

BOURBON COUNTY PRESCHOOL HEAD START SCHOOL READINESS POLICY

The primary goal of Bourbon County Preschool Head Start is to equip each child with the tools that will insure success in the public school system. We will work to enhance the cognitive and intellectual development, social skills, physical and mental health of each child. These goals are aligned with the Head Start Child Outcomes Framework, Kentucky Early Childhood Standards and Teaching Strategies Gold, which is the assessment tool used Bourbon County Preschool Head Start.

Bourbon County Preschool Head Start plan of action for school readiness:

TRANSITIONS:

Transition Into Head Start

1. All parents/guardians will attend orientation that will review policies and procedures, expectations from both the parent and the program, and ways families can become involved in the program through parent involvement. Staff will introduce themselves and their areas of service at this time. Written materials will be given as well.
2. During the application phase or soon after acceptance, Head Start will work with the families who have children with special needs or disabilities. All documentation will be given to the appropriate persons.
3. Parents/Guardians will have the option in attending Open House at the child's center to become acquainted with the classroom.
4. Teaching staff will conduct an initial home visit to build a relationship with the parent/child in their setting.
5. The family workers will continue transition efforts through the Family Partnership Agreement inclusive of but not limited to letters, visits to the classroom, and phone calls.

Transition Out of Head Start

1. The Family Service Staff will conduct a checklist of all actions taken that prepare parents/guardians for kindergarten. This is inclusive of but not limited to dates of registration, items needed for registration, ESL assistance.
2. Parents of children with special needs and disabilities will meet with the appropriate staff to ensure a successful transition and that the needed paperwork is given to the school system if applicable.
3. The teaching staff will empower the parent through home visits and conferences concerning the child's academic performance. Areas of strengths/weaknesses will be reviewed with the parent. All academic portfolios will be given to the parent to give to the kindergarten teacher.
4. Visits to kindergarten classrooms if possible and visits from kindergarten teachers if possible.

5. The program will hold parent trainings and workshops on Transition to Kindergarten that deal with curriculum, nutrition, special needs/disabilities, policies and procedure, and parent involvement.

Special Note:

- The culture of each family will be taken into consideration when transitioning into and out of Head Start.
- Head Start will have an open door policy if issues arise with the family if dates pertaining to orientation, health fair, etc... conflict with the parent's schedule. Proper accommodations will be made.

PREPARING THE CLASSROOM ENVIRONMENT:

Classroom

- Mental Health Observations (as needed)
- Behavior Specialist Observations (as needed)
- Health and Safety Check (monthly)
- Playground Checks (daily)
- ECERS (1 x per year)

Learning

- Lesson plans developmentally appropriate and aligned with HS Framework
- Ongoing assessment and subsequent planning
- Spot checks of child assessment reliability (2x per year)
- CLASS observations and training (2x per year)

Individualization

- Brigance Individual Screen
- Individualized Education Plan (IEP)
- Speech & Language Services
- Occupational/Physical Therapy Services
- Family Goals

Health

- Vision, Hearing, Dental Screenings
- Immunizations, Heights and Weights
- Physicals
- Special Diet Plans
- Special health plans
- Outside play time (daily)

Nutrition

- Meals (breakfast and lunch)

Color Me Healthy

Staff Training/Preparation

Pre Service/In-service training
Professional Development Plan

Parent Activities/Involvement

Parent Newsletter (monthly)
Parent Workshops (monthly)

USING ASSESSMENT INFORMATION

Data will be collected three times per year (October, February, May) and will be used to:

1.) Plan training opportunities for teaching staff that will result in raising scores that are low and maintaining scores that are in the higher ranges. It will increase knowledge of child progress and development which will be indicated by intentional planning and learning opportunities.

2.) Enhance program planning by using the data collected to determine best course of action as it pertains to curriculum choice and classroom purchases. It will also serve as an indication of whether the various service delivery areas are working collaboratively in order to promote school readiness for the children and their families. Data will be shared with office staff, Policy Council, etc.

3.) Inform parents about the ongoing progress of their children along with suggestions of how they can participate in the educational experience of their children.

The following domains will be assessed in the preparation for school readiness:

- **Physical Development & Health**
- **Social & Emotional Development**
- **Approaches to Learning** (Creative Arts)
- **Language & Literacy** (Literacy knowledge & Skills, Language Development)
- **Cognition & General Knowledge** (Mathematics knowledge & Skills, Science knowledge & Skills, Social Studies Knowledge & Skills, Logic & Reasoning)
- **English Language Learners**

GOALS FOR SCHOOL READINESS:

Physical Development & Health refers to physical well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices. Early health habits lay the foundation for lifelong healthy living. Equally important, physical well-being, health, and motor development are foundational to young children's learning. Motor skills permit children to fully explore and function in their environment, and support development in all other domains.

- Children will understand and practice healthy and safe habits
- Children will demonstrate age appropriate control of large muscles for movement, navigation and balance
- Children will demonstrate age appropriate control of small muscles for such purposes as using utensils, self-care, building and exploring

Social & Emotional Development refers to the skills necessary to foster secure attachment with adults, maintain healthy relationships, regulate one's behavior and emotions, and develop a healthy concept of personal identity. Positive social and emotional development provides a critical foundation for lifelong development and learning. In early childhood, social and emotional well-being predicts favorable social, behavioral, and academic adjustment into middle childhood and adolescence. It helps children navigate new environments, facilitates the development of supportive relationships with peers and adults, and supports their ability to participate in learning activities.

- Children will demonstrate positive relationships and interactions with adults and peers.
- Children will recognize and regulate emotions, attention, impulse and behavior

Approaches to Learning refers to observable behaviors that indicate ways children become engaged in social interactions and learning experiences. Children's approaches to learning contribute to their success in school and influence their development and learning in all other domains. Children's ability to stay focused, interested, and engaged in activities supports a range of positive outcomes, including cognitive, language, and social and emotional development. It allows children to acquire new knowledge, learn new skills, and set and achieve goals for themselves.

Logic & Reasoning refers to the ability to think through problems and apply strategies for solving them. Logic and reasoning skills are an essential part of child development and early learning and a foundation for competence and success in school and other environments.

Children's ability to think, reason, and use information allows them to acquire knowledge, understand the world around them, and make appropriate decisions.

- Children will demonstrate the use of creative and imaginative expression such as music, movement, art and drama
- Children will demonstrate an interest and engagement in large and small group experiences as well as cooperative play with peers

Language Development refers to emerging abilities in receptive and expressive language. This domain includes understanding and using one or more languages. Language development is among the most important tasks of the first five years of a child's life. Language is the key to learning across all domains.

Literacy Knowledge & Skills refers to the knowledge and skills that lay the foundation for reading and writing, such as understanding basic concepts about books or other printed materials, the alphabet, and letter-sound relationships

- Children will demonstrate the ability to use language
- Children will demonstrate an interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts
- Children will demonstrate knowledge of concepts about print and early decoding (identifying letter-sound relationships)
- Children will demonstrate familiarity with writing implements, conventions and emerging skills to communicate through written representations, symbols and letters

Logic & Reasoning refers to the ability to think through problems and apply strategies for solving them. Logic and reasoning skills are an essential part of child development and early learning and a foundation for competence and success in school and other environments. Children's ability to think, reason, and use information allows them to acquire knowledge, understand the world around them, and make appropriate decisions.

Mathematics Knowledge & Skills refers to the conceptual understanding of numbers, their relationships, combinations, and operations. Mathematics also includes shapes and their structure; reasoning; measurement; classification; and patterns. Because math is also about generalizations and abstractions, math skills during the early years help children to connect ideas, develop logical and abstract thinking, and to question, analyze, and understand the world around them.

- Children will demonstrate the use of numbers to describe relationships and solve problems

- Children will demonstrate the ability to recognize, understand and analyze a problem and draw on a knowledge or experience to seek solutions to a problem
- Children will demonstrate the ability to observe and collect information and use it to ask questions, predict, explain and draw conclusions
- Children will demonstrate the understanding of one's relationship to the family and community, roles in the family and community and respect for diversity
- competency in their home language while acquiring beginning proficiency in English

Dual Language Learners

- Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English

Policy Council Approval: 12/15/14

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