safety instruction may be included as a part of the health and safety practices in the classroom and should include both teacher directed and child-initiated activities.

Some suggested activities are:
1) Discuss with children how to cross the street using visuals in the classroom or on the playground.
2) Act out a scene where children are the pedestrians and the drivers.
3) Talk about traffic lights, looking both ways, listening and use traffic signs in block area or outdoors.
4) Have a Safety Officer visit and talk with the children about pedestrian safety. Practice the lesson in the dramatic play area.

Parent training should also be a part of the Pedestrian safety training program. Parents should also receive their training within the first 30 days of entry and ongoing throughout the year.

Some suggested ways are:
1) Distribute pamphlets on pedestrian safety to parents.
3) A topic of discussion at Family Fun Night.
4) Include it during the Home Visit or the Family/Staff Conference.
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<tr>
<th>Event</th>
<th>Traditional</th>
<th>Traditional Within The School System</th>
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<td><strong>Growth Assessment</strong></td>
<td>First – August 24 (within first week of entry)</td>
<td>First – August 24 (within first week of entry)</td>
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<tr>
<td>(Height/Weight)</td>
<td>Second – February 1</td>
<td>Second – February 1</td>
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<tr>
<td><strong>DIAL-4</strong></td>
<td>Start September 4 (within second week of entry)</td>
<td>Start September 4 (within second week of entry)</td>
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<tr>
<td><strong>Parent Questionnaire</strong></td>
<td>Due September 24 for re-entering children</td>
<td>Due September 24 for re-entering children</td>
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<tr>
<td><strong>Teacher Questionnaire</strong></td>
<td>Due October 3 for all enrolled children</td>
<td>Due October 3 for all enrolled children</td>
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<td><strong>Home Visits</strong></td>
<td>August 6 (begin first Home Visit)</td>
<td>August 6 (begin first Home Visit)</td>
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<td>Due October 3</td>
<td>Due October 3</td>
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<td></td>
<td>January 28 (begin second Home Visit)</td>
<td>January 28 (begin second Home Visit)</td>
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<td></td>
<td>Complete Kindergarten Consent</td>
<td>Complete Kindergarten Consent</td>
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<tr>
<td></td>
<td>Due February 26</td>
<td>Due February 26</td>
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<tr>
<td><strong>Family/Staff Conference</strong></td>
<td>November 5 (begin first F/SC)</td>
<td>Follow School District’s Calendar.</td>
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<tr>
<td><strong>(Send notification 10 days before)</strong></td>
<td>Due December 3</td>
<td>Due one week after district’s scheduled Family Staff Conference.</td>
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<td></td>
<td>March 18 (begin second F/SC)</td>
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<td>Due April 22</td>
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*Due dates reflect when items are due to Central Office.*
# Southern Seven Head Start
## 2018 – 2019 Head Start Extended Year Program Schedule

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<th>Traditional</th>
<th>Traditional Within The School System</th>
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| **Growth Assessment (Height/Weight)** | First – August 24  
                                          (within first week of entry) | First – August 24  
                                          (within first week of entry) |
|                                | Second – February 1                             | Second – February 1                                |
| **DIAL-4 Parent Questionnaire** | Start September 4  
                                          (within second week of entry) | Start September 4  
                                          (within second week of entry) |
| **Teacher Questionnaire**       | Due September 24 for re-entering children  
                                          Due October 3 for all enrolled children | Due September 24 for re-entering children  
                                          Due October 3 for all enrolled children |
|                                | August 6  
                                          (begin first Home Visit) | August 6  
                                          (begin first Home Visit) |
|                                | Due October 3                                  | Due October 3                                      |
|                                | February 4  
                                          (begin second Home Visit) | February 4  
                                          (begin second Home Visit) |
|                                | Complete Kindergarten Consent                  | Complete Kindergarten Consent                      |
|                                | Due March 5                                   | Due March 5                                       |
| **Family/Staff Conference**     | November 13  
                                          (begin first F/SC) | Follow School District’s Calendar.  
                                          Due one week after district’s scheduled Family Staff Conference. |
| (Send notification 10 days before) | Due December 10                              |                                                     |
|                                | April 1  
                                          (begin second F/SC) |                                                     |
|                                | Due May 3                                    |                                                     |

*Due dates reflect when items are due to Central Office.*
# Southern Seven Early Head Start
## 2018 – 2019 Early Head Start Program Schedule

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<th></th>
<th>EHS Center Based/Home Based</th>
<th>EHS Home Based</th>
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<td><strong>Growth Assessment</strong></td>
<td>First – August 24 (within first week of entry)</td>
<td>First – August 24 (within first week of entry)</td>
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<td>Second – February 1</td>
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<td>Third – June 3</td>
<td>Third – June 3</td>
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<tr>
<td><strong>ASQ - 3</strong></td>
<td>Start September 4 (within second week of entry)</td>
<td>Start September 4 (within second week of entry)</td>
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<td></td>
<td>Due September 24 for re-entering children</td>
<td>Due September 24 for re-entering children</td>
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<tr>
<td></td>
<td>Due October 3 for all enrolled children</td>
<td>Due October 3 for all enrolled children</td>
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<tr>
<td></td>
<td>Start Second ASQ on January 7</td>
<td>Start Second ASQ on January 7</td>
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<tr>
<td></td>
<td>Second ASQ due February 22</td>
<td>Second ASQ due February 22</td>
</tr>
<tr>
<td><strong>Ages &amp; Stages</strong></td>
<td>Start First on September 4 (completed with first Home Visit)</td>
<td>Start September 4 (completed with first Home Visit)</td>
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<tr>
<td>(Social/Emotional)</td>
<td>Due October 3</td>
<td>Due October 3</td>
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<tr>
<td><strong>Home Visits</strong></td>
<td>August 6 (begin first Home Visit)</td>
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<td></td>
<td>Due October 3</td>
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<td></td>
<td>January 28 (begin second Home Visit)</td>
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<td></td>
<td>Due February 26</td>
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<tr>
<td><strong>Family/Staff Conference</strong></td>
<td>November 5 (begin first F/SC)</td>
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<tr>
<td>(Send notification 10 days before)</td>
<td>Due December 3</td>
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<td></td>
<td>March 18 (begin second F/SC)</td>
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*Due dates reflect when items are due to Central Office.*
Southern Seven HS/EHS

Service Area: Education
Procedure: Newly Entered Children
References: Head Start Performance Standard 1302.33(a)

When a child enters the program, staff are required to gather the necessary information below within the appropriate time frame. This includes:

FORM: DUE WITHIN:

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<tbody>
<tr>
<td>Heights/Weight</td>
<td>7 days</td>
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<tr>
<td>Hearing/Vision</td>
<td>.45 days</td>
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<tr>
<td>Dental Exams</td>
<td>.90 days</td>
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<tr>
<td>DIAL-4 Parent Questionnaire (HS)</td>
<td>.45 days</td>
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<tr>
<td>DIAL-4 (HS)</td>
<td>complete no sooner than the end of the 2nd week</td>
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<tr>
<td>Ages and Stages SE (EHS)</td>
<td>45 days</td>
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<tr>
<td>Ages and Stages Questionnaire-3 (EHS)</td>
<td>45 days</td>
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<tr>
<td>Begin Ongoing Assessment</td>
<td>.2 weeks</td>
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<tr>
<td>First Home Visit</td>
<td>.45 days</td>
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Performance Standards require that two Home Visits and two Family/Staff Conferences be completed on each child. The results from the above assessments will be discussed with the parents at these meetings in a timely manner. These meetings with parents are crucial to our commitment to involve the family in the education and school readiness of their child. Often we have children who enroll in the program later in the year; we make every effort to ensure that we still have two Home Visits and two Family/Staff Conferences; however depending upon the time of year it is not always beneficial or feasible for us to complete all four meetings. If you have a child who is late to enroll you should attempt to have all four meetings but if this is not possible use the following table to determine the minimum number of Home Visits and Family/Staff Conferences.

### Home Visit / Family/Staff Conferences for Late Enrollees

<table>
<thead>
<tr>
<th>Date Enrolled</th>
<th>Number of Home Visits</th>
<th>Number of Family/Staff Conf.</th>
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<tbody>
<tr>
<td>August - January 31</td>
<td>2</td>
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<td>February 1 - February 28</td>
<td>2</td>
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<td>March 1 - End of Program</td>
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Southern Seven HS/EHS

Service Area: Education
Procedure: Education Staff Tracking Form
References: Head Start Performance Standard 1302.33(a)

The Education Staff Tracking form is to be used to monitor screening requirements for all children. This form should be completed by education staff and will be submitted on a monthly basis to the Education Specialist. This form will be used to ensure that the necessary screening requirements are met on each child and should be kept and updated regularly.
## Southern Seven Head Start
### EDUCATION STAFF TRACKING FORM

<table>
<thead>
<tr>
<th>Month:</th>
<th>Site:</th>
<th>Classroom:</th>
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<table>
<thead>
<tr>
<th>Child’s Name</th>
<th>Entry Date</th>
<th>Drop Date</th>
<th>H&amp;W (7 days)</th>
<th>DIAL-4 (45 days)</th>
<th>DIAL-4Q (45 days)</th>
<th>First HV</th>
<th>First FSC</th>
<th>Second HV</th>
<th>Second FSC</th>
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**Legend:**
- H&W – Height & Weight
- DIAL-4Q – DIAL-4 Questionnaire
- HV – Home Visit
- FSC – Family Staff Conference

**Notes:**
- Due (P): Pending
- Due (T): Tracking

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Revised: 07/18, rm

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# Southern Seven Early Head Start
## EDUCATION STAFF TRACKING FORM

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<tr>
<th>Child’s Name</th>
<th>Entry Date</th>
<th>Drop Date</th>
<th>H&amp;W (7 days)</th>
<th>ASQ-3 (45 days)</th>
<th>ASQ-SE (45 days)</th>
<th>First HV</th>
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H&W – Height & Weight
ASQ-SE – Ages & Stages Questionnaire-Social Emotional
HV – Home Visit
FSC – Family Staff Conference
The daily schedule, routines, and rules form the basic educational structure for each day. When planned and individualized appropriately for each child, the day will go more smoothly and enjoyable for everyone. As with all aspects of the Creative Curriculum, the schedule should be developmentally appropriate. Waiting times should be kept to a minimum and transitional activities should be planned and implemented as needed. Adequate time must be allotted for putting on coats and hats, eating meals and snacks, cleaning up, and meeting the children’s basic needs. Enough time should be scheduled to give children opportunities to select materials and activities, plan what they want to do, and clean up afterward without feeling rushed.

A copy of all classroom schedules and rules must be sent to the Education Specialist by the end of the second week of school. They should also be sent to the Education Specialist at the end of January or whenever there are changes made. A copy must be displayed in the classroom for parents to view.

The Daily Schedule

A good schedule for young children offers a balance between the following types of activities:

- Active and quiet times;
- Large group activities, small group activities, and time to play alone or with others;
- Indoor and outdoor play times;
- Time for children to select their own activities;
- Time for teacher-directed and child initiated school readiness activities; and
- Full day classrooms need to allow at least 45 minutes for outdoor play and center time.

Including routines and transition times in the daily schedule acknowledges their importance and ensures that adequate time will be provided for them. Depending on the length of your program day, allow time for some or all of the following routines:

- Arrival and departure;
- Meals and snacks;
- Sleeping/resting;
- Self-help skills such as toileting, dressing, and washing hands;
- Clean-up; and
- Transition from one activity to another.

Each Early Head Start Classroom will write a flexible daily schedule. This schedule should reflect the everyday routines in the classroom.

The following pages are an example of appropriate Head Start Schedules.
Southern Seven Head Start
Sample Full Day Schedule

8:00 a.m. Staff arrives and prepares for the day.
8:30 a.m. – 9:15 a.m. Children arrive, prepare for breakfast, eat, clean up and brush teeth.
9:15 a.m. – 9:30 a.m. Large group/calendar/discussion of day.
9:30 a.m. – 10:20 a.m. Free play, centers, art, individualization.
10:20 a.m. – 10:30 a.m. Clean up, prepare for gross motor.
10:30 a.m. – 10:50 a.m. Outside, gross motor.
10:50 a.m. – 11:20 a.m. Small group time (math, science, second step, etc.).
11:20 a.m. – 12:15 p.m. Prepare for lunch, eat lunch, and clean up.
12:15 p.m. – 12:30 p.m. Quiet activity and literacy
12:30 p.m. – 2:00 p.m. Nap, rest time (children who will not nap may be allowed to play quiet activities at the table)
2:00 p.m. – 2:30 p.m. Children get up from nap, prepare for snack, and eat snack.
2:30 p.m. – 3:00 p.m. Center time and children leave for the day.
3:00 p.m. Staff leave.
Southern Seven Head Start
Sample A.M./P.M. Schedule

7:30 a.m.  Staff arrives and prepares for the day.
8:00 a.m. – 8:45 a.m.  Children arrive, prepare for breakfast, eat, clean up and brush teeth.
8:45 a.m. – 9:00 a.m.  Large group/calendar/discussion of day.
9:00 a.m. – 9:50 a.m.  Free play, centers, art, individualization.
9:50 a.m. – 10:00 a.m.  Clean up, prepare for gross motor.
10:00 a.m. – 10:20 a.m.  Outside, gross motor.
10:20 a.m. – 10:50 a.m.  Small group time (math, science, second step, etc.).
10:50 a.m. – 11:45 a.m.  Prepare for lunch, eat lunch, clean up and prepare to go home.
11:45 a.m.  Children leave for the day.

P.M. Schedule

9:00 a.m. – 12:00 p.m.  Staff arrives and prepare and plan for day.
12:00 p.m. – 12:45 p.m.  Children arrive, eat lunch, clean up and brush teeth.
12:45 p.m. – 1:00 p.m.  Large group/calendar/discussion of day.
1:00 p.m. – 1:50 p.m.  Free play, centers, art, individualization.
1:50 p.m. – 2:00 p.m.  Clean up, prepare for gross motor.
2:00 p.m. – 2:20 p.m.  Outside, gross motor.
2:20 p.m. – 2:50 p.m.  Small group time (math, science, second step, etc.).
2:50 p.m. – 3:30 p.m.  Prepare for snack, eat snack, clean up and prepare to go home.
3:30 p.m.  Children leave for the day.
Lesson Plans will be completed and submitted on the Teaching Strategies Gold website according to the provided schedule. **All sections must be completed by each classroom Teacher** (Teacher’s Aide, Program Assistant) in order to individualize activities for their children. The Site Supervisor must approve the lesson plan by the due date, prior to submitting it to the Education Specialist. A copy will be displayed in each classroom, one copy will be sent to the Education Specialist by e-mail or regular mail with copies of special recipes and weekly home time activities, and the original should be kept in the center file.

**Education Staff, volunteers, and substitutes will follow LESSON PLANS.** The classroom lesson plan should reflect your weekly theme. This theme should be apparent to anyone entering the classroom. You can accomplish this by using materials such as books, prop boxes, art work, dictation, word wall, sensory table, and by changing out activities, or any other items you may think of.

**Interest Areas:** List any preparations needed in each area. Write all materials and/or props needed to enhance each learning center (changes can be daily or weekly). Each Learning Center will reflect the weekly theme.

**Large Group:** Write your scheduled daily topic and activity. This should be a routine that children become accustomed to.

**Small Group:** Plan special activities to enhance children’s development and learning and prepare them for school. Plan activities to include: Health (H); Nutrition (N); Dental (D); Mental Health (MH); Safety (S); and School Readiness (SR) weekly. Cooking Activities should be planned at least once a week. Whenever possible, cooking activities should be planned using items from the menu. If planned in advance, a purchase order should be filled out and approved by the Site Supervisor if food items are needed that cannot come from the menu.

**Read Aloud:** List books that will be read each day.

**Outdoor Experiences:** Provide an activity each day to promote physical growth and exercise. The outdoors is also a classroom. Education Staff will take the “inside classroom” out. Your classroom theme will also be reflected in your gross motor/outside time.

**Special Activities:** List any other activities such as cooking, second step, I am moving I am learning, CATCH, pedestrian safety, etc.

**Materials:** The space can be used to list any needed materials.
### Southern Seven Head Start/Early Head Start
### Lesson Plan Schedule 2018 - 2019

<table>
<thead>
<tr>
<th>Months Covered</th>
<th>Date Due to Central Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>August 17</td>
</tr>
<tr>
<td>September</td>
<td>August 27</td>
</tr>
<tr>
<td>October</td>
<td>September 24</td>
</tr>
<tr>
<td>November</td>
<td>October 22</td>
</tr>
<tr>
<td>December</td>
<td>November 26</td>
</tr>
<tr>
<td>January</td>
<td>January 4</td>
</tr>
<tr>
<td>February</td>
<td>January 28</td>
</tr>
<tr>
<td>March</td>
<td>February 25</td>
</tr>
<tr>
<td>April</td>
<td>March 25</td>
</tr>
<tr>
<td>May</td>
<td>April 22</td>
</tr>
</tbody>
</table>
Weekly Planning Form will be completed and submitted according to the provided schedule. **All sections must be completed.** The Weekly Planning Form will be completed by each classroom team in order to individualize activities for their children. The Site Supervisor will ensure all activities, meet Early Head Start Guidelines, and are individualized for each child prior to submitting to the Education Specialist.

All plans will include planning for a safe, nurturing environment. Teaching Staff will provide a variety of sensory motor experiences. There will be areas to promote self-awareness (mirrors, pictures, family trees, etc.). Teachers will promote autonomy by providing low shelf items for children to choose activities for themselves. Children will have the opportunity of self-expression by daily interactions with others through play. Physical development will be achieved through daily activities to promote gross and fine motor skills.
## Southern Seven Early Head Start

**Weekly Planning Form for Infants & Toddlers**

<table>
<thead>
<tr>
<th>Site: ___________________________</th>
<th>Classroom: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teaching Team: ___________________________</th>
<th>Weekly Title/Theme: ___________________________</th>
</tr>
</thead>
</table>

### Special Activities I Plan to Offer This Week

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indoor Opportunities to Explore &amp; Discover</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Opportunities to Explore &amp; Discover</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Daily Routines:

### Family Involvement:

### Mighty Minutes:

### Changes to Environments:

### Intentional Teaching Cards:

### Highlights Hello:

### Book Conversation Cards:

### Notes:

Revised: 07/18, rm
Southern Seven HS/EHS

Service Area: Education
Procedure: Home Time Activity
References: Head Start Performance Standard 1302.31

A Home Time Activity is a form sent home with the child that aligns with a School Readiness Goal. The purpose for this activity is for parents and teachers to be working together to develop the essential skills needed for school success.

1. Fill in the site name.

2. Fill in the date the form is sent home.

3. Fill in the classroom theme for the week.

4. Purpose of Activity – Establish why you are doing this activity and what School Readiness Goal it meets.

5. Home Time Activity – The activity you would like your parents to complete with the child.

Instruct parents they are to keep the top portion of the form, if they choose, and return the bottom portion for your records. Be sure to document what School Readiness Goal this activity met in the lower portion of the form and have parents sign and date the form.
Southern Seven Head Start/Early Head Start
Home Time Activity

Site: ________________________________ Classroom: ___________________________

For the Week of (date): ____________________ Theme for the Week: __________________

Purpose for This Activity:

Meets School Readiness Goal #

Home-Time Activity:

Please detach lower portion and return it with your child. Keep the upper portion in your child’s library of home-time activities for you to refer to in the future when you are working at home with your child.

--------------------------------- ----------------------------------

Briefly describe your experience doing this activity with your child, and return the lower portion of this page to your child’s teacher.

---
Documentation of Individualization occurs in the classroom on a daily basis. Teachers will document using Teaching Strategies Gold and various forms. Some of these forms will include:

**Individualization Form:** This form is used to write specific goals for each child on a monthly basis. Goals are obtained using several sources such as: **Home Visits, On-Going Assessment Tools, Parent Requests, Daily Observations and others.** Forms are turned in to Site Supervisors on a monthly basis and forwarded to the Education Specialist by the due date.

**Home Visits and Family/Staff Conference Forms:** These forms include input and information from parents. These are completed with the family four times per year.

**Teaching Strategies Gold:** Class profile from Teaching Strategies Gold will be given to each teacher three times per school year within two weeks after the end of each collection period. This report will reflect the results of each classroom as a whole. An Education Team Member along with the teacher will identify the areas that are below average and will plan and implement strategies to move toward successful outcomes in each area. The Site Supervisor will receive a summary report that will include all classrooms.
Southern Seven HS/EHS

Service Area:  Education
Procedure:   Individualized Goal Sheet
References:  Head Start Performance Standards 1302.31

Southern Seven Head Start believes that each child is an individual and learns in his/her own way and at his/her own pace. Planning for each child is as important as planning for the whole group. The Head Start Individualization Worksheet is a tool, which the primary caregiver of each child or group of children should use to document individualization on a weekly basis. A copy of this form shall be sent to the Education Specialist by the due date.

At the top of the form be sure to list the name of the primary caregiver, the name of the center, the classroom letter, and the complete date. The names of the children should be listed in the far left column with last name, first name.

Goals: The goals section of the form should list developmentally appropriate skills from the Creative Curriculum Objectives, DIAL-4, Ages & Stages-3, Home Visit or Family/Staff Conferences, Observations, Parent Requests, and others. Teachers should use these assessments as well as classroom observations to determine where the child’s interests lie as well as to set goals for the child. It will also include goals parents have for their children.

Activities to achieve goal: This section of the worksheet is intended to list any activities that will be used in the environment or any other strategy to help achieve the identified goal. For example, if the goal for a three year old child was to “sign in every morning” the teacher would list the specific activity as “allow the child to sign in on the sign-in sheet every morning.” If the goal has not been achieved during the week of observation, a new activity will be planned for the child’s next observation to help achieve the identified goal.

The specific observation of a child and activity area should list examples of observations you have seen while child is working on identified goal.
## Southern Seven Head Start/Early Head Start

**INDIVIDUALIZED GOAL SHEET**

<table>
<thead>
<tr>
<th>Child’s Name (Last, First)</th>
<th>Goals for the week of: ____________ thru _____________</th>
<th>Specific Observation of Child and Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check for RTI</td>
<td>- Goals:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Activity to Achieve Goal:</td>
<td></td>
</tr>
<tr>
<td>Check for RTI</td>
<td>- Goals:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Activity to Achieve Goal:</td>
<td></td>
</tr>
<tr>
<td>Check for RTI</td>
<td>- Goals:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Activity to Achieve Goal:</td>
<td></td>
</tr>
<tr>
<td>Check for RTI</td>
<td>- Goals:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Activity to Achieve Goal:</td>
<td></td>
</tr>
<tr>
<td>Check for RTI</td>
<td>- Goals:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Activity to Achieve Goal:</td>
<td></td>
</tr>
<tr>
<td>Check for RTI</td>
<td>- Goals:</td>
<td></td>
</tr>
</tbody>
</table>

(List specific goals and activities to achieve the goals. Goals can be obtained using several sources such as: *Home Visits, On-Going Assessment Tool, Observations, Parent Request and others.*)

Primary Caregiver: ________________________________  Site: ________________________________  Classroom: ____________
## Southern Seven Head Start/Early Head Start
### Individualized Goal Sheet Due Dates 2018 - 2019

<table>
<thead>
<tr>
<th>Month Covered</th>
<th>Date Due to Central Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>September 7</td>
</tr>
<tr>
<td>September</td>
<td>October 5</td>
</tr>
<tr>
<td>October</td>
<td>November 9</td>
</tr>
<tr>
<td>November</td>
<td>December 7</td>
</tr>
<tr>
<td>December</td>
<td>December 21</td>
</tr>
<tr>
<td>January</td>
<td>February 8</td>
</tr>
<tr>
<td>February</td>
<td>March 8</td>
</tr>
<tr>
<td>March</td>
<td>April 5</td>
</tr>
<tr>
<td>April</td>
<td>May 1 (HS &amp; EHS); May 10 (HS Extended)</td>
</tr>
<tr>
<td>May</td>
<td>May 15 (HS Extended)</td>
</tr>
</tbody>
</table>
The DIAL-4 is used to identify those children who may need further evaluation and to measure student growth and development. It also serves to identify areas in which a child may need more in depth or individualized instruction. It is administered to each 3-5 year old Head Start Child within the first 45 days of enrollment. It may be used as a resource for planning individualized activities. Education staff are required to complete the DIAL-4 Training before administering this screening to a child.

The Ages & Stages-3 Questionnaire is a developmental screening tool used to screen each birth to three Early Head Start Child within the first 45 days of enrollment. It may be used as a resource for planning individualized activities. It also serves to identify areas in which a child may need more in depth or individualized instruction.

The Teaching Strategies Gold is the ongoing assessment tool that is used by Teachers throughout the school year to evaluate student’s progress. This tool identifies areas that may need to be addressed in the form of classroom activities. The skills listed are developmentally appropriate and observable in a regular classroom setting.

Home Visits and Family/Staff Conferences are meetings involving a child’s guardians and Head Start Education Staff. These conferences serve as an opportunity for the education staff to share achievements, evaluations, observations and future goals for the child. The parents are encouraged to participate in setting goals and identifying activities to do at home that will complement the learning experiences going on in the classroom. For Dual Language Learners, translators will be available and forms will be provided in their primary language.
Southern Seven HS

Service Area: Education
Procedure: DIAL-4
References: Head Start Performance Standard 1302.33

1. All children ages 3-5 will receive an initial DIAL-4 Screening. Teachers and Parents will complete the Parent Questionnaire to go along with this screening. The DIAL-4 will be completed within the first 45 days of children’s entry into the program.

2. The following information needs to be completed on the DIAL-4 form: Teacher’s Name & the Chronological Age Box. A label will be provided with the remaining information needed. In the Comments Section, please write if the child has an IEP or if it is a rescreen.

3. The completed DIAL-4 Forms will be sent to the Education Specialist to be scored and entered into ChildPlus.Net. Once scored and entered, the original screening will be returned to the sites and it is to be filed in the child’s center file. A copy will be kept in the child’s file at Central Office.

4. The Education Team will identify children to be re-screened. A tracking sheet will be sent to the Site Supervisor (with returned DIAL-4’s) identifying all children needing to be rescreened.

5. Rescreens will need to be completed within 30 days using the DIAL-4. These results will be forwarded to the Education Specialist. Education Staff should write “re-screen” on the form.

6. Children who have below average results on DIAL-4 will be considered for appropriate referral as deemed necessary by Special Needs Specialist, Education Specialist, Site Supervisor, Classroom Teacher and Parent or Legal Guardian of the child.

7. During the Initial Home Visit, Teachers will explain that the DIAL-4 screening process is not a test, but a tool that gives the Teacher information about the child’s accomplishments. Teachers will discuss screening results and together with parents, will review their child’s skill level and create activities that parent and teachers can work on with the child. A copy of the DIAL-4 may be given to the family member if requested.
Southern Seven EHS

Service Area: Education
Procedure: Ages & Stages-3 Questionnaire

References:

1. All infants and toddlers and their parents will receive an Ages and Stages-3 Questionnaire within the first 45 days of entry. The ASQ-3 will also be completed again in February.

2. The following information needs to be completed on the ASQ-3 form: Date Completed; Baby’s First Name; Baby’s Last Name; Baby’s Date of Birth; Gender; Name of Person filling out the Questionnaire; Relationship to Baby; the name of People Assisting with the Questionnaire; Program Name (site, class letter, & teacher). On the information summary page at the back of the form complete Baby’s Name; Date Completed; Baby’s Date of Birth; and Administering Program/Provider (site, class letter, & teacher). Second two on this page must also be completed.

3. Send all ASQ-3’s to the Special Needs Specialist to be scored and entered into ChildPlus.Net. Once scored and entered, the original will be sent back to the sites and it is to be filed in the Infants/Toddlers Center File. A copy will be kept in the Infants/Toddlers file at Central Office.

4. Education Specialist and/or Special Needs Specialist will identify Infants/Toddlers that show signs of possible delays and may ask the teacher to complete a rescreen themselves or help the parent complete one depending on the concerns. Teachers need to make sure children still are within the age range of the questionnaire before re-administering. If they are not, then a new questionnaire with the appropriate age will need to be administered. **Education Staff should write “re-screen” on the form.**

5. Infants/Toddlers who have signs of possible delays on the questionnaire will be considered for appropriate referral as deemed necessary by Special Needs Specialist, Education Specialist, Site Supervisor, Classroom Teacher, and Parent or Legal Guardian of the Infant/Toddler.
Southern Seven HS

Service Area: Education
Procedure: Home Visit and Family/Staff Conference
References: Head Start Performance Standards 1302.34

1. Before scheduling Home Visit or Family/Staff Conferences meet with Site Supervisor and/or Parent Coordinator to see if follow-up or attendance issues need to be discussed with the family.

2. Schedule Home Visits and Family/Staff Conferences at a mutually convenient time. Send a letter to the family at least **10 days in advance** to inform them of the Family/Staff Conference date and time. If the child is receiving services from DCFS, then the Case Worker also needs to be invited. Refer to Family & Community Partnership Procedure Titled “Children in Foster Care”.

3. Staff will gather information from:
   - Heights and Weights (Due within 7 days of entry)
   - DIAL-4 (Due within 45 days of entry - HS)
   - Dental Exams (Due within 90 days of entry)
   - Teaching Strategies Gold

4. Record the information on the Home Visit or Family/Staff Conference Form, filling in as much information as possible, such as child’s name, center, and date of Home Visit or Family/Staff Conference, **before** the conference. Leave space for parents’ comments and follow up, which are to be filled in during the Home Visit/Conference. If an item has not been assessed since the last conference, such as a height/weight, write the most recent information, even if it is not different from the last Home Visit/Conference. Remember to make **positive comments**, even when discussing areas of concern. Focus on the child’s strengths first before making suggestions for improvement. State comments so that participants easily understand them. **Home Visit or Family/Staff Conference must be checked in the appropriate box.**

5. At the Initial Home Visit, Teachers will complete the DIAL-4 Questionnaire if not already completed and the Home Language Survey from Teaching Strategies Gold if needed with the family. This is due within the first 45 days of entry. Creative Curriculum and School Readiness Goals and Objectives will be reviewed. Screening Tools and accomplishments, that the family would like to see the child achieve, will also be discussed.

6. At all visits the child’s progress and attendance will be reviewed. Health and emergency information will also be updated with the parents at this time. Always encourage parent involvement activities during your visit.

7. For the children who are entering Kindergarten, the second Home Visit needs to include the Kindergarten Consent. This form needs to be signed and/or filled out with the parent during the visit.

8. **GOALS FOR CHILD:** Document goals the Teacher or Parent may have for the child during any visit.
9. ACTIVITIES TO DO AT HOME: Suggest a specific activity that addresses either an area of concern or, if no concerns, a fun activity that the child likes to do at school. For example, if suggesting play dough so that the child can improve on his/her fine motor skills, make sure that you explain why you are suggesting this activity and bring a copy of an easy play dough recipe to give to the family. Use this opportunity to reinforce that children learn through developmentally appropriate activities.

10. Make a copy of the forms to leave with the parents.

11. PARENTS’ COMMENTS AND CONCERNS: Note any concerns of the parent(s) or comments that the parent(s) makes that helps you better understand the child. Remember, you are giving a copy of the form to the parent(s) so be diplomatic! If you have a concern about entering information, rephrase the statement and ask the parent(s) if that is what they said.

12. FOLLOW UP: It is important that you follow up on any requests of the parent, i.e. more information about discipline, or a request that the staff monitor a child’s behavior, so that you acknowledge that parents and staff are a team working in the best interests of the child. Be sure to note any concerns by documenting in the child’s case notes and sending any relevant information to the specific specialist.

13. Staff and parent(s) should sign and date the Home Visit or Family/Staff Conference Forms during the visit. Original will be filed in the child’s center file and after review by the Site Supervisor the copy will be sent to the designated Education Specialist.

14. Indicate by check mark if any follow up is needed by any of the Service Team.
Southern Seven Head Start
HOME VISIT OR FAMILY/STAFF CONFERENCE

- Initial Home Visit
- Second Home Visit
- First Family/Staff Conference
- Final Family/Staff Conference

Child’s Name: ___________________________ Site: ___________________________ Classroom: ______

Date Completed: ___________________________ Date Completed: ___________________________

Health:
Height: ___________________________ Height: ___________________________
Weight: ___________________________ Weight: ___________________________

Education: Initial Home Visit
- Complete DIAL-4 Questionnaire
- Explain Developmental Screening Tool (DIAL-4 or ASQ-3)
- Review Creative Curriculum Goals & Objectives and School Readiness Goals & Objectives

All Visits
- Child Progress & Planning
- Health Updates (Check with Parent Coordinator)
- Encourage Parent Involvement Activities
- Review & Update Emergency Card Information

Second Home Visit
- Kindergarten Consent

Goals for Child (including IEP):

________________________________________________________________________
________________________________________________________________________

Activities To Do At Home (Be Specific):

________________________________________________________________________
________________________________________________________________________

Parents’ Comments & Concerns:

________________________________________________________________________
________________________________________________________________________

Follow-Up Comments:

________________________________________________________________________

- Height & Weight Follow-Up
- Dental Follow-Up

Parent Signature: ___________________________ Date: ___________________________
Staff Signature: ___________________________ Date: ___________________________

Site Supervisor Initial: __________________

Please indicate by checkmark if any of the below need to further follow-up: □ H/NS □ ES □ SNS

Original – Site; Copy - C.O. & Parent

Revised: 07/18, rm
The Child Progress Report will be completed before each Home Visit and Family Staff Conference and shared with the parents during the visit. The information shared with parents should be presented in a positive manner. Explain that children progress individually through the developmental milestones at their own rate. Point out that some things listed on the form are four year old skills only and not expected for all three year olds to be able to achieve. The report is used to show the child’s progress. In addition, activities should be provided for parents to complete at home that support the progress of the child’s individual goals.

Use the key when filling out the form:

N = Not Observed
I = In Progress
S = Successfully Achieved

A space is provided for a sample of the child’s name writing and an area has been designated for recording attendance. These forms will be kept in the child’s folder maintained by the Teacher. A copy will be sent to the Education Specialist at the end of the year for the child’s file.
<table>
<thead>
<tr>
<th>LANGUAGE/LITERACY DEVELOPMENT</th>
<th>H / F</th>
<th>H / F</th>
<th>H / F</th>
<th>H / F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands and follows directions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates appropriately with adults/children.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows an interest in books, listens to stories being read, and communicates about the story.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows, recognizes and can print own name.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands rhyming words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can repeat songs and fingerplays.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses scribble writing and letter-like forms.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>W</em>rites letters, names, and/or words.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recognizes and names some letters, numbers & words**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
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<tr>
<td>a</td>
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<td>c</td>
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<td>i</td>
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<td>k</td>
<td>l</td>
<td>m</td>
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<td>q</td>
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<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
<td>6</td>
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<td>9</td>
<td>10</td>
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</tr>
</tbody>
</table>

All areas of development are in alignment with Head Start Early Learning Outcomes Framework and the Illinois Early Learning Standards.

**Southern Seven Head Start**

**CHILD PROGRESS REPORT**

<table>
<thead>
<tr>
<th>Child’s Name:</th>
<th>Date of Birth:</th>
<th>School Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Site:</th>
<th>Classroom:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key:</th>
<th>N = Not Observed</th>
<th>I = In Progress</th>
<th>S = Successfully Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>*4 Year Old Skill Only</th>
<th>Color Coding:</th>
<th>Black; Blue; Green; &amp; Red</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Days Present</th>
<th>Days Absent</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Session</td>
<td>Aug. – Sept.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Session</td>
<td>Oct. – Nov.</td>
<td></td>
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</tr>
<tr>
<td>Third Session</td>
<td>Dec. – Feb.</td>
<td></td>
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</tr>
<tr>
<td>Fourth Session</td>
<td>March – April</td>
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</table>

All areas of development are in alignment with Head Start Early Learning.
### SOCIAL/EMOTIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th>H / F</th>
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</thead>
<tbody>
<tr>
<td>Interacts positively with adults.</td>
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<tr>
<td>Recognizes and manages own feelings.</td>
<td></td>
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<tr>
<td>Expresses own needs.</td>
<td></td>
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<tr>
<td>Demonstrates self-direction and independence.</td>
<td></td>
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<tr>
<td>Uses age-appropriate self-help skills.</td>
<td></td>
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</tr>
<tr>
<td>Uses classroom materials in appropriate ways.</td>
<td></td>
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</tr>
<tr>
<td>Manages transitions/classroom routines.</td>
<td></td>
<td></td>
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<tr>
<td>Follows classroom rules.</td>
<td></td>
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<tr>
<td>Plays cooperatively with other children.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Shares and respects the rights of others.</td>
<td></td>
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<tr>
<td>Appropriately resolves conflicts.</td>
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### PHYSICAL DEVELOPMENT

#### Gross Motor

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<tr>
<th></th>
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<tbody>
<tr>
<td>Hops on 1 foot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walks a Straight Line</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Climbs</td>
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</tr>
<tr>
<td>Skips</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Pedals Tricycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hops on 2 feet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Runs Smoothly</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Throws</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Kicks</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Catches</td>
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#### Fine Motor

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<tbody>
<tr>
<td>Uses tools for writing and drawing.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Uses appropriate grasp.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Uses appropriate cutting skills.</td>
<td></td>
<td></td>
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<tr>
<td>Manipulates small objects.</td>
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### COGNITIVE DEVELOPMENT

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<tbody>
<tr>
<td>Shows persistence in approaching tasks.</td>
<td></td>
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</tr>
<tr>
<td>Communicates and/or asks questions about objects or events in the environment.</td>
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<tr>
<td>Classifies objects by color, shape, &amp; size.</td>
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<tr>
<td>Duplicates simple (ABAB) patterns.</td>
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### REPRESENTATION AND SYMBOLIC THINKING

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</thead>
<tbody>
<tr>
<td>This is how I can write my name (without help or assistance)</td>
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### COGNITIVE DEVELOPMENT

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<tr>
<td>Rote counts to:</td>
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<tr>
<td>Counts objects using 1:1 correspondence.</td>
<td></td>
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<tr>
<td>Recognizes major body parts.</td>
<td></td>
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<tr>
<td>Completes puzzle.</td>
<td></td>
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</tr>
<tr>
<td><strong>Understands concepts</strong></td>
<td></td>
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</tr>
<tr>
<td>Front-Back</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Under-Over</td>
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<tr>
<td>Big-Little</td>
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<tr>
<td>Hot-Cold</td>
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<tr>
<td>On</td>
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<tr>
<td>Under</td>
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<tr>
<td>Beside</td>
<td></td>
<td></td>
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<tr>
<td>Behind</td>
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### REPRESENTATION AND SYMBOLIC THINKING

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<th>H / F</th>
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<tbody>
<tr>
<td>Takes on pretend roles and situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labels drawings or constructions.</td>
<td></td>
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Southern Seven EHS

Service Area: Education  
Procedure: Home Visits, Family/Staff Conferences, and Child Planning & Progress Report  
References: Head Start Performance Standards 1302.34

1. Before scheduling Home Visit or Family/Staff Conferences meet with Site Supervisor and/or Parent Coordinator to see if follow-up or attendance issues need to be discussed with the family.

2. Schedule Family-Staff Conferences and Home Visits at a mutually convenient time. Send a letter to the family at least **10 days in advance** to inform them of the Family-Staff Conference date and time. If the child is receiving services from DCFS, then the Case Worker also needs to be invited. Refer to Family & Community Partnership Procedure Titled “Children in Foster Care”.

3. Staff will ask parent/guardian about status of Well Child Visits and get documentation that a Well Child Check was complete.

4. Staff will gather information from:
   - Heights and Weights (due within the first 2 weeks)
   - Ages & Stages-3 Questionnaire
   - Health Observations (due by mid-October)
   - Dental Exams (due by mid-October)
   - Teaching Strategies Gold

5. Record the information on the Home Visit/Family-Staff Conference Form and the Child Planning/Family Partnership Document, filling in as much information as possible, such as child’s name, the child’s strengths, what you are working on in the center, the ideas that will support what you are working on in the center, center and date of Home Visit/Conference, before the conference. Leave space for parent’s comments and follow up, the family’s strengths and hopes, the plans that the family has to support the child’s developing skills at home, which are to be filled in during the Home Visit/Conference. If an item has not been assessed since the last conference, such as a height/weight, write the most recent information, even if it is not different from the last Home Visit/Conference. Remember to make **positive comments**, even when discussing areas of concern. Focus on the child’s strengths first before making suggestions for improvement. State comments so that they are easily understood by participants.

6. At the Initial Home Visit, Teachers will complete the Ages & Stages SE Questionnaire with the family. This is due within the first 45 days of entry.

7. **Circle the appropriate number for the first or second Home Visit/Conference.**

8. Attendance Section: Refer to the child’s attendance record and fill in the appropriate information.
9. Dental: Circle exam if the child was seen by a dentist. Circle screening if a staff member completed our dental form.

10. The Parent Education Topic: Each visit, choose a topic to discuss with parents such as car seat safety, baby bottle tooth decay, SIDS, etc. You should have handouts for the parent. Use this time to talk to them about important developmental, health, safety or other relevant topics. If you need a handout, please contact the Education Specialist.

11. The Child Planning and Progress Report is to be used to discuss and involve the parent in every developmental area and to give them ownership in their child’s education plan. The strengths, what you are working on in the center and ideas you will use in the center to reinforce these skills should be filled out by the teacher prior to the Home Visit or Family Staff Conference. The strengths and hopes of the family and the ideas to support skills at home should be filled out with the parent’s thoughts and ideas at the Home Visit or the Family Staff Conference.

12. Staff will discuss the results of the Ages and Stages-3 Questionnaire, which will be completed within the first 45 days of entry.

13. Staff should share the child’s portfolio with parents on Home Visits and Family Staff Conferences. Staff will discuss the child’s progress using the Teaching Strategies Gold Reports as well as strengths and areas in need of improvement.

14. PARENTS’ COMMENTS AND CONCERNS: Note any concerns of the parent(s) or comments that the parent(s) makes that helps you better understand the child. Remember, you are giving a copy of the form to the parent(s) so be diplomatic! If you have a concern about entering information, rephrase the statement and ask the parent(s) if that is what they said.

15. FOLLOW UP: If is important that you follow-up on any requests of the parent, i.e. more information about discipline, or a request that the staff monitor a child’s behavior, so that you acknowledge that parents and staff are a team working in the best interests of the child. Be sure to note any concerns related to Education, Nutrition, Dental, or Health.

16. Staff and parent(s) should sign and date the Home Visit/Family-Staff Conference Form and the Child Planning and Progress Report during the conference. A copy of the original will be given to the Parent.

17. A copy of the Child Planning and Progress Report will be sent to the Education Specialist after review by the Site Supervisor (parent copy can be given at time of Visit/Conference) to determine if additional follow-up is needed.
Southern Seven Early Head Start
HOME VISIT OR FAMILY/STAFF CONFERENCE
Home Visit: 1 2 Family/Staff Conference: 1 2

Child's Name: __________________________ Site: __________________ Classroom: ______

Date Completed: __________________________ Date Completed: __________________

Health:
Height: __________________________ Weight: __________________________
Height: __________________________ Weight: __________________________

☐ Height & Weight Follow-Up ☐ Height & Weight Follow-Up

Hearing & Vision: Date Completed: __________________________ ☐ Follow-Up Needed

Dental: Date of Exam/Screening: __________________________ ☐ Follow-Up Needed

Nutrition: Eating Habits: ☐ Selective ☐ Fair ☐ Good ☐ Follow-Up Needed

Well Child Checks: 2 4 6 9 12 15 18 24 mos 3 yrs ☐ Follow-Up Needed

Health Follow-Up Needed: __________________________________________

Follow-Up Comments: ____________________________________________

<table>
<thead>
<tr>
<th>ATTENDANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>First Session</td>
</tr>
<tr>
<td>Second Session</td>
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<tr>
<td>Third Session</td>
</tr>
<tr>
<td>Fourth Session</td>
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</tbody>
</table>

Parent Education Topic: __________________________________________

☐ Check if Parent Education Topic was related to Ages & Stages

Parents' Comments & Concerns: __________________________________________

Please indicate by checkmark if any of the below need to further follow-up: ☐ H/NS ☐ ES ☐ SNS

Original – Site; Copy - C.O. & Parent
## Southern Seven Early Head Start
**CHILD PLANNING AND PROGRESS REPORT**

### What the family has observed: Strengths and Hopes

<table>
<thead>
<tr>
<th>SOCIAL/EMOTIONAL DEVELOPMENT (To learn about self and others)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Working on:</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PHYSICAL DEVELOPMENT (To learn about moving)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Working on:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>COGNITIVE DEVELOPMENT (To learn about the world)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Working on:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>LANGUAGE DEVELOPMENT (To learn about communicating)</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Strengths:</td>
<td></td>
</tr>
<tr>
<td>Working on:</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Parent Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Site Supervisor Initial:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Revised: 07/18, rm
Date:____________________

Dear ______________________:

It is Family/Staff Conference time during the week of _____________________. I am looking forward to the opportunity to talk with you about your child’s progress and ways that we can work together on your child’s education during this school year. Please come for a conference on _____________ at _______________________ o’clock.

Sincerely,

_________________________

________________________________

Site:____________________

Number:__________________

Please detach the bottom of this form, sign and return. Thank You!

☐ I can come for a conference on _____________ at _____________ o’clock.

☐ I cannot come at this time, but I will check with you to set another time.

☐ A good time for me would be ______________________________________________

☐ I can be reached at _______________________________________________________

☐ I especially would like to talk to you about __________________________________

___________________________________________________________________________

___________________________________________________________________________

Child’s Name:__________________________     Parent’s Name:________________________
## Southern Seven Head Start/Early Head Start
### FAMILY/STAFF CONFERENCE SCHEDULE

| Class: ___________________________ | Teacher: ___________________________
|-----------------------------------|-------------------------------------|

<table>
<thead>
<tr>
<th>Monday (Date)</th>
<th>Time</th>
<th>Parent’s Name(s)</th>
<th>Child’s Name</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Southern Seven HS/EHS

Service Area: Education
Procedure: Developmental Assessment
References: Head Start Performance Standards – 1302.33(b)

1. Staff will use the Teaching Strategies Gold to observe and record information about the child’s progress. This system will be used as an ongoing observational assessment for each year that the child is enrolled in the program. It will also be used as the Individualized Education Plan, serving as the framework for both observations and the individualized educational plans.

2. The Creative Curriculum Gold is broken down into ten (10) dimensions: social/emotional, physical, language, cognitive, literacy, mathematics, science and technology, social studies, the arts, and English language acquisition. Children should be observed doing activities in all of these areas on an ongoing basis throughout the program year. Staff will incorporate activities into the daily schedule to give children experience in developing these skills and to allow staff the opportunity to observe children working on these skills.

3. Staff will review the child’s progress, plan activities that are appropriate, and identify any possible concerns. A portfolio will be maintained and work samples, and other items in the portfolio, should directly correlate with the goals in the Creative Curriculum Gold and demonstrate the child’s current skill level. Both the Creative Curriculum Gold and the portfolio will be spot-checked periodically by the Site Supervisor, Education Specialist or, when appropriate, the Special Needs Specialist.

4. The Creative Curriculum Gold will be reviewed with the parent(s) at the Family/Staff Conference. It is important that you focus on the child’s strengths first before discussing areas of concern. Identify those areas needing work and discuss and develop activities that will allow the child to be successful and have opportunities to gain mastery of a particular skill.
Online Portfolios are kept for each child in Southern Seven Head Start/Early Head Start using the Teaching Strategies Gold Assessment System. All of the objectives correlate with the Head Start Outcomes Framework. Each child enrolled in Southern Seven Head Start/Early Head Start will have an online portfolio containing artwork, drawing and writing samples, anecdotal records, and pictures of the child performing various tasks. The items in the portfolio should show a progression through time and development. For instance, there should be items collected in each domain during different times of the program year. Also, children need to be involved in their portfolio development. Education Staff should explain that they want to show the child’s parents all of the fun things the child has been learning at Head Start/Early Head Start. Let the child have input as to what goes into the portfolio. The children will develop a sense of ownership when they get to decide what goes into the portfolio.

Anecdotal records are a brief description of an observation of a child. The anecdotal records can be used in the child’s portfolio to show the child’s skill level in various areas. Each anecdotal record may cover several indicators. The anecdotal tells what was actually seen and said during the observation. An example of an anecdotal record is as follows:

Matthew was sitting at the table with Mark building with 1 inch cubes. Matthew stacked 8 blocks and said to Mark “Look what I did, I built a house”.

Dictation is also another way to show a child’s skill level. When a child creates a picture you should be asking the child to tell you about the picture, you then write their response down, this is dictation. An example is as follows:

Samantha painted a picture and tells you that, “This my garden, it’s pink, blue, and green. It is happy.” You would write this down exactly as she said it and that would be the dictation.

In addition to the online portfolios, a folder for each child labeled with their name will be kept in the classroom, in a file box or a file cabinet drawer that contains Child Observation Forms, IEP Objectives, and Child Progress Reports.

Each classroom will observe on the 38 OBJECTIVES from the Creative Curriculum Gold and decide what types of activities they will plan for the children. For each child one form of documentation will be collected on all objectives every collection period. Documentation should be entered into Teaching Strategies Gold on a weekly basis.
Southern Seven Head Start
ONLINE PORTFOLIO SCHEDULE

Online portfolio collection period one (Fall):
August 20, 2018 – November 2, 2018
On September 21, online portfolios should be half completed.
   November 2, checkpoints should be finalized. Online portfolios are to be completed.
   (At this time, online portfolios should contain one documentation sample for each objective).

Online portfolio collection period two (Winter):
November 5, 2018 – February 1, 2019
On December 21, online portfolios should be half completed.
   February 1, checkpoints should be finalized. Online portfolios are to be completed.
   (At this time, online portfolios should contain one documentation sample for each objective).

Online portfolio collection period three (Spring):
February 4, 2019 – April 18, 2019
On March 15, online portfolios should be half completed.
   April 18, checkpoints should be finalized. Online portfolios are to be completed.
   (At this time, online portfolios should contain one documentation sample for each objective).
Southern Seven Head Start Extended Year
ONLINE PORTFOLIO SCHEDULE

Online portfolio collection period one (Fall):
August 20, 2018 – November 9, 2018
On September 28, online portfolios should be half completed.
November 9, checkpoints should be finalized. Online portfolios are to be completed.
(At this time, online portfolios should contain one documentation sample for each objective).

Online portfolio collection period two (Winter):
November 13, 2018 – February 8, 2019
On December 21, online portfolios should be half completed.
February 8, checkpoints should be finalized. Online portfolios are to be completed.
(At this time, online portfolios should contain one documentation sample for each objective).

Online portfolio collection period three (Spring):
February 11, 2019 – May 3, 2019
On April 5, online portfolios should be half completed.
May 3, checkpoints should be finalized. Online portfolios are to be completed.
(At this time, online portfolios should contain one documentation sample for each objective).
Southern Seven Early Head Start
ONLINE PORTFOLIO SCHEDULE

Online portfolio collection period one (Fall):
August 20, 2018 – November 21, 2018
On October 5, online portfolios should be half completed.
November 21, checkpoints should be finalized. Online portfolios are to be completed.
(At this time, online portfolios should contain one sample for each objective).

Online portfolio collection period two (Winter):
November 26, 2018 – March 1, 2019
On January 18, online portfolios should be half completed.
March 1, checkpoints should be finalized. Online portfolios are to be completed.
(At this time, online portfolios should contain one sample for each objective).

Online portfolio collection period three (Spring):
March 4, 2019 – May 24, 2019
On April 26, online portfolios should be half completed.
May 24, checkpoints should be finalized. Online portfolios are to be completed.
(At this time, online portfolios should contain one sample for each objective).

Online portfolio collection period four (Summer):
May 28, 2019 – August 2, 2019
On June 28, online portfolios should be half completed.
August 2, checkpoints should be finalized. Online portfolios are to be completed.
(At this time, online portfolios should contain one sample for each objective).
Southern Seven HS/EHS

Service Area: Education
Procedure: Teaching Strategies Gold Reports Regarding On-Going Assessment and Outcomes
References: Head Start Performance Standard 1302.33(b)

The Classroom Staff will generate the following reports per classroom at the end of each collection period. The following is a description of the Teaching Strategies Gold Reports:

**Assessment Status Report:** This report will be generated and submitted to the Education Specialist after each collection period. This report shows that the Teacher completed each area on all the children for the current checkpoint. The following are the steps to print the Assessment Status Report:

1. Log into Teaching Strategies Gold.
2. Click on Report at the top middle of the page.
3. Click on Go in the Assessment Status Box.
4. Check the Check Point Period in the top right corner. If it’s not on the correct period click on the arrow then click on the correct period.
5. Click Print on the left side of the screen.
6. Click Browse Prints when the box pops up.
7. Click Print.

**Individual Child Report:** This report will be generated for each child after each collection period. This report will be used to show the individual child’s strengths and areas that may need to be addressed. This information should be used to help the teacher plan for individualization with the child. This report should be shared with parents during your Home Visit/Parent Staff Conferences to show where the child is in the beginning of the year or upon entrance to our program. After this information has been shared with families it is to be filed in the child’s blue file at the site. The following are the steps to print the Individual Child Report:

1. Log into Teaching Strategies Gold.
2. Click Report at the top of the page.
3. Click on Go in the Individual Child box.
4. Click the children you want reports on or click Select All for all the children.
5. Check appropriate period. For the Fall Period select Fall, 2018-2019; For the Winter Period select Winter, 2018-2019; and for the Spring Period select Spring, 2018-2019.
6. Click Select Objectives and Dimensions and make sure there is a check mark in the Select All box.
7. Under Include click on Finalized Checkpoint Level.
8. Then click on generate report on the right side about in the middle of the page.
9. Click on Print on the left side of the page then click PDF when the box pops up.
10. Then print reports. Print single sided to prevent another child’s information being included with the previous child’s information.

**Snapshot Report:** This report will be generated after each collection period by the Education Specialist. This report will show the classrooms progress and areas to be strengthened. It can be used to plan Weekly Planning Forms and activities. Teaching Staff may also place the reports in the child’s folder in the classroom. Other Teaching Strategies Gold Reports may be used to show outcome information as needed.
Each Head Start and Early Head Start classroom will be observed during the school year. Various observation tools will be used including ECERS; ITERS; and CLASS. These observations will be completed by the Education Team or reliable CLASS observers. These tools will be used to provide insight into how the classroom environment and staff interact with the children. This will allow the Education Team to design meaningful trainings and provide individual mentoring to education staff. If a classroom receives a score of 5 or below on the ECERS or ITERS Education Staff will complete a plan of action for the ECERS or ITERS and sign and return to the Education Team Member. A second observation will be completed as a follow up to ensure improvements were made to facilitate the learning of children. The “All About the ECERS” or “All About the ITERS” will be used as a resource for completing the plan of action. CLASS results will be reviewed with Education Staff and goals will be put into place to help improve the overall environment and interactions in the classroom.

The Education Team Members will also be observing regularly at all of the sites.

*If at any time a noncompliance or deficiency according to DCFS or Head Start Performance Standards is identified, it shall be addressed immediately. An Action Plan will be developed and follow up will occur on a weekly basis until resolved.*
Southern Seven Head Start/Early Head Start  
PLAN OF ACTION FOR ECERS/ITERS

Area to be Improved:

Steps for Improving This Area:

Items Needed for Improving the Area:

Purchase Order Completed: □

Follow-Up Completed by:

Education Staff Signature: ___________________________ Date: ___________________________

Site Supervisor Signature: ___________________________ Date: ___________________________

Revised: 07/18, rm
Southern Seven Head Start/Early Head Start
GUIDANCE

Please refer to the Guidance Policy located in the Mental Health/Special Needs Procedures.
Southern Seven HS

Service Area: Education
Procedure: Field Trips
References: Head Start Performance Standard 1302.31

1) Field trips are an important part of a child’s education process. Teachers should plan carefully for each field trip so that it will be an integral part of the current teaching unit. Lesson Plans should reflect activities that relate to the field trip both prior to, and after, the trip.

2) The Teaching Staff should talk with the children before the trip about what they will see and what to look for. The children should have the opportunity to share their experiences after the trip. The Teacher or volunteer should record their responses. (This is when real “learning” takes place).

3) There is to be a maximum of three field trips per year that require the use of bus transportation. Two will be local field trips limited to a 30 mile radius and one will be a major field trip limited to a 50 mile radius of the center. The teaching staff and the center parent committees’ plan one major field trip. All other field trips must be local such as, visiting the fire department, post office, library, etc. All field trips must have prior approval from the Site Supervisor and Education Specialist and should average about one field trip every three months per classroom. Bus arrangements will be made by Judy Wright, Transportation Specialist. Please do not make bus arrangements.

4) The parent who represents their local parent committee on the policy council will present a proposed schedule of field trips to the council for approval. The Site Supervisor and Education Specialist must approve the local field trips at least two weeks in advance.

5) All Head Start Children may go on field trips without their parents. Parents are encouraged to attend the field trips to help provide adequate adult supervision. Children of any age should not be on the bus more than one hour for a field trip.

6) Field trips should not be planned until children have had the opportunity to adjust to being in school and obeying safety rules. Establish simple safety rules, which are well known to the children and the adults accompanying them. Help children learn these rules by rehearsing or playing them out during several days before a trip. Review them immediately before departing. Some sample safety rules:
   - Always wait for the adults before crossing streets or going into buildings.
   - Everyone holds hands.
   - Always walk and never run on trips.
   - Everyone needs to sit down on the bus.
   - For groups of 10 or more: “A leader in the front and a leader in the back and all the children in between.” This makes a nice chant to use as you walk along.

7) Orient other adults to safety procedures and remind them to:
   - Be conscious of the number of children they are responsible for and count noses frequently.
   - Concentrate on the children in their care and avoid being distracted by conversations with other adults.
• Never leave children alone or send them ahead of the group for any purpose. If necessary, the whole group goes into the bathroom together.
• Take the children to the bathroom before leaving on a trip and, if necessary, before leaving the trip site to return.
• Supervise toileting in public places very carefully.

8) Teaching Staff should consider having visitors come to the site rather than trying to schedule field trips when the weather is bad or when it is difficult to schedule local field trips.

9) It is not necessary for a field trip to be all day. A two-hour trip to the farm can teach children many things about animals - sizes, sounds, colors, etc.

10) Successful field trips require planning. The following form must be completed prior to approval from the Site Supervisor and Education Specialist. The Field Trip Request/Planning form must be sent to the Education Specialist who will return a copy of the Field Trip Request/Planning with their signature and approval. This form should be kept on file at the site. Parents should be notified ONE WEEK in advance using the Field Trip Notification Form.

11) Be sure all children are wearing the Southern Seven Head Start T-Shirts, for easier identification in large groups of children.

12) A first-aid kit should be taken along on a trip and include a copy of emergency contact numbers, important medical information, and pick-up information. Be sure the kit includes materials for cleansing scrapes and bruises, and plenty of band-aids.

13) Take along activities that can be used to keep the children entertained in case of a delay. Items to include in this bag are: a few sets of extra clothes, tissues, a few story books, and food items, such as a box of graham crackers or raisins for an extra snack.

14) If a snack is to be served on the trip, plan it carefully for ease of serving. Fresh fruits like apples or bananas are easier to serve than juice and crackers. Carry snacks in disposable bags so your load will be lighter on the return trip. The bags can also be used for treasures collected on the trip. If the trip is during lunchtime, pack lunches in individual disposable paper bags. Beverages should be provided for the group. Be sure to bring paper cups, napkins and a can opener if you are serving juice. A damp cloth in a plastic bag or some moist towelettes can come in very handy.

REMEMBER, it is not how far you go or how big the place is that matters; it is how much the children learn that counts!
### Southern Seven Head Start
#### FIELD TRIP REQUEST/PLANNING FORM

<table>
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<tr>
<th>Site</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Date Submitted</td>
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<tr>
<td>Date of Field Trip</td>
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<tr>
<th>Time Leaving</th>
<th>Time Returning</th>
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<tbody>
<tr>
<td>Location</td>
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</tbody>
</table>

| Parental Notification (anticipated date) | |
| Miles from Center to Field Trip Location | |

| Purpose | |
| How will students benefit from this experience? | |
| Activities leading up to the field trip | |

| Follow-Up Activities | |
| Bus Arrangements Needed | Yes | No |
| Site Supervisor Signature & Date | |

| Transportation Specialist Signature & Date | Approved (Education Specialist Signature & Date) | |
| Original: C.O. | Copy: Site | |
Southern Seven HS/EHS

Service Area: Education  
Procedure: Outdoor Play Policy  

The Outdoor Policy has been established as a guideline for determining when weather conditions prevent children from playing outdoors. DCFS requirements state that all children regardless of age will participate in DAILY outdoor activities, unless the weather conditions pose a danger such as lighting or stated weather advisories per local news channels.

1. Southern Seven Head Start Policy regarding outdoor play is as follows:  
   a. A child well enough to attend Head Start is well enough to play in outdoor activity.  
   b. If for any reason a parent feels that their child needs to stay indoors, then he/she should not attend Head Start during this time unless the child has a doctor’s note.  
   c. Children will not play outdoors on days the “feels like temperature” is 30° or below or 90° and above.

2. A “common sense” approach will be used for determining if a child has appropriate clothing for going outside during cold weather. If the teacher feels a child does not have an appropriate coat for the immediate weather conditions, and has exhausted all efforts to obtain a donated coat, he/she can exclude that child from outdoor play with supervisor approval. If classroom ratios permit, the excluded child should be transferred to another class until his/her class returns.

3. Inclement weather should be noted on the daily Playground Safety Checklist.
Southern Seven HS/EHS

Service Area: Education
Procedure: Developmentally Appropriate Celebration
References: Head Start Performance Standard 1302.31

1) After planning a thematic unit for your classroom or after a theme evolves naturally, decide if a celebration would be beneficial and appropriate.

2) Discuss any ideas for celebrations with your Site Supervisor or Assistant Site Supervisor to get feedback or suggestions.

3) Plan **ACTIVITIES** that will enhance what is already going on in the classroom and that are culturally sensitive. Try not to exclude any child or make anyone feel uncomfortable.

**Goals**

- To validate children’s and families’ cultural experiences and traditions.
- To expose children to different ways of celebrating the same holiday.
- To respect families who don’t celebrate.
- To provide an inclusive curriculum which validates various beliefs and broadens children’s awareness of their own and others cultural experiences.
- To provide accurate information regarding cultural and traditional holidays in a developmentally appropriate manner.
- To encourage critical thinking about bias, unfairness and stereotype.
- To provide choices for children and families.

**Guidelines**

- The use of commercialized and or homemade holiday decorations, which depict one culture or belief, are discouraged. For example: Cupid, Easter Bunny, Leprechauns, Ghosts, Witches, Jack-O’-Lanterns, Santa, religious aspects of holidays, etc.
- The overemphasizing of a holiday in the curriculum is discouraged. For example: a month of lesson plans on making Turkeys, Christmas Trees, etc. One day of looking at specific holidays or traditions is acceptable provided it is part of a broader unit of study.
- Classrooms located in the school are encouraged to work with the school to plan and provide developmentally appropriate celebrations.
- Inform parents about what and when things will be celebrated. This allows parents to make an educated choice about participation.
- Plan strategies for working with the children whose families’ beliefs do not permit participation in holiday celebrations. Include the child’s parents in creating satisfactory alternatives for the child within the classroom.
- Any celebration should be culturally relevant while also providing new experiences for the children.
• Avoid the tourist approach. This means these “special events/places” or “people” for example: Martin Luther King, are absent from the classroom until the next year. To be truly multi-cultural and to respect diversity, the program as a whole should always include various elements as part of the curriculum. Research and find out more about what people do, eat, how they dress, their environment and how these things connect to everyday life. Give the children something they can relate to their family, friends, etc.
• Do not assume everyone from the same ethnic group celebrates holidays the same way. Make sure that any differences in how each family celebrates are evident and respected.
• There are community festivals/holidays, which are important to members of that community. It is always an expectation for organizations to participate. A couple of examples in our area include: Deer Day, Colorfest, etc. These are part of the community’s culture and many children’s lives. Individual centers may respect community activities without the program as a whole participating.
Southern Seven HS/EHS

Service Area: Education  
Procedure: Equipment, Toys, and Supplies  
References: Head Start Performance Standard 1302.31(d); DCFS Licensing Standards 407.380 Equipment & Materials

It is the responsibility of all site staff to maintain equipment and supplies in a CLEAN and SAFE condition.

1. Staff must regularly clean toys and equipment and watch for dangerous items. Children can be involved in this process if toys are added to a sensory table/soap and water experience.

2. Items that need repair should be fixed as soon as the problem is noticed. Notify the Site Supervisor and have her complete a Work Order. If the item is unrepairable and valued at under $50 item can be discarded with Site Supervisor approval.

3. Children learn best when they are able to choose toys that are easily accessible with no missing pieces. Toys should be sorted into complete sets or by type of toy. For instance, small Lego pieces should be kept separate from large Lego pieces and blocks should be placed on shelves by size/shape rather than dumped into a storage bin.

4. It is important that children are involved in daily clean up routines. This is most likely to be a successful experience when children take out only the toys that they are using rather than dumping all the toys out at one time. Remember all children practice important cognitive skills when they sort items.

5. When doing inventory at the end of the year, use the pre-printed inventory list of equipment. Delete items if they have been broken and discarded during the year. If a discarded item had an ID Tag, the number should be recorded on the inventory sheet so that it can be removed from the Inventory List for the next year. Refer to Safety Procedure Titled “Discard Items Form.”

6. Add items to the inventory list as new equipment and toys are purchased through the year. Inventory is due to the Administrative Secretary on April 26, 2019.

7. Staff are asked to identify items needed in the classroom. The priority is:
   - Items needed to meet licensing requirements or replace broken equipment.
   - Items that will enhance the educational experience for the children.

8. When looking for toys or equipment, don't forget to look for donations from parents or purchases at yard sales. Be creative when looking for consumable materials for art projects. Remember that “in-kind” and “parent involvement” are also important to our program.
## Southern Seven Head Start/Early Head Start

### INVENTORY

<table>
<thead>
<tr>
<th>Center: ______________________</th>
<th>Room: Classroom</th>
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<tbody>
<tr>
<td>Person Responsible: __________</td>
<td>Date: __________</td>
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<table>
<thead>
<tr>
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<th>DESCRIPTION</th>
<th>CONDITION</th>
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<td>Classroom Furniture (include tag number if applicable)</td>
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<td>Equipment - ie. Computer, etc. (include tag number if applicable)</td>
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<td>Sensory Area</td>
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Southern Seven HS/EHS

Service Area: Education
Procedure: New Teacher Orientation
References: Head Start Performance Standard 1302.91

The new Teacher Orientation is designed to give the new employee in the classroom the basics of what they will need to get started. It will provide an introduction to specific classroom procedures needed to assist the new teacher upon entrance into the classroom.

Each new Teacher will have their form filled out by their Site Supervisor and then by an Education Team Member, after completing training.

The Site Supervisor will provide new Teacher Orientation and will complete the corresponding form with the new employee within five (5) working days of hire or entrance into the classroom. They will initial and date the form in each category as it is completed. They will copy the form and forward it to an Education Team Member. An Education Team Member will then complete a more thorough training in each of the categories, answer any questions the new employee may have, initial and date each category as it is explained to the employee.

A copy of the new Teacher Orientation Form will be kept in the employees center file and the original will be kept at Central Office with an Education Team Member.
# Southern Seven Head Start/Early Head Start
## NEW TEACHER ORIENTATION FORM

### SECTION A: To be completed by Site Supervisors within the first 5 days of hire.
Review specific procedure in the Education Component of the Procedure Manual. N/A in column that is not applicable.

<table>
<thead>
<tr>
<th>Head Start</th>
<th>Initial &amp; Date When Completed</th>
<th>Early Head Start</th>
<th>Initial &amp; Date When Completed</th>
<th>Notes</th>
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<tr>
<td>DIAL-4</td>
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<td>Ages &amp; Stages-3</td>
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<td>Ind. Goal Sheet</td>
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<td>Lesson Plan</td>
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<td>Transition</td>
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<td>School Readiness</td>
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Teacher: ___________________________  Date: _________________

Site Supervisor: ____________________  Date: _________________

### SECTION B: To be completed by an Education Team Member within 30 days of hire.

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<tr>
<th>Head Start</th>
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<th>Initial &amp; Date When Completed</th>
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<td>School Readiness</td>
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</table>

The above topics have been explained to this employee.

Education Team Member: ___________________________  Date: _________________

Teacher: ___________________________  Date: _________________

Original: Education Team Member  Copy: Site

Revised: 07/18, rm 59
The first three years of life are a critical time in a child’s development. Research shows that relationships between care givers and children are crucial for the child to feel safe and secure. For this reason, all Early Head Start Children will have an assigned Primary Care Giver. Whenever possible, the child will remain with the Primary Care Giver from the time they enter the program until they transition to Preschool Head Start or another preschool program. When it is not possible for the child to remain with the same care giver or in the same classroom for their entire time in Early Head Start, the following procedures should be followed. All Early Head Start Children enrolled in the Center Based Option are served through the Home Based Option during the summer months.

**Center Based to Home Based**

- Staff should schedule a Transition Planning Meeting, complete the Transition Worksheet, and send to the Education Specialist at least one month prior to the transition date.
- During the Transition Planning Meeting Staff should fill out the Individualized Transition Planning Form with the parents of the transitioning child. A copy of this form should be sent to the Education Specialist and the original should go in the child’s file in accordance with DCFS Licensing Standards 407.210(i).
- Topics to be discussed include: socializations, weekly home visits, and other family needs.

**Home Based to Center Based**

- Staff should schedule a Transition Planning Meeting, complete the Transition Worksheet, and send to the Education Specialist at least one month prior to the transition date whenever possible.
- During the Transition Planning Meeting Staff should fill out the Individualized Transition Planning Form with the parents of the transitioning child. A copy of this form should be sent to the Education Specialist and the original should go in the child’s file in accordance with DCFS Licensing Standards 407.210(i).
- Topics to be discussed include: center hours, transportation needs, child’s needs, etc.

**Early Head Start To Head Start or Other Child Care Program**

As the child begins to approach his/her third birthday and begins to show readiness, he or she may begin the transition to a preschool slot. The following ideas should be used in helping the transition go more smoothly, but each center may come up with additional ideas that take into account the individual needs and differences of each child and may be altered or adapted if needed.

**6 months prior to Transition**

- Staff should schedule a Transition Planning meeting and complete Transition Worksheet and send to the Education Specialist.
- During the Transition Planning meeting staff should begin to fill out the Individualized Transition Planning Form with the parents of the transitioning child and future teacher. This meeting should take place at least 6 months before the child’s third birthday. A copy of this form should be sent to the Education Specialist and the original should go in the child’s file in accordance with DCFS Licensing Standards 407.210(i).
• If Family is interested in Head Start insure the Head Start Application has been completed, if not set an appointment to complete with Parent Coordinator

2 months prior to the Transition
• The child begins visits to the classroom accompanied by primary care giver or another familiar adult from the previous classroom. During the visit the caregiver and child will explore the room together and allow the child to interact as he or she is comfortable.
• The form **Record of Transition Activities** should be completed each time the child visits the new classroom to document this activity.
• The parent should be encouraged to visit the room with their child and make suggestions for transitioning.
• The child may visit during meal times and/or outside play regularly, gradually increasing in frequency and duration. As the child adjusts, he or she may be left for longer periods and without the previous caregiver until they are comfortable and begins to see it as their classroom.

1 month prior to Transition
• A transition meeting will be scheduled to evaluate the child’s progress with the transition process.
• The ERSEA Specialist or the Education Specialist will also be invited to this meeting to provide enrollment and eligibility information to the family.
• During this meeting the **Transition Planning Form** will be completed then a copy sent to the Education Specialist.

Items that may be discussed are as follows:
• The placement and eligibility of the child.
• The progress of the child in the transition process.
• Whether the child is ready for the move into the new room or will remain in Early Head Start.
• Any concerns the parent or caregivers may have.

These transition activities should begin at least two months before the child will make the official move to the new classroom.

If a child is exiting Early Head Start, a meeting is held 30 days prior to child’s birthday to update the Transition Team of the child’s progress. During this time, final plans are made depending on the child's individual needs to exit the Early Head Start Program.
Southern Seven HS/EHS

Service Area: Education
Procedure: Transition Planning
References: Head Start Performance Standard 1302.70

When planning for transition consider:

- The family’s composition, culture, language preferences and goals (Review IDP and IFSP).
- New and ongoing transitions, events or situations, that the family is experiencing and how the family is adapting to them.
- What are the family’s expectations and needs around child care?

Procedure: (Form is to be completed during the Transition Planning Meeting)

- Enter the date of the Transition Planning Meeting.
- Enter the Projected date of Transition.
- Enter the child’s and the parent’s names (both parents if possible).
- Enter the child’s date of birth and age. Toddlers must begin transition at least 6 months before they complete Early Head Start.
- Enter the current program name and type, such as Early Head Start full day care, part day care, home base. Enter the current Educator or Home Teacher’s Name.
- Check mark the type of program the child is transitioning to.
- Does the child have a current IFSP? Check □ Yes or □ No.
- Does the child or family have a Mental Health Referral? Check □ Yes or □ No.
- Does the child or family have a Health or Nutrition Referral? Check □ Yes or □ No.
- There must be a staffing on any child with a referral. Enter the date of the staffing and what staff will attend.
- List any community resources that the family is currently using and will continue to need (SCO.E., ALTA, WIC, CPS, food closet, etc.).

Child Profile

- Describe the child and his/her behavior in each of the areas listed. Review the IFSP or other referral and include any relevant information in any or all of the categories. For example: Is the child easily frustrated or easily comforted? Does he/she use non-verbal communication to convey needs, or single or multiple words? Does he/she separate easily at drop-off time? What helps? What is the best way to approach the child when there is a need to change activities? If there is something that needs to be said that doesn’t fit into the categories provided, write it in the Comments section at the end of the document.

The Plan

- Describe the differences between the current environment and the new placement. Include the physical space (indoors and outdoor), materials and equipment and ages and numbers of other children. Will there be any familiar children there? What adaptations will need to be made for a child with an IFSP or other referral?
- What can the current staff and family do to prepare the child for these changes (Changes to the environment, visits, etc.)?
- Describe the differences between the current staff and staffing in the new placement. What are the ratios? The style of interactions? Expectations? Discipline policies? Is there a primary teacher? How will these affect a child with an IFSP or other referral?
• What can the current staff and family do to prepare the child for these changes (Visits, expectations, experiences, etc.)?
• Describe the differences between the current routines and activities and those in the new placement. Consider curriculum, group sizes and expectations, meals, napping and toileting. What songs do they sing, etc.? What adaptations will be needed for a child with an IFSP or other referral?
• What can the current staff and family do to prepare the child for these changes (Visits, routines, books, activities, etc.)?
• What are the changes in expectations of parents? What are the differences in policies regarding sign-in and out, visiting, illness, participation, sharing of information, home visits, assisting families with goals and needs, etc.?
• Enter in any additional comments that need to be made.
• Each person attending the meeting should sign and date the form.

After the transition plan has been implemented, and one month prior to the move the remainder of the form will need to be completed at the Transition Meeting.

Procedure:
• Describe how the Transition is going.
• Check whether the Application Process for Head Start has been completed.
• Check whether the Family is eligible for Head Start.
  If the family is not eligible explain why they are not eligible and what options they have for further services.
• Check whether there is a slot available in Head Start.
  If there is not a slot available, explain what we will do to accommodate the family until a slot is available.
• Each person attending the meeting should sign and date the form.

Record of Transition Activities Form is to be completed and returned to the Education Specialist at the end of each month the child is transitioning. This form is to be used as a record of the activities provided to the child and family to aid in the child’s transition. This form needs to be completed by the Head Start Classroom Staff to which the child is transitioning to.

When the form is completed a copy should be sent to the Education Specialist.
Southern Seven Early Head Start
TRANSITION WORKSHEET

Center:___________________________________________________ Classroom:________

Child’s Name:_____________________________________________ Date of Birth:________

Last   First

Projected Date of Transition:________________________________________

Date Transition Planning Meeting is to be held by:________________________

Date Meeting Scheduled:________________________________________

Does the child have an IFSP (circle)? Yes No

Who is Invited to Attend the Meeting (circle):

Parent   Current Teacher   Future Teacher
Site Supervisor   Parent Coordinator   Special Needs Specialist
Education Specialist   Health & Nutrition Specialist   Other:________________________

Current Teacher’s Signature:________________________ Date:____________

Site Supervisor’s Signature:________________________ Date:____________

NOTE: Early Head Start transitioning into Head Start begins at 2 ½ years or 30 months.

*This form must be completed and returned to the Education Specialist one week prior to the Transition Planning Meeting.*
# Southern Seven Early Head Start
## INDIVIDUALIZED TRANSITION PLANNING FORM

<table>
<thead>
<tr>
<th>Date of Meeting:</th>
<th>Projected Date of Transition:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child’s Name:</td>
<td>Parent’s Names:</td>
</tr>
<tr>
<td>Date of Birth:</td>
<td>Age:</td>
</tr>
<tr>
<td>Current Program:</td>
<td>Potential Program:  □ Head Start  □ Pre-K  □ Child Care  □ Other</td>
</tr>
<tr>
<td>EHS Educator:</td>
<td>If you are going to attend Head Start, the Teacher’s name is:</td>
</tr>
<tr>
<td>IFSP? □ Yes □ No</td>
<td>Mental Health Referral? □ Yes □ No</td>
</tr>
<tr>
<td>Health/Nutrition Referral? □ Yes □ No</td>
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<tr>
<td>Community Resources Needed:</td>
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</tbody>
</table>

### Child Profile (include any necessary information from IFSP)

Describe the child’s temperament (likes, dislikes, and reactions):

---

### Describe the child’s developmental progress in the following areas:

- **Attachment to Parent:**

- **Attachment to Primary Teacher:**

- **Communication:**

---

### Describe the routines that help the child during the following transitions:

- **Arrival/Departure Time:**

- **Nap Time:**

- **Feeding Time:**

---

### Change in Activities:

---

### Plan (include any necessary information from IFSP)

The environment (describe changes): What can staff & family do to help prepare the child?
Staff (describe changes): What can staff & family do to help prepare the child?

Routines & Activities (describe changes): What can staff & family do to help prepare the child?

Changes for Parents:

**Parent’s Responsibility:**
To apply for Head Start a new Application and a new Income Verification need to be completed.

Comments:

<table>
<thead>
<tr>
<th>Signatures of Those Present</th>
<th>Date of Planning Meeting</th>
<th>Date of Transition Meeting</th>
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</thead>
<tbody>
<tr>
<td>Parent(s):</td>
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<tr>
<td>EHS Educator:</td>
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<td>Parent Coordinator:</td>
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<td>Head Start Teacher:</td>
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<td>Site Supervisor:</td>
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<td>Other Staff:</td>
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**To be Completed One Month Prior to Move if Child is Exiting the Early Head Start Program**

How is Transition Going? _____________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
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_________________________________________________________________________________

Has the family completed the Application Process for Head Start? ☐ Yes ☐ No

Is the family eligible for Head Start? ☐ Yes ☐ No
If no, please explain: ________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Is there a slot available in Head Start? ☐ Yes ☐ No
If no, please explain: ________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

ES:_________ SNS:_________ H/NS:_________
Southern Seven Head Start/Early Head Start
RECORD OF TRANSITION ACTIVITIES

<table>
<thead>
<tr>
<th>Center:</th>
<th>Classroom:</th>
</tr>
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<tbody>
<tr>
<td>Child’s Name:</td>
<td>DOB:</td>
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</tbody>
</table>

Record of Transition Activities Completed With Child

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity (meal time, center time, outside)</th>
<th>Person Responsible</th>
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Early Head Start Teacher Signature: Date:
Head Start Teacher Signature: Date:
Site Supervisor Signature: Date:

*Completed Checklist should be returned to Education Specialist at the end of each month child is transitioning.*
Southern Seven EHS

Service Area: Education
Procedure: Individual Personal-Care Plan for Infants & Toddlers

References:

The Individual Personal-Care Plan for Infants and Toddlers will be completed with the child's family upon enrollment into the Early Head Start Center Based Program. This form should be updated every three months or as needed at the family's request. A copy of this form should remain in the classroom for easy access and as a resource for teachers when caring for the infants and toddlers in the classroom.
Southern Seven Early Head Start
INDIVIDUAL PERSONAL-CARE PLAN
FOR INFANTS AND TODDLERS

Child’s Name: ____________________________________________

Date of Birth: ____________________________________________

What would you like us to call your child? ____________________________

Developmental History

Does child: □ sit up □ pull up □ crawl □ walk with support

Times child may be fussy: ____________________________

How do you handle these fussy times? ____________________________

________________________________

Family Information

What does the child call family members? ____________________________

Are there words/phrases in home language that we should know? ______________

Are there cultural or family customs, rituals, or traditions that will help us make your
child’s experience more meaningful? ____________________________

Are there other matters or concerns you feel are important? ______________

________________________________

Health/Development

Any history of colic? ____________________________

Describe any special physical conditions, disabilities, or allergies: ______________

________________________________
Has your child been diagnosed with a special need? _______________________________
If so, is your child receiving any special service? _________________________________

Regular medications?_________________________________________________________

Bottle/Cup Routine
Circle: Bottle Cup
Breast Milk: ___________  Amount: ______  Time of day you want given: ______
Formula: ________________  Brand: ______________________  Amount:________
Time of day you want given:_________________________________________________
Milk: ___________________  Type:_________________________  Amount:________
Time of day you want given:_________________________________________________
Juice: _________________  Type:_________________________  Amount:________
Time of day you want given:_________________________________________________

Introducing Solid Foods
We recommend introducing infant cereal at 4 to 6 months; vegetables, fruits, and juices
at 5 to 7 months; protein such as cheese, yogurt, cooked beans, meat, fish, chicken,
and egg yolks at 6 to 8 months; whole eggs at 10 to 12 months; and milk at 12 months.
We can introduce the use of a cup and spoon at 8 to 10 months.

If you do not wish to follow our recommendations, please sign and comment on your
preferences:_________________________________________________________________

Eating Routine
Any food allergies?_____________________________________________________________
Solid Food: _______________________________  Time of day you want given: ______
Food likes and eating preferences: _____________________________________________

Food dislikes or eating problems:______________________________________________
Special diet/requests: ________________________________________________________________

Special characteristics or difficulties? __________________________________________________

Child eats:  □ on lap  □ in high chair  □ other: ____________________________
Child eats with: □ spoon  □ fork  □ hands  □ other: ____________________________

**Toilet/Diapering Habits**

Does your child have frequent diaper rash? _____________________________________________

Do you use: □ oil  □ powder  □ lotion: ____________  □ other: ________________

Does child wear: □ disposable diapers  □ cloth diapers

Are bowel movements: □ regular  □ How often: ________________________________

Is there a problem with: □ diarrhea  □ constipation

Is your child toilet trained: □ urination  □ bowls

What is used at home: □ potty chair  □ special seat  □ regular seat

Word used for urination: __________________________ bowel movement: __________________

Does the child have accidents? _______________________________________________________

**Comforting/Distress**

Does your child have a security object? ______ Name? ____________________________

Does your child use a pacifier? ____________ When? ____________________________

Other information? __________________________

What comforting objects would you like your child to have at the program? _____________

**Sleeping Routine**

Does child sleep in: □ crib  □ bed  □ family bed

Pre-nap routines/rituals: ____________________________________________________________

How many naps per day (typical): AM ______ to ______ PM ______ to ________

Length of nap: __________________________

Waking behavior/routine: __________________________________________________________
Special concerns: _____________________________________________
What time does child go to bed at night: ________ awake in morning: ________
Are there any sleeptime rituals? _____________________________________________

**Separation**
Has your child been left in the care of someone other than yourself? □ Yes □ No
If so, with whom? _____________________________________________
What difficulty does your child experience separating from you? ________________
What are some ways to calm your child? ___________________________________________
What are your feelings about leaving your child in our care? ______________________
How can we help you feel more comfortable and involved in the care of your child? __________

**Social Relationships**
Has your child had any experience playing with other children? ________________
Would you characterize your child as often:
□ friendly □ aggressive □ shy □ withdrawn
Reaction to strangers? _____________________________________________
Have you had any previous child care experience? ________________________________
Does your child prefer to play: □ alone □ in small groups
Favorite toys and activities? _____________________________________________
Is your child frightened by:
□ animals □ other children □ loud noises □ darkened rooms
Explain: ___________________________________________________________________
Daily Schedule
Please describe by approximate time your child’s current daily activities (that is, awakening, eating, time out of crib, napping, toilet habits, fussy time, evening bedtime):

Morning

________________________________
________________________________
________________________________
________________________________

Afternoon

________________________________
________________________________
________________________________
________________________________

Evening

________________________________
________________________________
________________________________
________________________________

We will update the personal care plan every three months, or sooner if requested by a parent/guardian or as needed by the staff.

Parent Signature: ___________________________ Date: ______________

Staff Signature: ___________________________ Date: ______________

Date of change: ___________ Parent Initials: _____ Staff Initials: _____

Date of change: ___________ Parent Initials: _____ Staff Initials: _____

Date of change: ___________ Parent Initials: _____ Staff Initials: _____
The My Day Slip will be completed each day of attendance for all children under the age of 15 months. This will allow the primary caregiver to give the parent a brief written record of what time the child ate, how much he ate, information on diaper changes, and notes from the Teacher.

- Each feeding time should be listed and the amount that the child ate.
- The time of each diaper change should be entered.
- The type of elimination should be circled, W=Wet, BM=Bowel Movement.
- Nap time will include the time that the child went to sleep and awakened.
- Notes should be used to inform parents of distribution of medication and time, requesting more diapers, change of clothes, etc., or activities that the child enjoyed that day.

A daily record will be kept on the following items:

**Infants:**
1. Feedings
   - Note time of feeding, type and amount of food.
2. Diaper Checks
   - Note time and whether diaper was Wet(W), Dry(D), or if a Bowel Movement(BM) was present.
3. Naps
   - Note time infant falls asleep and time he/she awakens.
4. Medications
   - Note type, dosage, and time.
5. Creative Play/Individual Activities
   - Record any play activities.

**Toddlers:**
Same as above, except #1
1. Feedings

Breakfast, Lunch and Snack are listed, note what child ate and how much.

The record shall be kept in confidence but in a space accessible to parents so they may be viewed daily. A copy of the record will be given to the parent each week. The original is to be kept at the center until the end of the program year, at that time it is to be sent the Education Specialist to go to storage where it will be stored for five years.
### Southern Seven Early Head Start

**MY DAY FORM**

**Today I ate:**

<table>
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<tr>
<th>Ounces:</th>
<th>Time:</th>
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</table>

**Diaper Changes:**

<table>
<thead>
<tr>
<th>Time</th>
<th>W=Wet</th>
<th>BM=Bowel Movement</th>
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**Nap Times**

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**Notes:**

__________________________________________

__________________________________________

__________________________________________

__________________________________________
Southern Seven Early Head Start
INFANT RECORD
Week of / /

Name:________________  DOB:__________  Center:________________

<table>
<thead>
<tr>
<th></th>
<th>Feedings</th>
<th>Diaper Checks</th>
<th>Naps</th>
<th>Medications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Time</td>
<td>Food</td>
<td>Quantity</td>
<td>Time</td>
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<tr>
<td>M</td>
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Abbreviations
Food: IF-Infant Formula, MM-Mother’s Milk, IC-Infant Cereal  Diaper Checks: W-Wet, D-Dry, BM-Bowel Movement
Remember to record what the child actually ate, not what was served.
## Southern Seven Early Head Start
### TODDLER RECORD
#### Week of / /

**Name:**________________  **DOB:**__________  **Center:**______________

<table>
<thead>
<tr>
<th></th>
<th>Feedings</th>
<th>Diaper Checks</th>
<th>Naps</th>
<th>Medications</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td>B’fast</td>
<td>Lunch</td>
<td>Snack</td>
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<td></td>
<td></td>
<td>Time</td>
<td>W / BM / D</td>
<td>Time Asleep</td>
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<tr>
<td><strong>M</strong></td>
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</tbody>
</table>

**Abbreviations**

- Diaper Checks: W-Wet, D-Dry, BM-Bowel Movement

Remember to record what the child actually ate, not what was served.
Southern Seven EHS

Service Area: Education
Procedure: Shoes in Infant/Toddler Rooms
References: Standard 5.2.9.14 from “Caring for our Children”: NHSPS

No outside shoes are permitted in the Infant/Toddler Areas that are specifically designated for non-walking children. Teachers/Staff are to wear agency provided shoe covers or bring their own classroom-only shoes. Visitors will be encouraged to wear shoe covers or remove shoes before entering any of these areas in the classroom.
Section 407.350 Napping and Sleeping

a) When a child’s time in attendance at the day care center requires sleep or nap provisions, the center shall provide a separate crib, bed or cot and individual sheets and bedding.
   1) Children under six years of age who are not enrolled in kindergarten or elementary school who remain five or more hours shall have the opportunity to rest or nap.
   2) Infants and toddlers shall be allowed to rest or sleep according to each child’s individual pattern, as determined in consultation with parents.
   3) Children three years of age and older (until they are enrolled in kindergarten) generally shall not nap for more than two hours or rest without sleeping for more than 60 minutes. Children in this age group who do not sleep may be permitted to get up and shall be helped to have a quiet time with equipment or activities which will not disturb the napping children. When children are allowed to get up, the staff/child ratio must comply with Section 407.190(a)

i) To minimize the risk of sudden infant death syndrome, children shall be placed on their backs when put down to sleep according to the guidelines that follow:
   1) When the infant cannot rest or sleep on his or her back due to a disability or illness, the caregiver shall have written instructions, signed by a physician, detailing an alternative safe sleep position or special sleeping arrangements for the infant. The caregiver shall put the infant to sleep in accordance with a physician’s written instructions;
   2) Infants that can easily turn over from the back to stomach position shall be placed down to sleep on their backs, but allowed to adopt their preferred position while sleeping;
   3) **No infant shall be put to sleep on a sofa, soft mattress, car seat or swing**; and
   4) When awake, an infant shall be placed on his or her stomach part of the time and observed at all times.

Cribs or cots will be available for infants and toddlers to nap on their own schedule. Teachers should discuss sleep habits with parents to become familiar with each child’s sleep patterns and daily schedule. Schedules will be flexible and based on the needs of the child.

Cots will be available for preschool children who are in attendance for more than five hours. Quiet time will be scheduled in full day classrooms where children may nap or participate in a quiet activity. Children who are still awake will be allowed to get up after no longer than 30 minutes.

All encouragement to go to sleep will be positive and calming. A child should never be bullied or intimidated into sleeping. Families will be allowed to send comfort items such as teddy bears, blankets, etcetera if the child so desires. Music should be soft and soothing. Room temperature should be comfortable and each child shall have a sheet and blanket. See Illinois Licensing Standard 407.350 (e).
Southern Seven EHS

Service Area: Education
Procedure: Ordering Infant Formula
References: CACFP

We provide iron-fortified formula for all infants enrolled in the Early Head Start Program during Early Head Start hours. See Infant Formula/Food Waiver Notification Form in the Nutrition Procedures. We purchase the brand of formula indicated by the child’s family at the time of acceptance. If the formula requested is not USDA approved then we will require a doctor’s note in order to provide the formula to the child.

Parent’s/Guardian’s Role
Upon acceptance into the program the parent/guardian will complete an Infant Formula/Breast Milk Information Sheet. This will inform us of what brand of formula the child needs to be provided with, if the parent chooses to bring in their own formula, or if they will bring in breast milk.

If the child is enrolled in daycare or if the parent/guardian chooses not to have us provide formula or if the child is breast fed then the family will be responsible for bringing in the formula/breast milk. When the formula/breast milk supply begins to run low the staff will let the family know so that they can bring more formula/breast milk in.

If the parent request that the brand be changed they need to complete a new Infant Formula/Breast Milk Information Sheet which will be checked against the USDA list.

Teacher’s Role
It is the responsibility of the Teacher to monitor the amount of formula that is available to each child and to notify the Site Supervisor when supplies begin to get low so that more may be purchased. Check with your Site Supervisor about when orders will be due and how often they will be made.

If the family is providing formula/breast milk then it is the Staff’s responsibility to ensure that the family is notified when the formula/breast milk supply is running low in advance so that the supply does not run out completely.

For children who are dually enrolled in Early Head Start and daycare we will provide formula only during Early Head Start hours. The parents will be responsible for providing formula during the daycare hours. The teacher’s will be responsible for ensuring that this practice is followed.

Site Supervisor’s Role
Site Supervisor will place formula orders through the business office with the Wal-Mart orders.
Southern Seven HS/EHS

Service Area: Education
Procedure: Ordering Diapers
References:

We provide diapers/pull-ups for all children that are enrolled in the Early Head Start program during EHS hours. We purchase the Member’s Mark diapers, the store brand from Sam’s Club.

Parent’s/Guardian’s Role
Upon acceptance into the program the parent/guardian will complete a Diaper Information Sheet which will inform us of the appropriate size of diapers/pull-ups to supply for the child or if they prefer to bring in their own diapers/pull-ups.

If the child is enrolled in daycare or if the parent/guardian chooses not to use our diapers/pull-ups then the parent/guardian will be responsible for providing diapers/pull-ups. When the diapers/pull-ups supplied by the parent/guardian run low, then the teacher will let them know and the parent/guardian will be responsible to bring in more diapers/pull-ups.

Teacher’s Role
The teacher is responsible for maintaining a well-stocked supply of diapers/pull-ups in the classroom. Teaching staff will be required to notify Site Supervisors when they need to order diapers/pull-ups and what sizes they will need. Diapers/pull-ups will be ordered once a month so check with your Site Supervisor for a schedule of when you need to have your orders turned in.

If the parent/guardian is providing the diapers/pull-ups then it is the staffs’ responsibility to ensure that the family knows when the child is running low on diapers/pull-ups, and that advance notification is given so that the child does not run out completely before the parent/guardian is notified.

Site Supervisor’s Role
Site Supervisors will place diapers/pull-ups orders with the Sam’s Club order through the Business Office.
As an Early Head Start program we provide diapers/pull-ups to the children in our Early Head Start program free of charge. The brand of diapers that we provide are Member’s Mark which is the SAM’s Club store brand. The brand of pull-ups that we provide are Huggies.

Please check the appropriate item:

_________ I am aware that this center will provide diapers/pull-ups for my child at no cost to me however I choose to provide my child’s diapers/pull-ups. The diapers/pull-ups that I bring will be counted as an In-Kind donation to the center.

_________ I would like the center to provide diapers/pull-ups for my child.
Please list the size of diaper/pull-ups your child is currently wearing:
Size___________________________

Child’s Name: ____________________ Parent’s Signature: ____________________ Date: __________
It is Southern Seven’s Policy that children do not have to be toilet trained in order to attend any program option that we manage. We believe that every child develops toilet training skills at a varying age and that there is not a set time table as to when toilet training should begin; or when mastery should be expected. Toilet training is best approached when it is based on the individual child showing signs of physical readiness, the child’s ability to indicate the need to use the bathroom either verbally or nonverbally, and the family’s decision as to when they feel it is appropriate to begin training.

While toilet training we use positive reinforcement strategies such as praise, encouragement, reminders, charts, songs, and other aids that encourage children to use the toilet and follow hygienic process (i.e. wiping, flushing, washing hands) to make this transition pleasant. When accidents occur these are handled in a manner that supports the child’s learning and is never judgmental or negative.

We communicate the child’s progress with families and work as team to ensure that we are providing consistency for the child between home and school.
Southern Seven HS/EHS

Service Area: Education
Procedure: Diapering and Toileting
References: DCFS Licensing Standards (see below)

DCFS Licensing Section 407.340

5) Clearly posted procedures for diaper or pull-up changing, consistent with the following:

A) Have the following supplies ready before bringing the child to the diapering area:
   i) Disposable wipes or fresh, wet paper towels;
   ii) Diapers;
   iii) Skin preparations prescribed by the child’s doctor or requested by the child’s parent; and
   iv) Disinfecting solution and paper towels for cleaning up.
B) Lay the child on the changing surface, taking care to minimize contact with the child if his/her outer clothes are soiled.
C) Put on protective gloves.
D) Remove diaper and any soiled clothes.
E) Clean the child’s bottom from front to back with a fresh disposable wipe or a damp paper towel. Aerosol or roll-on products shall not be used.
F) Dispose of disposable diapers, paper towels, and diaper wipes in covered receptacle. Put soiled clothes and cloth diapers into a plastic bag to be sent home with the parent.
G) Remove disposable gloves. Wash hands or wipe hands with a premoistened towelette and use another towelette to clean the child’s hands.
H) Place clean diaper on the child. Make sure child’s clothing is clean and dry. If not, change child’s clothing.
I) Wash the child’s hands in accordance with the requirements of Section 407.320.
J) Return the child to a supervised area.
K) Clean the visible soil form the changing table with paper towels or disposable wipes.
L) Clean and disinfect the diapering area.
M) Wash adult hands, using procedures outlined in Section 407.320.
Southern Seven HS/EHS

Service Area: Education
Procedure: School Readiness Goals
References:

To comply with the Improving Head Start for School Readiness Act of 2007, Southern Seven developed School Readiness Goals for our Head Start and Early Head Start Programs.

The Act and Head Start Program Performance Standard 1307 define school readiness goals in this way:

1307.2 School readiness goals mean the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve their readiness for kindergarten.

In very broad terms, the Office of Head Start’s definition of school readiness is that “children are ready for school, families are ready to support their children’s learning, and schools are ready for children”. Head Start leaders must identify the knowledge and skills children demonstrate when they are school ready. A clear articulation of these goals enables Head Start staff and families to choose and implement the most effective curriculum, and assessments.

According to 1307.3(b)(1)(i) and (ii), Head Start programs serving infants and toddlers are required to establish program goals for improving school readiness of children that:

- Appropriately reflect the ages of children participating in the program;
- Align with the Head Start Child Development and Early Learning Framework (HSCDELF) in the five essential domains –
  - Social and Emotional Development
  - Language Development and Literacy
  - Approaches Toward Learning
  - Cognition and General Knowledge
  - Physical Well-Being and Motor Development
- Align with State early learning guidelines; and
- Align with the requirements and expectations of the schools, as they apply to infants and toddlers.

Southern Seven’s School Readiness Goals for Head Start and Early Head Start are on the preceding pages. Southern Seven has developed checklists and uses the ongoing assessment from Teaching Strategies Gold to monitor the effectiveness of the School Readiness Goals.
**Southern Seven Head Start**

**SCHOOL READINESS CLASSROOM QUICK CHECK**

(as according to the School Readiness Procedures)

---

**Teacher:** ____________________________________  **Date:** _______________________

### Print Rich Environment
- Environmental print displayed
- Classroom labels visible
- Children’s names visible on attendance chart
- Children’s work displayed
- Theme is evident
- Job chart with icons
- Library (fiction, non-fiction, theme, multicultural books)

### Classroom Climate
- Teachers utilizing team teaching approach
- 3-5 classroom rules posted
- Teachers friendly and sensitive to children’s needs
- Smooth transitions evident
- Clearly defined routines & schedules posted

### Language Development
- Teacher & assistant involved with students (small groups)
- Children encouraged to speak in complete sentences
- Student talk outweighs teacher talk

### Centers
- Used daily (45 min. – 1 hour)
- Clear boundaries
- Management system in place
- Variety of fun and purposeful activities in each center
- Language with adult and peers

### Circle Time
- 15-20 min. daily
- Calendar time 3-5 min.
- Child interaction evident
- Center activities explained
- New materials introduced
- Variety of activities based on Head Start Guidelines

### Read Alouds
- Small groups
- Daily read alouds
- Open-ended questions (student involvement)

### Letter Knowledge
- Name activities evident
- Alphabet activities evident
- Letter wall sequenced & continuous from A-Z and at eye level
- Children’s names and pictures on letter wall

### Emergent Writing
- Evidence of daily name writing (colored folders)
- Daily opportunities for individual writing
- Children made class books

### Journals
- Accessible to children
- Occurs 3 or more times weekly
- Entries dated

### Lesson Plan
- Theme related activities
- Second Step Curriculum activities

### Mathematical Skills
- Weekly display of:
  - Color
  - Number
  - Shape
- Various mathematical objects & activities available
- Evidence of activities on lesson plans
- Charts & graphs posted
Southern Seven Early Head Start
SCHOOL READINESS CLASSROOM QUICK CHECK
(as according to the School Readiness Procedures)

Teacher: ___________________________  Date: ______________________

### Print Rich Environment
- Classroom labels visible
- Children’s picture visible on attendance chart
- Children’s work displayed

### Classroom Climate
- Teachers utilizing team teaching approach
- Teachers friendly and sensitive to children’s needs
- Smooth transitions evident
- Clearly defined routines & schedules posted

### Read Alouds
- Daily read alouds

### Mathematical Skills
- Display of:
  - Color (eight basic)
  - Number (1 – 10)
  - Shape (circle, triangle, square)

### Language Development
- Teachers involved with students (small groups)
- Children encouraged to speak in complete sentences
- Student talk outweighs teacher talk

### Letter Knowledge
- Letter wall sequenced & continuous from A-Z and at eye level
- Children’s names and pictures on letter wall

### THE FOLLOWING IS FOR CLASSROOMS WHO HAVE A MAJORITY OF TODDLERS

### Circle Time
- Calendar time 3-5 min.
- Variety of activities based on Head Start Guidelines
SCHOOL READINESS GOAL #1

Domain: Approaches to Learning

Goal: Children will develop the ability to self-regulate.

Objective: Birth to three year old child manages feelings, emotions, and behavior with support of a familiar adult.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>IT-ATL 1 - Child manages feelings and emotions with support of familiar adults.</td>
<td>Emotional Expression</td>
<td>1a - Manages feelings.</td>
</tr>
<tr>
<td>IT-ATL 2 - Child manages actions &amp; behavior with support of familiar adults.</td>
<td>Behavior Regulations</td>
<td>1b - Follows limits and expectations.</td>
</tr>
<tr>
<td>IT-ATL 5 - Child demonstrates the ability to be flexible in actions and behaviors.</td>
<td></td>
<td>1c - Takes care of own needs appropriately.</td>
</tr>
<tr>
<td>IT-SE 6 - Child learns to express a range of emotions.</td>
<td></td>
<td>2b - Responds to emotional cues.</td>
</tr>
<tr>
<td>IT-SE 9 - Child manages emotions with the support of a familiar adults.</td>
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</tbody>
</table>

Intentional Teaching Techniques to be Used:
- Describe the emotion the child is expressing.
- Model appropriate ways to express different feelings.
- Recognize that the child may need some assistance in expressing feelings.
- Provide consistency and routines for sleeping, eating, and diapering.
- Create a safe environment for the child to actively explore.
- Use redirection and distraction to avoid power struggles.
- Provide the child with clear limits and provide reminders of them through the day.

Objective: Three to five year old child manages feelings, recognizes emotions, and follows rules and routines with increasing independence.
## Alignment

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>P-ATL 1 - Child manages emotions with increasing independence.</td>
<td>14A - Understands what it means to be a member of a group and community.</td>
<td>1a - Manages feelings.</td>
</tr>
<tr>
<td>P-ATL 2 - Child follows classroom rules and routines with increasing independence.</td>
<td>15B - Explore issues of limited resources in the early childhood environment and world.</td>
<td>1b - Follows limits and expectations.</td>
</tr>
<tr>
<td>P-ATL 3 - Child appropriately handles and takes care of classroom materials.</td>
<td>30A - Identify and manage one’s emotions and behavior.</td>
<td>1c - Takes care of own needs appropriately.</td>
</tr>
<tr>
<td>P-ATL 4 - Child manages actions, words, and behavior with increasing independence.</td>
<td>30B - Recognize own uniqueness and personal qualities.</td>
<td>3a - Balances needs and rights of self and others.</td>
</tr>
<tr>
<td>P-ATL 9 - Child demonstrates flexibility in thinking and behavior.</td>
<td>32A - Begin to consider ethical, safety, and societal factors in making decisions.</td>
<td>11a - Attends and engages.</td>
</tr>
<tr>
<td>P-SE 6 - Child expresses a broad range of emotions and recognizes these emotions in self and others.</td>
<td>32B - Apply decision-making skills to deal responsibly with daily academic and social situations.</td>
<td></td>
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<tr>
<td>P-SE 5 - Child uses basic problem-solving skills to resolve conflicts with other children.</td>
<td></td>
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<tr>
<td>P-SE 8 - Child manages emotions with increasing independence.</td>
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</table>

### Intentional Teaching Techniques to be Used:
- Teachers will develop with their children a set of 3-5 classroom rules that are child friendly, simple, and clear.
- Teachers will post a daily schedule with words and pictures in their classroom.
- A Job Chart will be utilized in each classroom.
- A Center Time System will be developed and used in each classroom.
SCHOOL READINESS GOAL #2

Domain: Approaches to Learning

Goal: Children will show interest in and curiosity about the world around them.

Objective: Birth to three child will demonstrate interest in and curiosity about objects, materials or events.

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<tbody>
<tr>
<td>IT-ATL 3 - Child maintains focus and sustains attention with support.</td>
<td>Curiosity and Initiative</td>
<td>11a – Attends and engages.</td>
</tr>
<tr>
<td>IT-ATL 4 - Child develops the ability to show persistence in actions and behavior.</td>
<td>Problem Solving</td>
<td>11d – Shows curiosity and motivation.</td>
</tr>
<tr>
<td>IT-ATL 6 - Child demonstrates emerging initiative in interactions, experiences and explorations.</td>
<td>Persistence, Effort, and Attentiveness</td>
<td>11e – Shows flexibility and inventiveness in thinking.</td>
</tr>
</tbody>
</table>

Intentional Teaching Techniques to be Used:

- Create an inviting environment for the child to explore; change materials and toys in the child’s environment on a regular basis.
- Provide a variety of sensory materials, e.g., books that incorporates different textures, toys that shake or rattle.
- Engage and interact with the child frequently during the day.
- Demonstrate how to try things in different ways and encourage the child to do the same, e.g., using a plastic bucket as a drum.
- Validate and praise the child’s attempts to find solutions to challenges.
- Follow the child’s lead when engaging in activities.
- Allow the child to make certain choices throughout the day

Objective: Three to five year old child will demonstrate curiosity and motivation in exploring their environment.
### Alignment

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<tbody>
<tr>
<td>P-ATL 7 - Child persist in tasks.</td>
<td>25A - Investigate, begin to appreciate, and participate in the arts.</td>
<td>11a – Attends and engages.</td>
</tr>
<tr>
<td>P-ATL 10 - Child demonstrates initiative and independence.</td>
<td>30C - Demonstrate skills related to successful personal and school outcomes.</td>
<td>11b – Persists.</td>
</tr>
<tr>
<td>P-ATL 11 - Child shows interest in and curiosity about the world around them.</td>
<td>11e – Shows flexibility and inventiveness in thinking.</td>
<td>14a - Thinks symbolically.</td>
</tr>
</tbody>
</table>

### Intentional Teaching Techniques to be Used:

- Teachers will provide opportunities for the children to initiate explorations of the visual arts, such as drawing, painting, making collages, talking about paintings, sculptures, and illustrations daily. This activity will be documented on the lesson plan.
- Children’s art work will be displayed in the classroom and rotated on a weekly/monthly basis.
- Teachers will provide an area where children can explore, listen to and create music.
- A planned musical experience activity will be completed and documented on the lesson plan weekly. This can include a theme related song, music played and discussed from other cultures, or genres, rhythm activity etc.
- At least one creative movement activity completed daily and documented on the lesson plan.
SCHOOL READINESS GOAL #3

Domain: Social and Emotional Development

Goal: Children will demonstrate the ability to build positive relationships with children and adults.

Objective: Birth to three children will have a warm trusting relationship with adults.

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<tbody>
<tr>
<td>IT-SE 1 - Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.</td>
<td>Attachment Relationships</td>
<td>2a – Forms relationships with adults.</td>
<td></td>
</tr>
<tr>
<td>Relationships with Adults</td>
<td></td>
<td>2b – Responds to emotional cues.</td>
<td></td>
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<tr>
<td>Empathy</td>
<td></td>
<td>3a – Balances needs and rights of self and others.</td>
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<tr>
<td></td>
<td></td>
<td>3b – Solves social problems.</td>
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</table>

Objective: Birth to three children begins to form relationships with other children with the help of an adult.

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<tbody>
<tr>
<td>IT-SE 2 - Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.</td>
<td>Attachment Relationships</td>
<td>2c – Interacts with peers.</td>
<td></td>
</tr>
<tr>
<td>Relationships with Adults</td>
<td></td>
<td>2d – Makes friends.</td>
<td></td>
</tr>
<tr>
<td>IT-SE 4 - Child shows interest in, interacts with, and develops personal relationships with other children.</td>
<td></td>
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</tr>
<tr>
<td>Relationships with Peers</td>
<td></td>
<td>3a - Balances needs and rights of self and others.</td>
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</tbody>
</table>
**Intentional Teaching Techniques to be Used:**

- Provide prompt, responsive, and sensitive care to the child’s needs.
- Hold, cuddle, smile, and interact with the child.
- Provide a loving and nurturing environment with trustworthy adults, and assign a primary caregiver to consistently take care of the child’s needs.
- Establish everyday routines and rituals.
- Provide choices for the child to help him or her feel more in control.
- Respond positively to the child’s coos and vocalizations with both verbal and facial expressions.
- Provide opportunities for the child to play and interact with other children.
- Describe what the child may be feeling with words; label the child’s sounds and coos.
- Provide words for feelings as often as possible throughout the day.

**Objective:** Three to five year old child will develop positive relationships with other children and adults.
### Alignment

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<tbody>
<tr>
<td></td>
<td>3b - Solves social problems.</td>
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</table>

**Intentional Teaching Techniques to be Used:**
- Teachers will utilize a team teaching approach in a Positive Classroom Environment.
- Second Step Curriculum will be used Daily/Weekly in each classroom.
SCHOOL READINESS GOAL #4

Domain: Social and Emotional Development

Goal: Children will develop the understanding about themselves, their family, community, and their environment.

Objective: Birth to three child shows awareness about self and how to connect to others.

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<tbody>
<tr>
<td>IT-SE 8 - Child expresses care and concern towards others.</td>
<td>Self-Concept</td>
<td>12a - Recognizes and recalls.</td>
</tr>
<tr>
<td>IT-SE 10 - Child shows awareness about self and how to connect with others.</td>
<td>Relationships with Adults</td>
<td>12b - Makes connections.</td>
</tr>
</tbody>
</table>

Intentional Teaching Techniques to be Used:
- Respond positively to the child’s coos and vocalizations with both verbal and facial expressions.
- Provide opportunities for the child to play and interact with other children.

Objective: Three to five year old child has a sense of self and belonging to a family, community, and other groups.

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<tbody>
<tr>
<td>P-SE 9 - Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.</td>
<td>14A - Understands what it means to be a member of a group and community.</td>
<td>29 - Demonstrates knowledge about self.</td>
</tr>
<tr>
<td>P-SE 10 - Child expresses confidence in own skills and positive feeling about self.</td>
<td>14D - Understand the role that individuals can play in a group or community.</td>
<td>30 - Shows basic understanding of people and how they live.</td>
</tr>
<tr>
<td>P-SE 11 - Child has sense of belonging to family, community, and other groups.</td>
<td>16A - Explore his or her self and personal history</td>
<td>31 - Explores change related to familiar people or places.</td>
</tr>
</tbody>
</table>
Intentional Teaching Techniques to be Used:
- Invite at least one special visitor to the classroom (parent, community helper, etc.) monthly to interact with the children.
- Provide materials, ideas, instructions, to each child’s family to create an all about me project and display in the classroom (done throughout the year).
SCHOOL READINESS GOAL #5

Domain: Language and Literacy

Goal: Children will demonstrate emergent Language and Communication Skills.

Objective: Birth to three child including dual language learners will understand and begin to use a growing vocabulary.

<table>
<thead>
<tr>
<th>Alignment</th>
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<tbody>
<tr>
<td><strong>Head Start Early Learning Outcomes Framework</strong></td>
</tr>
<tr>
<td>IT-LC 1 - Child attends to, understands, and responds to communication and language from others.</td>
</tr>
<tr>
<td>IT-LC 2 - Child learns from communication and language experiences with others.</td>
</tr>
<tr>
<td>IT-LC 3 - Child communicates needs and wants non-verbally and by using language.</td>
</tr>
<tr>
<td>IT-LC 4 - Child uses non-verbal communication and language to engage other in interaction.</td>
</tr>
<tr>
<td>IT-LC 5 - Child uses increasingly complex language in conversation with others.</td>
</tr>
<tr>
<td>IT-LC 7 - Child understands an increasing number of words used in communication with others.</td>
</tr>
<tr>
<td>IT-LC 8 - Child uses an increasing number of words in communication and conversation with others.</td>
</tr>
</tbody>
</table>

Intentional Teaching Techniques to be Used:
- Create a language-rich environment; communicate with the child throughout the day about what is happening.
- Acknowledge and respond to the child’s communication attempts.
- Engage in simple turn-taking.
- Speak in simple sentences when communicating with the child.

**Objective:** Birth to three child will hear and use the sounds of rhythms of language.

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<tr>
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<tbody>
<tr>
<td>IT-LC 9 - Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.</td>
<td>Social Communication</td>
<td>8a - Comprehends language.</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td>8b - Follows directions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15a - Notices and discriminates rhyme.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15b - Notices and discriminates alliteration.</td>
</tr>
</tbody>
</table>

**Intentional Teaching Techniques to be Used:**
- Sing songs that are culturally meaningful to the child and encourage him or her to follow along, e.g., “Twinkle, Twinkle, Little Star”.
- Allow children to play and experiment with language through songs and word rhymes.

**Objective:** Birth to three child will demonstrate an interest in stories and books with help from an adult.

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<thead>
<tr>
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<tbody>
<tr>
<td>IT-LC 10 - Child handles books and relates them to their stories or information.</td>
<td>Early Literacy</td>
<td>17a - Uses and appreciates books.</td>
</tr>
<tr>
<td>IT-LC 12 - Child comprehends meaning from pictures and stories.</td>
<td></td>
<td>18a - Interacts during read-alouds and book conversations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18b - Uses emergent reading skills.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18c - Retells stories.</td>
</tr>
</tbody>
</table>
Intentional Teaching Techniques to be Used:
- Talk and read with the child often; use words and books that reflect the home culture.
- Use stories and everyday conversations to ask the child to predict what may happen next.
- Engage in simple finger plays with the child.
- Allow the child to explore books on his or her own.

Objective: Three to five children including dual language learners will understand and begin to use a growing vocabulary through conversations and storytelling.

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<thead>
<tr>
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<tbody>
<tr>
<td>P-LC 1 - Child attends to communication and language from others.</td>
<td>1A – Demonstrate understanding through age-appropriate responses.</td>
<td>8a - Comprehends language.</td>
</tr>
<tr>
<td>P-LC 2 - Child understands and responds to increasingly complex communication and language from others.</td>
<td>1B – Communicate effectively using language appropriate to the situation and audience.</td>
<td>8b - Follows directions.</td>
</tr>
<tr>
<td>P-LC 3 - Child varies the amount of information provided to meet the demands of the situation.</td>
<td>1C – Use language to convey information and ideas.</td>
<td>9a – Uses an expanding expressive vocabulary.</td>
</tr>
<tr>
<td>P-LC 4 - Child understands, follows, and uses appropriate social and conversational rules.</td>
<td>1D – Speak using conventions of Standard English.</td>
<td>9b – Speaks clearly.</td>
</tr>
<tr>
<td>P-LC 5 - Child expresses self in increasingly long, detailed, and sophisticated ways.</td>
<td>1E – Using increasingly complex phrases, sentences, and vocabulary.</td>
<td>9c – Uses conventional grammar.</td>
</tr>
<tr>
<td>P-LC 6 - Child understands and uses a wide variety of words for a variety of purposes.</td>
<td>28A – Uses the home language at age appropriate levels for a variety of social and academic purposes.</td>
<td>9d – Tells about another time or place.</td>
</tr>
<tr>
<td>P-LIT 4 - Child demonstrates an understanding of narrative structure through storytelling/re-telling.</td>
<td>29A – Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</td>
<td>10a – Engages in conversations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10b – Uses social rules of language.</td>
</tr>
</tbody>
</table>
**Intentional Teaching Techniques to be Used:**

- Provide changes to the environment, activities, experiences and Teacher-Child Interactions that will facilitate a more complex understanding of the English Language.
- Familiar classroom items will be labeled with words reflective of children and families home languages.
- Provide books, songs, finger plays, and other materials in the home languages of the children in the class.
- Display posters, pictures, and books depicting various cultures, ages, and abilities.
- If no dual-language learners are enrolled in a classroom activity to promote other cultures will be introduced i.e.: color of the week, songs, numbers, and some words. This will also be documented on the lesson plan or displayed.
- Provide a Word Wall and at least one “rare and juicy” word weekly with an explanation or activity to expand or elaborate in the words and documented for lesson plan.

**Objective:** Three to five child will demonstrate an interest in stories and books.

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<tbody>
<tr>
<td>P-LIT 2 - Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print)</td>
<td>2A - Demonstrates interest in stories and books.</td>
<td>17a - Uses and appreciates books.</td>
<td></td>
</tr>
<tr>
<td>P-LIT 5 - Child asks and answers questions about a book that was read aloud.</td>
<td>2B - Recognize key ideas and details in stories.</td>
<td>17b - Uses print concepts.</td>
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<tr>
<td></td>
<td>2C - Recognize concepts of books.</td>
<td>18a - Interacts during read-alouds and book conversations.</td>
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<tr>
<td></td>
<td>2D - Establish personal connections with books.</td>
<td>18b - Uses emergent reading skills.</td>
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<td></td>
<td></td>
<td>18c - Retells stories.</td>
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</table>

**Intentional Teaching Techniques to be Used:**

- A theme related book will be read daily, emphasizing the title, author, and illustrator. Teacher will ask open ended questions about the book.
SCHOOL READINESS GOAL #6

Domain: Language and Literacy

Goal: Child will demonstrate Emergent Literacy Skills.

Objective: Birth to three child writes for a variety of purposes.

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<tbody>
<tr>
<td>IT-LC 13 - Child makes marks and uses them to represent objects or actions.</td>
<td>Early Literacy</td>
<td>7b – Uses writing and drawing tools.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>19a - Writes name.</td>
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<tr>
<td></td>
<td></td>
<td>19b - Writes to convey meaning.</td>
</tr>
</tbody>
</table>

Intentional Teaching Techniques to be Used:
- Provide art materials
- Provide writing materials

Objective: Three to five child writes for a variety of purposes.

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</thead>
<tbody>
<tr>
<td>P-LIT 2 - Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</td>
<td>5A - Demonstrate growing interest and abilities in writing.</td>
<td>19a - Writes name.</td>
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</tr>
<tr>
<td>P-LIT 6 - Child writes for a variety of purposes using increasingly sophisticated marks.</td>
<td>5B - Use writing to represent ideas and information.</td>
<td>19b - Writes to convey meaning.</td>
</tr>
</tbody>
</table>

Intentional Teaching Techniques to be Used:
- Teachers will utilize name template for all children on a daily basis with targeted instruction for Kindergarten eligible children.
- These daily samples will be placed in a colored folder provided to each classroom.
Children will begin with writing their first name. As this is accomplished their last name will be added.

If children have learned to write their full name, other writing practices will be added such as sight words, numbers, birthdate, etc.

**Objective:** Three to five child identifies letters and sounds of the alphabet.

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<th>Alignment</th>
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<tbody>
<tr>
<td><strong>Head Start Early Learning Outcomes Framework</strong></td>
</tr>
<tr>
<td>P-LIT 1 - Child demonstrates awareness that spoken language is composed of smaller segments of sound.</td>
</tr>
<tr>
<td>P-LIT 3 - Child identifies letters of the alphabet and produces correct sounds associated with letters.</td>
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</table>

**Intentional Teaching Techniques to be Used:**

- Alphabet will be displayed in order in the classroom in a developmentally appropriate way.
- Classrooms will display and use a Word Wall. The Word Wall will have three to four words under each letter, and will have one "rare and juicy" word under each letter. Can be theme related if applicable. Children’s names and pictures will be included.
- Classrooms will have a letter of the week beginning with the letter “A” and will continue with each letter in order that they come in the alphabet. The letter of the week will begin the first week of September.
SCHOOL READINESS GOAL #7

**Domain:** Cognition

**Goal:** Child will use exploration, reasoning and planning ahead to solve problems.

**Objective:** Birth to three child will use symbols and images to connect new and known experiences to increase their knowledge of the world around them.

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<th>Alignment</th>
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<tbody>
<tr>
<td><strong>Head Start Early Learning Outcomes Framework</strong></td>
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<tr>
<td>IT-C 12 - Uses objects or symbols to represent something else.</td>
</tr>
<tr>
<td>IT-C 12 - Uses objects or symbols to represent something else.</td>
</tr>
<tr>
<td>IT-C 13 - Child uses pretend play to increase understanding of culture, environment, and experiences.</td>
</tr>
</tbody>
</table>

**Intentional Teaching Techniques to be Used:**
- Provide the child with experiences that demonstrate cause and effect.
- Use teachable moments.
- Provide the child with choices for exploration; follow his or her lead.
- Use child’s past experiences to bridge to new experiences.
- Discuss and experience cause and effect in everyday interactions.
- Encourage the child to explore different materials while playing.
- Provide play experiences both outdoors and indoors.
- Expose the child to music and dance from different cultures and backgrounds.
- Participate in the child’s play; dress up, pretend, and play with the child.

**Objective:** Birth to three child will engage in activities that will promote logical thinking and emergent math skills.

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<tbody>
<tr>
<td><strong>Head Start Early Learning Outcomes Framework</strong></td>
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<tr>
<td>IT-C 6 - Child learn to use a variety of strategies in solving problems.</td>
</tr>
<tr>
<td>IT-C 6 - Child learn to use a variety of strategies in solving problems.</td>
</tr>
<tr>
<td>IT-C 8 - Child develops sense of number and quantity.</td>
</tr>
<tr>
<td>IT-C 9 - Child uses spatial awareness to understand</td>
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<td>---------------------------------------------</td>
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<tr>
<td>IT-C 10 - Child uses matching and sorting of objects or people to understand similar and different.</td>
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</table>

**Intentional Teaching Techniques to be Used:**
- Narrate sequencing found in everyday interactions.
- Play with the child’s count out loud as you hand him or her objects.
- Model counting and sequencing for the child through everyday interactions.
- Sing songs that incorporate numbers.
- Use numerical concepts in everyday activities.

**Objective:** Three to five child will be able to name, classify, and sort objects by color, shape, size, and be able to create and recreate patterns.
Intentional Teaching Techniques to be Used:

- Classrooms will have a color of the week.
- The color will be displayed in the classroom.
- The lesson plan will reflect at least one activity using this color of the week to promote the children’s understanding of the color.
- Classrooms will have a shape of the week.
- The shape will be displayed in the classroom.
- The lesson plan will reflect at least one activity using this shape of the week to promote the children’s understanding of the shape.

Objective: Three to five child will be able to rote count to at least 30, count objects using 1:1 correspondences, and recognize numerals.

Intentional Teaching Techniques to be Used:

- Classrooms will have a number of the week beginning with the number 1 and will continue in order that they fall in a number line. The number will be displayed in the classroom. The lesson plan will reflect at least one activity using this number of the week to promote the children’s understanding of the number.
- Each classroom will utilize calendar time, and will display a calendar. During this time counting the days of the month, and patterning can be practiced.
- A minimum of one, 1:1 correspondence activity will be on the lesson plan weekly.
- Graphs and Charts will be utilized in the classroom. A minimum of 1 new charting or graphing activity will be displayed monthly. A photo journal of the charts and graphs will be kept by each classroom.
- The lesson plan will reflect at least one Mathematical Activity a week to promote the children's understanding of color, shape, size, or patterning.

### Alignment

<table>
<thead>
<tr>
<th>Head Start Early Learning Outcomes Framework</th>
<th>Illinois Early Learning and Development Standards</th>
<th>Teaching Strategies Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-MATH 1 - Child knows number names and the count sequence.</td>
<td>6A - Demonstrates beginning understanding of numbers, number names, and numerals.</td>
<td>20a – Counts.</td>
</tr>
<tr>
<td>P-MATH 2 - Child recognizes the number of objects in a small set.</td>
<td></td>
<td>20b – Quantifies.</td>
</tr>
<tr>
<td>P-MATH 3 - Child understands the relationship between numbers and quantities.</td>
<td></td>
<td>20c – Connects numerals with their quantities.</td>
</tr>
</tbody>
</table>
• Graphs and Charts will be utilized in the classroom. A minimum of 1 new charting or graphing activity will be displayed monthly. A photo journal of the charts and graphs will be kept by each classroom.
• Various mathematical objects and activities will be available and rotated on a weekly/monthly basis.

Objective: Three to five child will demonstrate their ability to gather, organize, question and communicate information about the natural and physical world.

<table>
<thead>
<tr>
<th>Head Start Early Learning Outcomes Framework</th>
<th>Illinois Early Learning and Development Standards</th>
<th>Teaching Strategies Gold</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-SCI 1 - Child observes and describes observable phenomena (objects, materials, organisms, and events).</td>
<td>10A - Generates questions and processes for answering them.</td>
<td>11a – Attends and engages.</td>
</tr>
<tr>
<td>P-SCI 2 - Child engages in scientific talk.</td>
<td>10B - Organize and describe data and information.</td>
<td>11b – Persists.</td>
</tr>
<tr>
<td>P-SCI 3 - Child compares and categorizes observable phenomena.</td>
<td>11A - Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</td>
<td>11c – Solves problems.</td>
</tr>
<tr>
<td>P-SCI 4 - Child asks a question, gathers information, and make predictions.</td>
<td>12C - Explore the physical properties of objects.</td>
<td>11d – Shows curiosity and motivation.</td>
</tr>
<tr>
<td>P-SCI 5 - Child plans and conducts investigations and experiments.</td>
<td>13A - Understand rules to follow when investigating and exploring.</td>
<td>11e – Shows flexibility and inventiveness in thinking.</td>
</tr>
<tr>
<td>P-SCI 6 - Child analyzes results, draws conclusions, and communicates results.</td>
<td></td>
<td>12a – Recognizes and recalls.</td>
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<tr>
<td></td>
<td></td>
<td>12b – Makes connections.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24 – Uses scientific inquiry skills.</td>
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<td></td>
<td></td>
<td>25 – Demonstrate knowledge of the characteristics of living things.</td>
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<tr>
<td></td>
<td></td>
<td>26 – Demonstrate knowledge of the physical properties of objects and materials.</td>
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<td></td>
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<td>27 – Demonstrate knowledge of Earth’s environment.</td>
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Revised: 07/18, rm
Intentional Teaching Techniques to be Used:

- Graphs and Charts will be utilized in the classroom. A minimum or 1 new charting or graphing activity will be displayed monthly. A photo journal of the charts and graphs will be kept by each classroom.
- A minimum of one science activity will be on the lesson plan weekly. This could be a cooking activity, an experiment, or an observation made by the children etc.
- Various objects that the children can examine, describe, and measure will be available and rotated on a weekly/monthly basis.
SCHOOL READINESS GOAL #8

Domain: Perceptual, Motor, and Physical Development

Goal: Children will demonstrate movements to perform tasks using large and small muscle groups.

Objective: Birth to three child will demonstrate emerging fine motor skills.

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<tbody>
<tr>
<td>IT-PMP 6 - Child coordinates hand and eye movements to perform actions.</td>
<td>Fine Motor</td>
<td>7a - Uses fingers and hands.</td>
</tr>
<tr>
<td>IT-PMP 7 - Child uses hands for exploration, play, and daily routines.</td>
<td>7b - Uses writing and drawing tools.</td>
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<tr>
<td>IT-PMP 8 - Child adjusts reach and grasp to use tools.</td>
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</table>

Intentional Teaching Techniques to be Used:
- Provide opportunities for the child to grasp toys and other small objects.
- Provide art materials.
- Allow the child to explore books on his or her own.
- Provide the child with finger foods they can grasp and bring to mouth.
- Encourage the child to participate in finger plays.
- Use sensory experiences for children to engage in.
- Provide experiences and objects that promote fine motor development.

Objective: Birth to three child will demonstrate emerging gross motor skills.

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<tbody>
<tr>
<td>IT-PMP 3 - Child demonstrates effective and efficient use of large muscles for movement and position.</td>
<td>Gross Motor</td>
<td>4 – Demonstrate traveling skills.</td>
</tr>
<tr>
<td>IT-PMP 4 - Child demonstrates effective and efficient use of large muscles to explore the environment.</td>
<td>5 – Demonstrate balancing skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6 – Demonstrate gross-motor manipulative skills.</td>
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</tbody>
</table>
Intentional Teaching Techniques to be Used:
- Provide plenty of tummy time when the child is awake and alert.
- Provide a dedicated area on the floor where the child can safely explore, roll, and work on additional skills.
- Provide opportunities for the child to run, climb, and jump outside.
- Use dance and movement activities to encourage the child to move his/her body in different ways.

Objective: Three to five child will demonstrate control, strength, and coordination of large muscles.

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<tr>
<th>Alignment</th>
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<tbody>
<tr>
<td><strong>Head Start Early Learning Outcomes Framework</strong></td>
</tr>
<tr>
<td>P-PMP 1 - Child demonstrates control, strength, and coordination of large muscles.</td>
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</table>

Intentional Teaching Techniques to be Used:
- Provide and document on the lesson plan daily at least one activity to promote a fundamental movement skill such as running, jumping, hopping, galloping, throwing, catching, kicking, and striking.

Objective: Three to five child will demonstrate complex fine motor coordination when using tools to complete tasks.

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<tr>
<th>Alignment</th>
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<tbody>
<tr>
<td><strong>Head Start Early Learning Outcomes Framework</strong></td>
</tr>
<tr>
<td>P-PMP 3 - Child demonstrates increasing control, strength, and coordination of small muscles.</td>
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</table>
Intentional Teaching Techniques to be Used:

- Teachers will provide and document on the lesson plan various manipulative objects and activities. These activities will be rotated on a weekly/monthly basis.
SCHOOL READINESS GOAL #9

**Domain:** Perceptual, Motor, and Physical Development

**Goal:** Children will demonstrate the ability to show increasing responsibility to personal hygiene, safety, and self-care skills.

**Objective:** Birth to Three child will demonstrate safe and healthy practices with adult guidance.

<table>
<thead>
<tr>
<th>IT-PMP 9 - Child demonstrates health behaviors with increasing independence as part of everyday routines.</th>
<th>Self-Care</th>
<th>1c - Takes care of own needs appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT-PMP 10 - Child uses safe behaviors with support from adults.</td>
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<tr>
<td>IT-PMP 11 - Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.</td>
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</tbody>
</table>

**Intentional Teaching Techniques to be Used:**
- Establish everyday routines and rituals.
- Provide consistency and routines for sleeping, eating, and diapering.

**Objective:** Three to five child will demonstrate personal safety, health, and self-care practices independently.

<table>
<thead>
<tr>
<th>P-PMP 4 - Child demonstrates personal hygiene and self-care skills.</th>
<th>19C - Demonstrate knowledge of rules and safety during activity.</th>
<th>1c - Takes care of own needs appropriately.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-PMP 5 - Child develops knowledge and skills that help promote nutritious food choices and eating habits.</td>
<td>20A - Achieve and maintain a health-enhancing level of physical fitness.</td>
<td></td>
</tr>
<tr>
<td>P-PMP 6 - Child demonstrates knowledge of personal safety practices and</td>
<td>22A - Explain the basic principles of health promotion, illness prevention, treatment,</td>
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Revised: 07/18, rm
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<tr>
<td>routines.</td>
<td>and safety.</td>
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</tr>
<tr>
<td>23B - Identify ways to keep the body healthy.</td>
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<td></td>
</tr>
<tr>
<td>24C - Demonstrate skills essential to enhancing health and avoiding dangerous situations.</td>
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</tr>
<tr>
<td>32A - Begin to consider ethical, safety, and societal factors in making decisions.</td>
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</tbody>
</table>

**Intentional Teaching Techniques to be Used:**
- Establish everyday routines and rituals.
- Teachers will develop with their children a set of 3-5 classroom rules that are child friendly, simple, & clear.
- Provide Physical activities the promote exercise.
- Talk about “Whoa Foods” and “Go Foods” daily.

**Each of the above school readiness goals will be:**

**Individualized**
Teachers will follow a child’s goals on their IEP and will make accommodations when necessary. All children will be exposed to and have the same opportunities, but will be allowed to learn at their own developmental level.

**Time Frame**
Daily/Weekly/On-Going

**Parent Family Engagement**
Home Time Activities will support and encourage learning in the classroom and will be sent home weekly to engage parents as equal partners in learning about their child while acknowledging parents as their child’s first teacher.
SCHOOL READINESS GOAL #1
Goal: Children will develop the ability to self-regulate.
    • **Objective:** Three to five year old child manages feelings, recognizes emotions, and follows rules and routines with increasing independence.

SCHOOL READINESS GOAL #2
Goal: Children will show interest in and curiosity about the world around them.
    • **Objective:** Three to five year old child will demonstrate curiosity and motivation in exploring their environment.

SCHOOL READINESS GOAL #3
Goal: Children will demonstrate the ability to build positive relationships with children and adults.
    • **Objective:** Three to five year old child will develop positive relationships with other children and adults.

SCHOOL READINESS GOAL #4
Goal: Children will develop the understanding about themselves, their family, community, and their environment.
    • **Objective:** Three to five year old child has a sense of self and belonging to a family, community, and other groups.

SCHOOL READINESS GOAL #5
Goal: Children will demonstrate emergent Language and Communication Skills.
    • **Objective:** Three to five children including dual language learners will understand and begin to use a growing vocabulary through conversations and storytelling.
    • **Objective:** Three to five child will demonstrate an interest in stories and books.

SCHOOL READINESS GOAL #6
Goal: Child will demonstrate Emergent Literacy Skills.
    • **Objective:** Three to five child writes for a variety of purposes.
    • **Objective:** Three to five child identifies letters and sounds of the alphabet.

SCHOOL READINESS GOAL #7
Goal: Child will use exploration, reasoning and planning ahead to solve problems.
    • **Objective:** Three to five child will be able to name, classify, and sort objects by color, shape, size, and be able to create and recreate patterns.
    • **Objective:** Three to five child will be able to rote count to at least 30, count objects using 1:1 correspondences, and recognize numerals.
    • **Objective:** Three to five child will demonstrate their ability to gather, organize, question and communicate information about the natural and physical world.

SCHOOL READINESS GOAL #8
Goal: Children will demonstrate movements to perform tasks using large and small muscle groups.
    • **Objective:** Three to five child will demonstrate control, strength, and coordination of large muscles.
    • **Objective:** Three to five child will demonstrate complex fine motor coordination when using tools to complete tasks.

SCHOOL READINESS GOAL #9
Goal: Children will demonstrate the ability to show increasing responsibility to personal hygiene, safety, and self-care skills.
    • **Objective:** Three to five child will demonstrate personal safety, health, and self-care practices independently.
SCHOOL READINESS GOAL #1
Goal: Children will develop the ability to self-regulate.
  • **Objective:** Birth to three year old child manages feelings, emotions, and behavior with support of a familiar adult.

SCHOOL READINESS GOAL #2
Goal: Children will show interest in and curiosity about the world around them.
  • **Objective:** Birth to three child will demonstrate interest in and curiosity about objects, materials or events.

SCHOOL READINESS GOAL #3
Goal: Children will demonstrate the ability to build positive relationships with children and adults.
  • **Objective:** Birth to three children will have a warm trusting relationship with adults.
  • **Objective:** Birth to three children begins to form relationships with other children with the help of an adult.

SCHOOL READINESS GOAL #4
Goal: Children will develop the understanding about themselves, their family, community, and their environment.
  • **Objective:** Birth to three child shows awareness about self and how to connect to others.

SCHOOL READINESS GOAL #5
Goal: Children will demonstrate emergent Language and Communication Skills.
  • **Objective:** Birth to three child including dual language learners will understand and begin to use a growing vocabulary.
  • **Objective:** Birth to three child will hear and use the sounds of rhythms of language.
  • **Objective:** Birth to three child will demonstrate an interest in stories and books with help from an adult.

SCHOOL READINESS GOAL #6
Goal: Child will demonstrate Emergent Literacy Skills.
  • **Objective:** Birth to three child writes for a variety of purposes.

SCHOOL READINESS GOAL #7
Goal: Child will use exploration, reasoning and planning ahead to solve problems.
  • **Objective:** Birth to three child will use symbols and images to connect new and known experiences to increase their knowledge of the world around them.
  • **Objective:** Birth to three child will engage in activities that will promote logical thinking and emergent math skills.

SCHOOL READINESS GOAL #8
Goal: Children will demonstrate movements to perform tasks using large and small muscle groups.
  • **Objective:** Birth to three child will demonstrate emerging fine motor skills.
  • **Objective:** Birth to three child will demonstrate emerging gross motor skills.

SCHOOL READINESS GOAL #9
Goal: Children will demonstrate the ability to show increasing responsibility to personal hygiene, safety, and self-care skills.
  • **Objective:** Birth to Three child will demonstrate safe and healthy practices with adult guidance.
Southern Seven HS

Service Area: Education
Procedure: Kindergarten Transition
References:

To comply with the Improving Head Start for School Readiness Act of 2007, the Kindergarten Transition Form will be used to share information with Kindergarten Teachers to assist in transitioning children to their Kindergarten Classroom.

Using the Child Progress Report, this form will be completed by Education Staff and passed on to their school district and a copy sent to the Education Specialist.

Refer to the ERSEA Kindergarten File Procedure.

Transition Planning Committee
Each Head Start Location establishes a Transition Committee each year. The Transition Planning Committee meets three times per school year and the Education Specialist should be invited to these meetings. The committee consists of a volunteer parent from each Early/Head Start Parent Group, Head Start Teachers, Site Supervisors, and local Kindergarten Teachers and Principals. This committee provides input on the transition process and policies and procedures related to transitioning. Activities are planned to help transition the children into the school district. Kindergarten readiness goals and expectations for each school district are discussed.
<table>
<thead>
<tr>
<th><strong>District of Residence:</strong></th>
<th><strong>Student Name:</strong></th>
<th><strong>Child’s Date of Birth:</strong></th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th><strong>Site:</strong></th>
<th><strong>Head Start Teacher:</strong></th>
<th><strong>Parent(s) Name:</strong></th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th><strong>Math Skills:</strong></th>
<th><strong>Literacy Skills:</strong></th>
<th><strong>I.E.P. Services:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can Count To:</td>
<td>Recognizes letters:</td>
<td>Y N</td>
</tr>
<tr>
<td>Recognizes Colors:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Can recognize name:</td>
<td>Y N</td>
</tr>
<tr>
<td>Understands Patterns:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Y N</td>
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</tbody>
</table>

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<thead>
<tr>
<th><strong>Handwriting Skills:</strong></th>
<th><strong>Motor Skills:</strong></th>
<th><strong>Things I Enjoy:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can write name: Y N</td>
<td>Fine Motor:</td>
<td></td>
</tr>
<tr>
<td>Can hold pencil correctly: Y N</td>
<td>Cuts w/scissors: Y N</td>
<td></td>
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<tr>
<th><strong>Special Concerns:</strong></th>
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Southern Seven Head Start
TRANSITION GOALS
Program Year:__________________

Name of Center: ________________________________________________

Site Supervisor: _________________________________________________

Committee Members: _____________________________________________

Activities currently being conducted at our center:
1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________
6. _____________________________________________________________
7. _____________________________________________________________

Five (or more) new things we plan to incorporate next school year to progress through the 5-year plan of comprehensive transition:
1. _____________________________________________________________
2. _____________________________________________________________
3. _____________________________________________________________
4. _____________________________________________________________
5. _____________________________________________________________
6. _____________________________________________________________
7. _____________________________________________________________

Comments: _____________________________________________________

______________________________________________________________

______________________________________________________________