

**HEAD START SERVICE PLAN**  
**EDUCATION AND EARLY CHILDHOOD DEVELOPMENT**

**SUBJECT:** Education and Early Child Development

**OBJECTIVE 1304.21(a):** Child Development and Education Approach for All Children.

**EXPECTED OUTCOME:** Program provides individualization and developmentally aged appropriate practices to accomplish the educational and developmental needs of children.

**APPROACH:**

1. **1304.21(a)(1)(i)- The program's approach to child development and education help children gain the skills and confidence necessary to be prepared to succeed in their environment and with later responsibilities in school and life.**
  - The preschool program applies the Creative Curriculum, which is developmentally and linguistically appropriate. The curriculum provides a framework that offers many concrete ideas on how to set up an environment and help children learn. The teachers plan individually and for groups of children based upon the Galileo Assessment, Dial 3 screening tool, Individualized Education Plan (IEP), Head Start Child Individual Plan (HSCIP), and Progress Reports. The teacher further applies a **seasonal approach** based on the four seasons of the year, with a focus on the child, family, and cultural make-up of the community. The teachers plan activities focused on the Creative Curriculum and the Galileo alignment with the Head Start Framework Indicators, which incorporates school readiness and life skills.
  - Teachers develop an HSCIP for each child, which incorporates parent input, classroom observations, and the Dial 3 screening tool. The HSCIP is comprehensive including cognitive, language development, early literacy, mathematics, creative arts, social and emotional development, approaches to learning, science, and physical health and development.
  - Teachers set a baseline and complete three (3) Galileo Assessments for each child.
  - Teachers send Weekly Notes and a monthly newsletter to keep parents informed of themes, activities, and field trips involving their child as well as activities to do at home.
  - Classrooms are set up with work areas that are reflective of the child's home environment and diversified community. Each child is encouraged to interact and respond at his/her level of social development. This environment promotes social skills for all children ages 3-5.

**2. 1304.21(a)(1)(ii)- Children with disabilities will participate in activities and curriculum consistent with their individualized Education program (IEP).**

- The Education Staff, Education Coordinator, and Community Partners coordinate in the development of plans to meet the needs, and include children with disabilities in all program service areas.
- The teachers participate in the development of the child's IEP in order to incorporate the goals and short-term objectives into the Head Start Child Individual Plan (HSCIP).
- The IEP will include the specific special education services to be provided to the child and the related services necessary for the child to participate in the program (CFR1308.19(e)(4)).

**3. 1304.21(a)(1)(iii)- The Program provides an environment of acceptance that support and respect gender, culture, language, varying abilities,**

- All Head Start staff will encourage the children to recognize and accept individual feelings. Stereotypical behaviors and attitudes are discouraged.
- Activities that help children identify with and respect their own gender, other gender, ethnic group, culture, language, and family make-up and lifestyle.
- Teachers model respect for staff members, children, and families to help children appreciate themselves and others.

**4. 1304.21(a)(1)(iv)- A balanced daily program of child-initiated and adult-direct activities, including individual care and education and small groups activities is provided:**

- Children choose individual and group work activities within the classroom and playground settings with respect to other children and the availability of materials.
- Learning centers/work areas are available at least 60 minutes per day. Children choose their own centers daily. Varieties of materials are placed throughout all areas.
- Materials and opportunities are provided for role-playing daily; these include free (child initiated) and structured (teacher initiated) role-play.
- Activities ensure children exposure to a wide range of learning experiences focusing on themselves, their families and community. These activities vary in ability levels and individual interests of children.

- Teachers send home Weekly Notes and monthly newsletters to keep parents informed of planned activities and field trips involving their child as well as activities to do at home.
- Teachers conduct two educational home visits per year. Staff and parents communicate, plan goals and objectives based on the individual interest and developmental needs of the child. Teaching staff share educational activities using materials that are a part of the home environment.

**5. 1304.21(a)(1)(v)- Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parent.**

- Staff and parents work together to provide positive guidance and independence, in toileting experiences for home and school environments.
- Child size toilets and accommodations assist children in positive toileting experiences.
- Toileting is included in the daily schedule. Preschool children are respected and encouraged to use the toilet independently.
- Special toilet needs of children with disabilities are included in the IEP. Special training, support, and/or extra personnel are provided as suggested in the IEP.

**6. 1304.21(a)(2)(i)- Parents must be invited to become integrally involved in the development of the program's curriculum and approach to the child development and education.**

- Parents serve on the Education Advisory Committee. The committee's responsibilities include reviewing and making recommendations concerning the Head Start Educational Program for children, families, and staff.
- Education training and information offered to parents throughout the program year. Parents invited to attend in-service training, parent committee meetings and parent training. Parents also have the opportunity to attend the Head Start Orientation at the beginning of the program year.

**7. 1304.21(a)(2)(ii)- Provided opportunities to increase their child observation skill and to share assessments with staff that will help plan the learning experience.**

- During intake, ask parent to share observations about their child behaviors that provide information on the child's level of development, individual interests, and preferences.
- Invite parent to observe their child in the classroom throughout the year in order to enhance their observation skills and gain a better understanding of child development.

- Teachers send home Weekly Notes and monthly newsletters to keep parents informed of planned activities and field trips involving their child as well as activities to do at home.
- During home visits, ask parent for input into the Head Start Individual Plan (HSCIP).

**8. 1304.21(a)(2)(iii)- Encouraged to participate in staff/parent conferences and home visits to discuss their child’s development and education (see 1304.40 (e)(4) and 1304.40(i)(2).**

- Two individual parent/teacher conferences scheduled where parents discuss the child’s progress, parental concerns, and parents participate in individual planning.
- Parents attend parent/teacher conferences, to address their child development issues and education.
- Two educational home visits scheduled throughout the year to receive parental input. The HSCIP discussed and reviewed during the first visit. Staff coordinates with other service areas for joint visits.

**9. 1304.21(a)(3)(1)(A)- Grantee and delegate agencies must support social and Emotional development by:**

- Encouraging development which enhances each child’s strengths by:
- Teacher provides consistency and stability through daily routines and interaction, build trust by providing a nurturing environment, to ensure individual needs achieved.
- Teacher greets children daily in their own language, whenever possible.
- Teacher engages in conversation with children, throughout the day, in a positive manner using the child’s name.
- Teacher give hugs when appropriate and with consideration of cultural differences.
- Teacher recognizes that everything said and done in the classroom has a direct effect on the development of the children.
- Support social and emotional growth by the following:
- Collaborate with parents to learn children’s cues and develop consistent methods for responding to their cues through weekly communication and participation in the center as a volunteer.

- Foster independence by creating an environment conducive to autonomy with child-size furniture and equipment and flexible space: using routines that allow for child-initiated activities and self-help: and make their own decisions in safe boundaries.
- Understand child development so children are able to participate in developmentally appropriate activities such as climbing and jumping in a safe environment.
- Redirect children to appropriate activities when necessary.
- Provide a “yes” environment for all children.
- Reinforce positive behavior.
- Encourage children to express their feelings by using safe communication techniques. Teachers encourage children to use their words and model appropriate interactions with children.
- Staff supports cooperation and turn taking, through role modeling, facilitation and encouragement by providing multiple materials for children to engage in play. Until age appropriate for sharing.
- Staff utilizes a consistent daily routine, which provides stability for the children. Staff prepares children for change and transitions by talking with children before they occur.
- Staff comforts children when appropriate.
- By identifying personal space (cubbies), mirrors, and pictures of the family into the environment promotes a sense of self-awareness.
- Staff understands temperament of child and self so that staff can adapt their reactions to children’s needs.

**10. 1304.21(a)(3)(I)(B)- Fostering independence.**

- The environment is child friendly to encourage children to explore and manipulate materials in his/her environment with limited adult assistance. Classroom arrangement and materials are developmentally aged appropriate, special needs.
- Children are encourage to participate in daily routines such as dressing, toileting, brushing teeth, hand washing, and general grooming to foster self help skills.

**10. 1304.21(a)(3)(i)(C)- Encouraging self-control by setting clear, consistent limits, and expectations.**

- At the start of the program year, the teacher involves the children in making the classroom rules. The number of rules is consistent and developmentally appropriate for the children's age and level of development.
- Classroom rules uses pictures and written words at children's eye level and in the child's language.
- The teacher reviews rules with children individually and as a group as needed.

**12. 1304.21(a)(3)(i)(D)- Encourage respect for the feelings and rights of others.**

- Teachers provide children with activities that help them learn to share, work cooperatively, and respect each other in and out of the classroom. Activities include role-play, dramatic play, and problem solving activities.
- Teachers model empathy and respect for others on a daily basis, utilizing teachable moments.

**13. 1304.21(a)(3)(i)(E)- Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well being.**

- Staff invite parent to share key words from the child's home language.
- Staff involves parents in helping to label the classroom in the child's native language.
- Materials such as books play food, photographs, and creative materials are available in the classroom supporting the child's culture.
- Staff learn basic standard American Sign Language supporting children who are hearing impaired (if applicable).

**14. 1304.21(a)(3)(ii)- Planning for routines and transition so that they occur in a timely, predictable and unrushed manner according to each child's need.**

- Teachers plan routines and transitions so they occur in a timely, predictable and unrushed manner according to each child's need.

- Each teacher incorporates a method of transition that is identifiable by the children. This method may be in the form of music, song rhyme, timer, lights, or handclaps.
- Teachers plan routines and transitions at a progression rate, which allows for individual adaptability.

**15. 1304.20(4)(i)- Grantee and delegated agencies must provide for the development of each child's cognitive skills by; supporting each child's learning using various strategies including experimentation, inquiry, observation, play and exploration.**

- Teachers ask open-ended questions and use parts of sentences to encourage children to extend their vocabulary. Children engage in one to one correspondence while setting the table and passing out snacks.
- Teachers use language which introduce children to the concept of more, less, greater than, fewer, equal to.
- Teachers provide materials for counting, and the alphabet using a hands on/concrete approach.
- Support emerging language skills by engaging children in verbal and nonverbal communication using descriptive language: utilizing books, pictures, songs, and rhymes, and using open-ended questions for older children.
- Teachers encourage children to create designs by using designs by using pattern blocks, drawing, and cutting shapes.
- Children have the opportunities to observe various roles through field trips and classroom visits.
- Children develop language skills through stories and games.
- Children enhance verbal language skills by being encouraged to share outside experiences with their peers.
- Children are given the opportunity to ask questions, seek help, and teachers respond in ways, which encourage growth in the child's thinking and reasoning abilities.
- Staff ensures opportunities for creative self-expression through activities such as art, music, movement, dialogue and dictation.
- Children are able to express themselves through drawings and construction activities (blocks, woodworking, and put together materials).

- Teachers provide opportunities and open ended material to enhance creative expression.
- Children are involved in choosing and planning activities for daily and special occasions, e.g., songs, plays, and activities, which involves parents.

**16. 1304.21(a)(4)(ii)- Ensuring opportunities for creative self-expression through activities such as art, music, movement and dialogue.**

- Staff ensures opportunities for creative self-expression through activities such as art, music, movement, dialogue and dictation.
- Teachers provide opportunities and open ended materials to enhance creative expression.

**17. 1304.21(a)(4)(iii)- Promoting interaction and language use among children and children and adults; and**

- Teachers play and interact with children on a daily basis on the child's level and use language, which encourages questions and exploration.
- Peer interaction will be encouraged by teacher referring to the children to respond to each other to answer questions, problem solve, and to relate and share information.
- Children are encouraged to write in various ways: reading storybooks, signs and symbols, one's own writing, and dictating stories.

**18. 1304.21(a)(4)(iv)- Supporting emerging literacy and numeric development through materials and activities according to the developmental levels of each child.**

- Activities and materials emphasizing sorting, classifying, and counting enhances the child's analytical thinking.
- Children participate in activities and materials, which emphasize patterning and serration.
- Children are encouraged to write in different ways: drawing, scribbling, letter like forms, inventive spelling, and conventional forms.
- Children explore reading in various ways: reading a storybook, sign and symbols, and ones own writing and dictating stories.

- Planned gross motor activities and use the used of materials, which emphasize patterning and serration.
- The program encourages numeric development by first having the environment rich in print.
- Weather permitting, children will be able to play outside daily using a variety of equipment and materials (tricycles, slides, sand boxes, water play, balls, balance beams, and play units that allow climbing).
- Teachers plan centers outside similar to inside areas.
- Have reading and writing material assessable for the children through out each interest area.
- Support children's awareness of letters and numbers.
- Encourage oral tradition through reading, storytelling, records and tapes.
- Provide stories dictated by children.
- Use numbers through songs, finger plays and nursery rhymes and in natural conversations.
- Identify and repeat sounds (clap syllables.)
- Design opportunities for children to discover numerical concepts relating to each other through food experiences, science, games, and dramatic play, etc.
- Employ the use of calculators and on computers.
- Share with parent ways the home environment can encourage literacy and numeric development.

**19. 1304.21(a)(5)(i)- In center base settings, grantee and delegate agencies must promote each child's physical development; providing sufficient time indoors and outdoors space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.**

- Provide appropriate environment and adult guidance for the participation of children with special needs. IEP is used as a guideline.

- Classrooms and outside play area provides physical growth through areas for crawling, walking, sitting, and testing new skills.
- Classrooms and outside play area provide opportunities for climbing, challenges, and success. Solitary play areas include climbing equipment and low slides. Each area has a fall zone.
- Children have access to riding, pushing and pulling toys, wagons, scooters, and trucks on a daily basis.
- Capitalize on the natural outdoor environment such as hills and flowers.

**20. 1304.21(a)(5)(ii)- Providing appropriate time and space, equipment, material and adult guidance for the development of fine motor skills according to each child's development level; and**

- Each classroom is equipped with age appropriate manipulative item such as puzzles, play dough, small blocks, stringing beads, and other various activities.
- During small group time teachers initiate the use of motor skills through activities such as finger play, signing, drawing, cutting, and pasting.
- Teachers engage children in self-help skill such as lacing, zipping, and buttoning. Dramatic play, bathroom, and manipulative toys promote self-help skills.
- Staff encourages parents to plan time for children to practice time dressing and undressing skills at home.
- Staff provides supervision to ensure that manipulative toys are used in a safe manner, and that they are age appropriate.

**21. 1304.21(a)(5)(iii)- Providing an appropriate environment and adult guidance for the participation of children with special needs**

- Guarantee provides reasonable accommodations to make the program more assessable. This includes assuring paths of travel, grab bars, ramps, and other accommodation deemed necessary
- Adapt materials and equipment so that children with varying abilities can share in experiences and feel successful.
- Focus on children's strengths.

- Be sensitive to parent’s expectation and provide knowledge and education to individual situations as appropriate.
- Provide support and inclusion of children with disabilities.
- Staff adjusts the environment and materials to accommodate the needs and socialization of all children regardless of abilities.

**MILESTONES AND TIME LINES:**

<b>Procedures (13.0.21a)</b>	<b>Time Frame</b>	<b>Who</b>	<b>Evidence</b>
The Program’s approach to child development and education helps children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life.	ongoing	Education Coordinator Center Coordinator Education Staff	Creative Curriculum & Literacy Express
Child Assessments are used for planning and individualized learning experience	First 45 Days	Education Coordinator Center Coordinator Education Staff	Dial 3 Galileo (MAPS)
Teachers use observations and anecdotal as a source of ongoing documentation of assessment	Ongoing	Education Coordinator Center Coordinator Education Staff	Respectful and Responsive HSCIP Observations & Anecdotal

Procedures 1304.21(a)	Time Frame	Who	Evidence
Teachers use Dial 3, parent input, observations, anecdotal to complete (3) Galileo Assessments	Fall Winter Spring	Education Coordinator Center Coordinator Education Staff	Galileo Assessment
Teachers will send home Weekly Notes and Monthly Newsletters to keep parents informed of themes, activities, and field trips involving their child as well as activities to do at their home.	Weekly & Monthly	Education Coordinator Center Coordinator Education Staff	Weekly Notes Monthly Newsletter & Handouts
Classrooms are set up with work areas that are reflective of the child's home environment and diversified community and allow each child to interact and respond at his/her level of social development while promoting enhanced social skills for all children ages 3-5.	Daily	Center Coordinator Education Staff	Classrooms Environment, materials
Classroom activities developed based on teacher observations of individual children in order to incorporate individual rates of development, individual interest, temperaments, languages, cultural backgrounds and learning styles.	Daily	Education Staff	Lesson Plans

Encouraged to participate in staff/parent conferences and home visits to discuss their child's development and education	Two times Year	Center Coordinator Education Staff	Parent Conference & Home visits documentation
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Procedure 1304.21(a)	Time Frame	Who	Evidence
Promoting independence.	Daily	Center Coordinator Education Staff	Classroom Arrangement Lesson Plans
Encouraging self-control by setting clear, consistent limits and having realistic expectations.	Daily	Center Coordinator Education Staff	Lesson Plans Classroom Rules In Service Training
Encourage respect for the feelings and rights for others	Daily	Center Coordinator Education Staff	Lesson Plans
Supporting and respecting the home language, culture, and family composition for each child in ways that support the child's health and well-being	Daily	Education Coordinator Family Service Worker Center Coordinator Education Staff	Lesson Plans Classroom Arrangement Health Records Contact Notes/ Partnership Agreements
Routines and transition planned so they occur in a timely, predictable and unrushed manner according to each child's needs.	Daily	Center Coordinator Education Staff	Lesson Plans Daily Classroom Schedule
The development of each child's cognitive skills will be supported through supporting each child is learning using various strategies including	Daily	Center Coordinator	Lesson Plans Observing in the

experimentation, inquiry, observation, play and exploration.		Education Staff	classroom
Providing opportunities for creative and self-expression through activities such as art, music, movement and dialogue.	Daily	Center Coordinator Education Staff	Lesson Plans Observing in the classroom
<b>Procedure 1304.21 (a)</b>	<b>Time Frame</b>	<b>Who</b>	<b>Evidence</b>
Promoting interaction and language use among children and between children and adults.	Daily	Center Coordinator Education Staff	Lesson Plans Observing in the classroom
Supporting emerging literacy and numeric development through materials and activities according to the development level of each child.	Daily	Center Coordinator Education Staff	Classroom Environment Lesson Plans Dial 3, Galileo Assessment & Head Start Individual Plan (HSCIP)
Each child's physical development will promote through providing sufficient time indoors and outdoors space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.	Daily	Education Coordinator Center Coordinator Education Staff	Classroom Environment Lesson Plans Dial 3, Galileo Assessment & Head Start Individual Plan (HSCIP)
Providing appropriate time and space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level.	Daily	Education Coordinator Center Coordinator Education	Classroom Environment Lesson Plans Dial 3, Galileo Assessment & Head Start Individual Plan

		Staff	(HSCIP)
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6/4/08/update

## ***Galileo Implementation Plan***

***2009 - 2010***

The information listed below provides the teaching staff with guidance as to which Galileo v2 observation should be entered in to each child's online record for the corresponding week. Teachers can enter as many observation notes as appropriate for each child.

Programs will be evaluated for strengths and weaknesses in the following areas: progress of children, classroom reports, and assessment systems. Based on the results of this analysis, plans will be made for training during the next school year. In order to do this, data from each observation period will be analyzed and shared with teaching staff, center coordinator, and program coordinators.

<b>PERIOD ONE</b>	Aug 24 - 30	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Early Math</li> <li>• Galileo v2 Creative Art</li> <li>• Galileo v2 Language &amp; Literacy</li> <li>• Galileo v2 Fine and Gross Motor Development</li> </ul>
	Aug 31 - Sept 6	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Nature &amp; Science</li> <li>• Galileo v2 Physical Health Practices</li> <li>• Galileo v2 Social &amp; Emotional</li> <li>• Galileo v2 Approaches to Learning</li> </ul>
<b>PERIOD TWO</b>	Sept 7-13	<p><b><i>End of Observation Period One</i></b>  <b><i>Print Baseline</i></b>  <b><i>Knowledge Area Proficiency Profiles</i></b></p>
	Sept 14 -20	<p>Input Dial 3 results and observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Early Math</li> <li>• Galileo v2 Creative Art</li> </ul> <p style="text-align: center;"><b><i>Start 1<sup>st</sup> Home Visit</i></b></p>

## Galileo Implementation Plan Worksheet

<b>PERIOD TWO</b>	Sept 21- 27	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Language &amp; Literacy</li> <li>• Galileo v2 Fine &amp; Gross Motor Development</li> </ul>
	Sept 28 – Oct 4	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Nature &amp; Science</li> <li>• Physical v2 Health Practices</li> </ul>
	Oct 5 - 11	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Social &amp; Emotional Development</li> <li>• Galileo v2 Approaches to Learning</li> </ul>
	Oct 12 -18	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Early Math</li> <li>• Galileo v2 Creative Art</li> </ul>
	Oct 19 - 25	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Language &amp; Literacy</li> <li>• Galileo v2 Fine &amp; Gross Motor Development</li> </ul>
<b>PERIOD TWO</b>	Oct 26 – Nov 1	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Nature &amp; Science</li> <li>• Galileo v2 Physical Health Practice</li> </ul> <p style="text-align: center;"><b>( Holmes &amp; Washington County Fall Break)</b></p>

<b>PERIOD THREE</b>	Nov 2 - 8	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Social &amp; Emotional Development</li> <li>• Galileo v2 Approaches to Learning</li> </ul>
	Nov 9 -15	<p><b>End of Observation Period Two</b>  <b>Print Individual Knowledge Area Proficiency Profile</b></p>
	Nov 16 -22	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Language &amp; Literacy</li> <li>• Galileo v2 Fine &amp; Gross Motor Development</li> </ul> <p style="text-align: center;"><b><i>Start 1<sup>st</sup> Parent/Teacher Conference</i></b></p>
	Nov 23 - 29	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Nature &amp; Science</li> <li>• Galileo v2 Physical Health Practices</li> </ul> <p style="text-align: center;"><b><i>Thanksgiving Holiday (Walton County out all week)</i></b></p>
	Nov 30 – Dec 6	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Social &amp; Emotional Development</li> <li>• Galileo v2 Approaches Learning</li> </ul>
	Dec 7 -13	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Early Math</li> <li>• Galileo v2 Creative Art</li> </ul>
	Dec 14 - 20	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Language &amp; Literacy</li> <li>• Galileo v2 Fine &amp; Gross Motor Development</li> </ul>
	Dec 21 - 27	<p><b><i>Christmas Holiday Break</i></b></p>

<b>PERIOD THREE</b>	Dec 28- Jan 3	<b>Christmas Holiday Break</b>
	Jan 4- 10	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> <li>Galileo v2 Social &amp; Emotional Development</li> <li>Galileo v2 Approaches to Learning</li> </ul>
	Jan 11 - 17	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> <li>Galileo v2 Early Math</li> <li>Galileo v2 Creative Art</li> </ul>
	Jan 18 - 24	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> <li>Galileo v2 Language &amp; Literacy</li> <li>Galileo v2 Fine &amp; Gross Motor Development</li> </ul>
	Jan 25 - 31	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> <li>Galileo v2 Nature &amp; Science</li> <li>Galileo v2 Physical Health Practices</li> </ul>
	Feb 1 - 7	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> <li>Galileo v2 Social &amp; Emotional Development</li> <li>Galileo v2 Approaches to Learning</li> </ul>
Feb 8 - 14	<b>End of Observation Period Three Print Individual knowledge Area Proficiency Profile</b>	
<b>PERIOD THREE</b>	Feb 15 - 21	Enter observation information and anecdotal notes on <ul style="list-style-type: none"> <li>Galileo v2 Early Math</li> <li>Galileo v2 Creative Art</li> </ul> <p style="text-align: center;"><b>Start 2<sup>nd</sup> Home Visit</b></p>

<b>PERIOD FOUR</b>	Feb 22- 28	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Language &amp; Literacy</li> <li>• Galileo v2 Fine &amp; Gross Motor Development</li> </ul>
	Mar 1 - 7	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Nature &amp; Science</li> <li>• Galileo v2 Physical Health</li> </ul>
	Mar 8 - 114	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Early Math</li> <li>• Galileo v2 Creative Art</li> </ul>
	Mar 15- 21	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Language &amp; Literacy</li> <li>• Galileo v2 Fine &amp; Gross Motor Development</li> </ul>
<b>PERIOD FOUR</b>	Mar 22- 28	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Nature &amp; Science</li> <li>• Galileo v2 Physical Health Practices</li> </ul>
	Mar 29 –Apr 4	<ul style="list-style-type: none"> <li>• Galileo v2 Social &amp; Emotional Development</li> <li>• Galileo v2 Approaches to Learning</li> <li>•</li> </ul> <p style="text-align: center;"><b><i>(Holmes and Washington County Spring Break)</i></b></p>
	Apr 5 - 11	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Early Math</li> <li>• Galileo v2 Creative Art</li> <li>•</li> </ul> <p style="text-align: center;"><b><i>(Walton County Spring Break)</i></b></p>
	Apr 12- 18	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Language &amp; Literacy</li> <li>• Galileo v2 Fine &amp; Gross Motor Development</li> </ul>

Apr 19 - 25	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Nature &amp; Science</li> <li>• Galileo v2 Physical Health Practices</li> </ul>
May Apr 26- 2	<p>Enter observation information and anecdotal notes on</p> <ul style="list-style-type: none"> <li>• Galileo v2 Social &amp; Emotional Development</li> <li>• Galileo v2 Approaches to Learning</li> </ul>
May 3- 9	<p><b>End of Period Four</b> <b>Print Individual Area Proficiency Profile</b></p>
May 10- 28	<p><b><i>(Start Parent/Teacher Conference)</i></b></p>

**Tri-County Community Council  
Head Start**

**Subject:** Galileo for Classroom

**Section:** Record-keeping and Reporting

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**Policy:** The teaching team will be responsible for printing Class Observation Record or each scale in Galileo v2 on a regular basis. The Observation Record will be utilized in planning for individualization and child outcomes.

**Procedure:**

- The teaching team will print a Class Observation Record at the beginning of each observation period for each scale in Galileo v2.

<b>Class Observation Record Printing Dates 2009 - 2010</b>
September 7-13, 2009
November 9-15, 2009
February 8-14, 2010
May 3-9, 2010

## Head Start Transition Plan 2002-2003

The overall goal of the Head Start Program is to provide an environment rich in literacy, language, mathematics, social competence, and creativity to promote school readiness. School readiness refers to the child's everyday effectiveness in being successful in the present environment and later responsibilities in school and life.

The Creative Curriculum framework is utilized by the program to ensure that each child's individual needs are met. The MAPS (Galileo) and DECA assessment tools covers the established outcomes of the Head Start Outcomes Framework.

The primary goal is to support successful transition for children and families in out of Head Start

1. Encourage communication between all programs including Head Start, Part C, LEA, other child development programs and agencies, in collaborations with parents, to facilitate continuity of services across programs.
2. Initiating meetings involving parents, teachers, schools, and other child development programs.
3. Initiating joint transition training with teachers and all other parties involved in the process.
4. Coordinating the transfer of records within Head Start, with schools, other agencies, and parents.
5. As ongoing coordination with Early Intervention Program will take place no later than six months prior to the child's birthday for transitioning these children into Head Start.

The purpose supports these efforts to maintain and improve successful transition to Head Start for children and families as they move from one learning environment into a new one.

Month	Action Plan	Component Activities
July - Ongoing	<p>Continuing transition of eligible children with disabilities from Part C to Head Start.</p> <p>Conduct activities to make the entry to Head Start a smooth process throughout the year.</p> <ol style="list-style-type: none"> <li>1. Family partnership process is begun.</li> <li>2. Health and nutrition agreement.</li> <li>3. Transferring from one classroom to another.</li> </ol> <p>Initiate contact with parents about doing ongoing medical care to facilitate the child's activity learning.</p> <p>Distribute information to returning children for completing early registration. Complete intake procedures for returning student.</p>	Cooperative Agreements
August	<p>Coordinate activities to make the entry into Head Start, meaningful smooth and stress free.</p> <p>Staff and parent training and education.</p>	<p>Get acquainted Open House - invite parents and children.</p> <p>At orientation discuss the contents of transition.</p>
August September	<p>Children are being introduced to their new environment. Children are gradually being given responsibility for their personal belongings. Rules for safety are addressed at this time along with children taking part in the rule making for their individual classroom.</p> <p>Provide training for staff on Professional Days as appropriate for Head Start.</p>	<ol style="list-style-type: none"> <li>1. Talk about the new program with children and parents.</li> <li>2. Provide an extensive amount of time for play activities that encourage peer interaction and cooperation.</li> <li>3. Provide simple, 1-2-step instructions and gradually teach more complicated and lengthy directions.</li> <li>4. Review the procedures for the locating of the restrooms with children daily. Identify the skill level of transitioning children.</li> <li>5. Use behavior management procedures that were employed</li> </ol>

		<p>in a child's sending program or appropriate techniques used by parents/guardians.</p> <p>6. Plan activities which extend from child or family to community.</p>
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October	<p>Continue to support parents as their child's first teacher, offering a mini workshop on the Creative Curriculum and giving the parent information on how this curriculum is implemented.</p> <p>Plan activities for parents and staff on the importance of continuity in transition.</p> <p>Assess the success of children who transitioned out of Head Start.</p>	<p>Provide an overview of the Creative Curriculum during parent training during the parent meeting.</p> <p>First (1<sup>st</sup>) home visit with parents to go over DIAL-3 screening results, DECA, CIP, etc...</p> <p>Talk to teachers to assess and evaluate transition process.</p>
November	<p>Continue to focus on making transitions a smooth process.</p> <p>Focus on appropriate readiness skills for children entering kindergarten.</p>	<p>Meet with parents/staff to discuss ways to help their child's transition with the least amount of stress.</p>
December	<p>Address families management of changes in and around the holidays.</p>	<p>Prepare and send home activities, flyers for holidays.</p>
January - March	<p>Continue to focus on making transitions a smooth process.</p> <p>Focus on appropriate readiness skills for children entering kindergarten.</p>	<p>Meet with parents/staff (when necessary) to discuss ways to help their child's transition with the least amount of stress.</p>
April/May	<p>Coordinate with local school districts for school site visits for the children.</p> <p>Provide public school insight for children entering kindergarten.</p> <p>Implement The Going to Kindergarten Curriculum.</p>	<p>Send out School Attending Form to parents.</p> <p>Provide parents with information pertaining to local school kindergarten registrations.</p> <p>Provide appropriate information for the parent to local school districts, with parent permission.</p> <p>Schedule site visits for children entering kindergarten. Children have opportunities to meet with teachers in the</p>

		classroom setting, meet the principal and visit the library. Parents are invited to accompany their children on this trip.
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	Coordinate transition activities for children in and out of Head Start.	<p>Make arrangements with each school resource teacher and therapist for transition of children with IEPs and individual progress reports.</p> <p>Arrange parent/school meetings to allow parents the opportunity to meet the staff and teachers in the school and Head Start Centers the child will be attending.</p>
June	Coordinate activities with parents for services during the summer months.	<p>Arrange for children to continue appropriate therapy.</p> <p>Provide parents with information concerning the activities for continuing services for their children.</p> <p>Provide home resources activities that the parents can use to work with their child until school begins in August.</p>