



Performance Standard	Action Steps	Person / Team Responsible	Time Frame	Documentation and *Resources
	<p>communicate with the children and their family as well as being able to facilitate communication between English and non-English speaking children.</p> <p>(iv) The curriculum includes individual, small group and large group activities. A learning climate is provided where children can participate in activities planned by staff that will enable them to take part based on their interest and ability level. Staff observes children to take advantage of opportunities to expand on the children’s interest as well as extend their thinking while developing problem-solving skills. Activities are planned to allow for ample time for child-initiated activities (i.e. free choice) which allows for self-exploration and opportunities to gain mastery. There are also blocks of time for teacher-directed activities (i.e. circle time).</p> <p>(v) Opportunity for the child’s assumption of responsibilities and to further develop his/her social competence include “put away time” when toys and materials should be returned to their proper places; picking up their glasses and napkins for breakfast/snack; scraping plates and placement of utensils on a tray for return to the kitchen; and putting on clothing articles (boots, sweater, coat, gloves, etc.), zipping, snapping and buttoning are included. Children are encouraged and supported to achieve independence in the area of personal hygiene such as blowing their nose, using the bathroom, washing hands and brushing teeth.</p>	<p>Teachers / Home Visitors</p>		<p>Lesson Plans</p> <p>*Creative Curriculum</p> <p>*NESD Curriculum Resource Guide</p>
<p><b>(2) Parents must be:</b></p>	<p>(i) Parents are actively encouraged to participate in the planning of the educational services and suggestions or ideas for change or improvements are solicited from them.</p> <p>In the center-base option, the center-based parent meeting agenda includes an item under New Business: “Parent input into classroom activities and curriculum.” This information is shared with Center staff. They are also asked to make their local staff aware of any suggestions they may have. Staff will work with parents to implement suggestions for change and/or additions to the program.</p> <p>In the home-base option, the parent selects and has input weekly into their child’s activities during the planning portion of their weekly home visits.</p> <p>It is a high priority of the program to have parent volunteers in the classrooms. Center-based parents are encouraged to volunteer in the classroom, during meal</p>	<p>Teachers / Home Visitors</p> <p>Family Service Coordinators</p> <p>Education Coordinators</p> <p>Home Visitors</p>	<p>Monthly</p> <p>Ongoing</p>	<p>Parent Mtg. Agendas</p> <p>Handouts</p> <p>Newsletters</p>

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	<p>times, on field trips and with special projects. Home-base families assist the Home Visitor in the classroom at their group socialization, on field trips and with special projects.</p> <p>(i) The Head Start Policy Council composed of parents from each unit, along with community representatives, will review and approve the Early Childhood Education Written Service Plan. Parents are encouraged to assist with the annual program self-assessment to monitor the effectiveness of the curriculum. Parents are actively encouraged to participate in the planning of the educational services and to offer suggestions/ideas for improvement are solicited from them.</p> <p>Parents receive training in child development principles throughout the year. In addition to training sessions, parents are provided with handouts and activities to be used at home. In order to assist parents in understanding and using alternative ways to foster learning and development of their children, various approaches are emphasized:</p> <p>(ii) Parent meetings are held once a month in each unit. Individual staffing for children are conducted on request and need basis. Parents have the opportunity to observe their children in the classroom or at a home-base group.</p> <p>(iii) Center families will receive a minimum of two home visits and two conferences per year. Individual progress and needs of the children and families are discussed. The parents or staff may request additional visits as needed.</p> <p>Home visitors will make a minimum of thirty-two (32), ninety (90) minute visits per year per family.</p>	<p>Family Service Manager</p> <p>Education Manger</p> <p>Education Coordinators</p> <p>Teachers / Home Visitors</p> <p>Teachers</p> <p>Home Visitors</p>	<p>Ongoing</p> <p>4 times yearly</p> <p>Weekly</p>	<p>Center Conference / Home Visit Form</p> <p>Home Base Lesson Plans</p> <p>Policy Council Minutes</p> <p>Center &amp; Home Base Parent Meeting Minutes</p> <p>Center Conference / Home Visit Form</p> <p>Weekly Lesson Plan</p>
<p><b>(3) Grantee and delegate agencies must support social and emotional development by:</b></p>	<p>(i) The educational service plan includes goals relating to a child’s social/emotional development.</p> <p>(A) Schedules and consistent routines are used to provide young children with the feeling of security. They remain flexible, however, in order to respond to a child’s individual need or a situational change.</p>	<p>Education Mgr.</p> <p>Education Coordinator</p> <p>Teacher/Home Visitor</p>	<p>Ongoing</p>	<p>*Education Plan</p> <p>Center Daily Schedules</p> <p>Home Base Socialization</p>

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	<p>(B) Children are provided opportunities to gain independence and assume responsibility in various areas and activities in the classroom such as putting toys and materials away following free choice time, setting their place at the table and cleaning it off when finished eating and in toileting and personal hygiene. Materials are geared to a child’s age and ability to help provide him with opportunities for success.</p> <p>(C) Staff and volunteers serve to provide appropriate guidance while children are using equipment and materials, through the use of limits and redirection to the child. The specification of roles and areas to be supervised is the responsibility of each of the unit staff to insure safety and adequate supervision.</p> <p>(D) Positive verbal reinforcement is used to assist each child in developing a positive self-concept, a feeling of acceptance and achievement and learning to recognize positive reinforcement for acceptable behavior. Staff provides opportunities for children to deal with their feelings as well as encourage taking turns and cooperation in all areas of the classroom. The Dramatic Play Area and the various props and materials placed there enhance socialization skills.</p> <p>Adults in the classroom are role models for children regarding respect for the rights and feelings of others. They help to redirect children in a positive manner which creates a learning experience without harm to their self-esteem.</p> <p>(E) The curriculum includes activities for the children’s development in the area of family structure, community helpers (i.e., doctor, nurse, firefighter, mail carrier, etc.) which help children learn about their own health, well-being and community.</p> <p>(ii) A large group time is provided to give children have an opportunity to have explained to them the routine of the day and what will be available for their use in the various interest areas. Children are given advance notice that a change in activity is about to happen. These transitions are made comfortable and appropriate for children by the use of familiar songs, finger plays, poems, stories, etc.</p>			<p>Schedules</p> <p>*CC Implementation Checklist</p> <p>*Creative Curriculum</p>

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	<p>To enhance the effort to teach social/emotional skills in the classroom, staff also uses the Second Step, Violence Prevention Curriculum to teach children empathy, emotion management and problem solving.</p>			<p>*Second Step Curriculum</p>
<p><b>(4)Grantee and delegate agencies must provide for the development of each child’s cognitive and language skills by:</b></p>	<p>Developmentally appropriate materials are available and used in activities that are designed to encourage a child to experiment and explore and to provide a variety of direct learning experiences. For example, a young child needs to touch and feel materials. Such experiences include, but are not limited to, sensory experiences (i.e., play dough, chalk, collage materials, finger painting, woodworking experiences and sand and water play), concept development experiences (i.e. blocks, crayons, puzzles, peg boards and stringing beads).</p> <p>Opportunities are provided for children, through large and small groups and individually, to express their creativity/consciousness of self and self-expression through activities in art and creative awareness, exploration and experimentation, music and movement. The program promotes process rather than product art activities.</p> <p>Promotion of language to encourage child-to-child and child-to-adult communications is accomplished through activities relating to naming objects in the environment, identifying properties or objects, etc. Children are given ample time to talk to each other and encouraged to engage in free discussion and conversation with adults.</p> <p>Small group activities give the child an opportunity to verbally relate to other children and adults. Verbal and non-verbal expressions and communication of experiences, emotions and thoughts through books, story-telling, pictures, finger plays, dramatic movement, singing, records and dancing are also used to encourage language development.</p> <p>Children are provided with information that is relevant to the child’s interest level (i.e., name, telephone number, age and address). There is ample use of written language within the context of the child’s understanding and developmental level (i.e. experiences, stories, labels and signs). The children have supplies available to them daily during Free Choice when they can use pencil and paper to “write” or have things written for them.</p>	<p>Education Staff</p>	<p>Ongoing</p>	<p>CC Implementation Checklist</p> <p>Inventory</p>

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	<p>Children are encouraged to tell and listen to stories and participate in games, songs and finger plays that offer new vocabulary as well as opportunities to hear repetitive words, sounds or verses. The classrooms offer a library area where children can go to “read” or be read to in a comfortable inviting area with age appropriate books.</p>			
<p><b>(5) Children’s physical development is promoted by:</b></p>	<p>To promote children’s physical growth, provision is made for adequate outdoor as well as indoor space. With regard to space, all classrooms need to meet the required thirty-five (35) square feet per child. Outdoor areas are at least seventy-five (75) square feet per child and adequate supervision is maintained by meeting or exceeding the mandated child to adult ratio on the outdoor play area at all times. However, outdoor space may be limited depending on the individual communities served. In some cases, outdoor space requirements will be met by arranging for use of adjoining or nearby school yard, park playground or other space.</p> <p>Materials are available to increase development of small and large muscles and eye-hand coordination.</p> <p>A variety of materials and activities are presented to encourage fine motor skills. For example:</p> <p>Sensory experiences – clay, chalk, collage materials, finger painting, woodworking experiences, flour and water in the homemaking area.</p> <p>Concept development learning experiences – blocks, chalk, clay, crayons, sand, puzzles, pegboards and stringing beads To learn to identify the properties of objects through the use of the five senses: sight (color, shapes, sizes, liquids and solids); taste (sweet, sour salty, bitter); smell (odor, odorless); sound (pitch, quality, volume); touch (rough, smooth, hard, soft, sharp, dull, sticky, furry, silky, warm, cold).</p>	<p>Education Mgr.  Education Coordinator Teachers/Home Visitors</p>	<p>Ongoing</p>	<p>Environmental Health &amp; Safety Checklist</p> <p>CC Implementation Checklist</p>

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	<p>Space, light, ventilation, heat and other physical arrangements must be consistent with the children’s health, safety and developmental needs. Environmental Health and Safety Checklists are completed twice a year on all units to ensure that the physical environment is consistent with those needs, especially for children with special needs. All centers are accessible and classroom furnishings and pathways are arranged to allow children with special needs maximum movement and involvement.</p> <p>In home-based settings, parents receive education and training on how to make their home a safe and healthy environment. Weekly home visits provide activities that encourage large and small muscle development which can be accomplished indoors and outdoors as that is also a part of their children’s learning environment. Guidance is also provided on the safe use of materials and equipment.</p>	<p>Education Coordinators</p> <p>Teachers/Home Visitors</p>	<p>2 times yearly</p>	<p>Environmental Health &amp; Safety Checklist</p>
<p><b>(b) Child Development and education approach for infants and toddlers</b></p>	<p>Not applicable as the program does not serve infants and toddlers.</p>			
<p><b>(c) Child Development and Education Approach for Preschooler</b></p> <p><b>(1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum that:</b></p>	<p>The curriculum is relevant and reflective of the individual child in that it allows for activities that are achievable and yet challenging so that children are able to practice not only skills which they have mastered but emerging skills as well. The curriculum includes activities for indoor/outdoor, active/quiet, structured/unstructured and group/individual to accommodate not only individual interest and learning styles of children, but allows staff and parents to observe children in all areas of development as they engage in play activities of their choice as well as those teacher-planned tasks.</p> <p>Children are offered a variety of experiences and opportunities to interact with not only children, but also adults to learn concepts and skills in the areas of language, science, literacy, numeracy, social studies, art, music and movement.</p> <p>Adults take advantage of opportunities to ask children open-ended questions and encourage them to ask questions and solve problems. Children are also supported in expressing their ideas and understanding through the use of music, movement and art activities.</p>	<p>Education Mgr.</p> <p>Education Staff</p>	<p>Ongoing</p>	<p>*Creative Curriculum</p> <p>*NESD Curriculum Resource Guide</p>

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	<p>(iii-iv) Integration of the aspects of health, nutrition and mental health into program activities is accomplished through the use of books, pictures, guests and/or field trips in order to prepare them for events such as doctor and dentist visits. They are also a part of the daily schedule as children wash hands and brush teeth when they take part in nutrition activities. Through dramatic play children have an opportunity to role play their concerns and fears regarding issues that affect them? They are also able to further develop social skills as they interact and build friendships with their peers. The classrooms provide a safe, healthy and nurturing environment where there are ample developmentally appropriate materials provided for all children. Staff takes advantage of opportunities to support and assist children as they manage stressful events and resolve conflicts.</p> <p>(v) Children’s self-awareness is encouraged as they have opportunities to see their work (art, writing, stories, etc.) posted on the wall at their eye level. Each child has their own cubbies where articles of clothing and belongings are stored. Staff is role models of respect as they interact with children in activities and help children to respect each other. Staff are on the child’s level when addressing them and participating in activities that allow children to express their feelings.</p> <p>(vi) Children are encouraged to do as much for themselves as possible. For example, children are encouraged to do their own zipping, buttoning, snapping and tying. They are supported in their effort to complete tasks (i.e. puzzles, games). An adult is available to assist them when needed. Children receive appropriate praise for effort as well as success. Staff helps children to recognize and acknowledge their own successes as well as those of their peers.</p> <p>(vii) The daily schedule provides for individual, small and large group activities both indoors and outdoors. Small and large muscle development is accomplished along with awareness of and respect for physical structure and functions. Language development is accomplished in small and large groups through storytelling, finger plays and singing. Creativity is expressed by children individually and in group activities through music and movement as well as exploration and experimentation.</p>			



