

# Table of Contents

## Page 1

### **Center Licensing Information**

*Subpart 1-C. describe the days and hours of operation of the program*

### **Daily Schedule-Lesson Plan**

*9503.0090, subpart 2; I. provide a daily schedule for both indoor and outdoor activities; J. provide for activities that are both quiet and active, teacher directed and child initiated; K. provide for a variety of activities that require the use of varied equipment and materials; and L. be available to parents for review on request.*

## Page 2

### **Program Services-Education Methods**

*Subpart 1-D. describe the general educational methods to be used by the program and the religious, political, or philosophical basis, if any.*

### **Program Services-Ages and Numbers of Children Served**

*Subpart 1-B. describe the age categories and number of children to be served by the program*

### **Program and School Readiness Goals**

*Subpart 1-F. have stated goals and objectives to promote the physical, intellectual, social, and emotional development of the children in each age category in part 9503.0005*

## Page 3

### **Curriculum**

*G. specify activities designed to promote the intellectual, physical, social, and emotional development of a child in a manner consistent with the child's cultural background*

### **Child Assessment- Records of Progress**

*H. specify that the intellectual, physical, social, and emotional progress of each child be documented in the child's record and conveyed to the parent during the conferences specified in part 9503.0090*

### **Classroom Interest areas and Materials**

*Subpart 2-A child care program that operates for more than three hours a day must provide daily access to interest areas of the center that are supplied with the equipment and materials needed to carry out the activities specified in items A to H, except that a child care program serving only school-age children and operating for less than 90 consecutive calendar days or any program operating for less than three hours a day must*

## Page 4

### **Active Supervision Policy**

*Subpart 1-A. mandate that children have supervision at all times*

## Page 5

### **Program Plan Review Process**

*Subpart 1-E. be developed and evaluated in writing annually by a staff person qualified as a teacher under part 9503.0032*

# Arrowhead Head Start Program Plan



Arrowhead Head Start Program Plan

9503.0045 CHILD CARE PROGRAM PLAN.

Site License Number: \_\_\_\_\_

Number of children classroom is licensed for: \_\_\_\_\_

License days and hours of operation: \_\_\_\_\_

Age range of children enrolled at the site: \_\_\_\_\_

Location: \_\_\_\_\_

Classroom: \_\_\_\_\_

**Classroom Staff**

Teacher: \_\_\_\_\_

Teacher Assistant: \_\_\_\_\_

Classroom Assistant: \_\_\_\_\_

Additional Staff/Position (s): \_\_\_\_\_

**Classroom Daily Schedule:**

***\*Lesson Plans are posted in each classroom which show the detailed plans for each specific day and for the week.***

### **Program Services**

Arrowhead Head Start provides comprehensive services to pregnant women, children birth to five years of age and their families. Services include early education, parent education, health, nutrition, mental health, disability services and family support services.

Each Head Start classroom is licensed to serve up to 20 children ages 3-5 years.

Enrollment in the program is based on a point system that is developed and approved by the program and parent policy council. The criteria is consistent with Head Start Performance Standards and targets low income and children and families identified as risk within the service communities.

Classrooms with the majority of children age 3 will maintain a maximum group size of 17 children. Classrooms with the majority of children age 4-5 will not exceed a group size of 20 children. Each classroom will have a teacher, teacher assistant and a classroom assistant. A ratio of 10-1 will be maintained at all times.

### **Program Mission**

Arrowhead Head Start works with young children & families on healthy prenatal and early childhood development, school readiness, and supporting their success in life.

### **Program Goals**

1. The program will improve and maintain service access for families experiencing barriers to participation in Arrowhead Head Start.
2. The program will strengthen collaboration and continuity in early education experiences.
3. The program will strengthen connections and support for families to improve their wellbeing.
4. The program will strengthen our Arrowhead Head Start staff team.

### **Arrowhead Head Start School Readiness Goals**

**Approaches to Learning:** Children will develop and increase abilities and skills in Initiative and Planning, Problem Solving with Materials, and Reflection.

**Social and Emotional Development:** Children will increase and demonstrate abilities and skills in Emotions, Building Relationships with Adults, Building Relationships with Other Children, Community, and Conflict Resolution.

**Physical Development and Health:** Children will develop and increase abilities and skills in Gross-Motor, Fine-Motor, Personal Care and Healthy Behaviors.

**Language, Literacy, and Communication:** Children will develop and increase abilities and skills in Speaking, Listening and Comprehension, Phonological Awareness, Alphabetic Knowledge, Reading, Book Enjoyment and Knowledge, and Writing.

**Mathematics:** Children will develop and increase abilities and skills in Numbers and Counting, Shapes and Spatial Awareness, Measurement, Patterns, and Data Analysis.

**Creative Arts:** Children will develop and increase abilities and skills in Art, Music, Movement, and Pretend Play.

**Science and Technology:** Children will develop and increase abilities and skills in Observing and Classifying; Experimenting, Predicting, and Drawing Conclusions; Natural and Physical World; and Tools and Technology.

**Social Studies:** Children will develop and increase abilities and skills in Knowledge of Self and Others, Geography, and History.

**English Language Learning:** Children who are English Language Learners will develop and increase skills in Listening to and Understanding English, and Speaking English

### **Curriculum**

The program utilizes the High Scope Curriculum. Staff receive annual training on the curriculum to ensure full and effective implementation. Program Managers monitor implementation of the High Scope curriculum through use of the High Scope PQA (Program Quality Assessment). Lesson plans from each classroom are forwarded to the assigned Program Manager weekly for review and to monitor that High Scope practices are being implemented throughout each day and within the planned activities.

The High Scope Curriculum is aligned with, and addresses all areas of early development as outlined for pre-school children in the Minnesota Early Childhood Indicators of Progress, Learning Standards, and the Head Start Child Development and Early Learning Outcomes Framework. Learning areas include; intellectual, physical and social-emotional development. The program also utilizes the Second Step Curriculum as a supplement for Social Emotional education. Individual child and family cultures, parent goals and individual child needs and interests are included in the planning and implementation of the curriculum.

### **Lesson Plans**

Each Classroom develops a weekly lesson plan that outlines the goals and areas of focus for teaching and learning throughout the week. The goals and focus areas are determined by review of child assessment data, the observed areas of interest of the children during the week and will indicate specific plans for individualization. Lesson plans are posted in the classroom weekly for parents to view.

### **Child Assessment- Records of Progress**

The program utilizes the High Scope COR Advantage (Child Observation Record) ongoing assessment tool. Staff receive training and become certified with this tool to ensure fidelity. Observations are taken by all of the staff in the classroom and are entered into the online system. Program Manager's monitor the COR observations for their designated staff through a weekly reporting process. Quarterly reports are used by Program Managers to determine professional development needs for individual teaching staff. Teaching staff utilize their COR Reports in planning and goal setting for their individual classes and for individual children. The COR assessments are shared with parents at conferences. Parents gain information to further support their child's learning at home and also have the opportunity to establish goals for their child's learning.

### **Classroom Interest areas and Materials**

Each Head Start Classroom is amply equipped with developmentally appropriate and engaging learning materials that, at minimum, meet DHS Licensing requirements. Each classroom has a budget for purchasing materials in addition to program wide annual purchasing of equipment and classroom materials for replacement and for curriculum enhancement items as identified by the management staff.

Designated learning areas in the classrooms include; dramatic play, construction, arts and crafts, sensory, science, music, fine motor manipulatives and outside and designated indoor large motor spaces. The learning centers and materials for these areas and for the planned activities are accessible to children throughout the daily routine.

## Active Supervision

**Policy:** Staff will ensure the safety of all children and prevent children from being left unsupervised through the use of active supervision.

### Procedure:

- Minimum Staff/Child ratios are as follows:
  - Toddlers: 1 staff to 4 toddlers
  - Preschoolers: 1 staff to 10 preschoolers
- All staff will utilize the following active supervision strategies throughout Head Start programming.
  - **Set up the Environment:** Educators set up the classroom environment so that they can supervise children at all times. In the classroom, furniture should be at waist height or shorter so that adults should always be able to see, and hear children.
  - **Position Staff:** Educators carefully plan where they position themselves in the classroom, playground, and other areas used by the children, to prevent children from harm. Educators stay close to children who may need additional support. During fieldtrips and community activities, one-on-one assistance may need to be provided for individual children. This could include their parent accompanying them on the fieldtrip or a staff person being designated for that specific child.
  - **Use Attendance Board:** Staff will write the number of children in attendance each day on the attendance board that is located on or near the classroom door. Each time a child arrives or leaves during the program day, staff will change the number on the attendance board. The number listed is to always reflect the current number of children in the room at any given time.
  - **Scan and Count:** Educators are always able to account for the children in their care. They continually scan the environment to know where everyone is and what they are doing. They count the children frequently. This is especially important during transitions, when children are moving from one location to another. When transitioning a group of children within the facility or for outdoor play, the staff will complete a count of all children, before leaving and when returning. An adult will lead the group and an additional adult will follow the group.
  - **Listen:** Educators are aware that specific sounds or the absence of them may signify reason for concern. Educators will implement strategies to safeguard children. For example, bells or alarms may be added to doors to help alert educators as someone enters or leaves the classroom.
  - **Anticipate Children's Behavior:** Educators use what they know about each child individually to predict what he/she will do and plan accordingly while supporting children.
  - **Engage and Redirect:** Educators use active supervision skills to know when to offer children support. Educators will encourage children to solve problems independently but provide support when needed. They may offer different levels of assistance or redirection depending on each individual child's needs.
  - **Nap/Rest time:** Staff will remain within sight and hearing of all children during Nap/Rest time, to ensure the health and safety of all children.

All staff will pay special consideration to supervising children during transition times throughout Head Start programming. Active supervision strategies will continue to be utilized as well as the following strategies during transition times.

- **Know Transition Times:** All staff including volunteers will know when transitions are planned throughout the day and in position to provide constant supervision.
- **Develop Regular Routines:** Staff will create and maintain routines for regularly planned transition times.
- **Limit Wait Time:** Staff will limit the amount of time children wait in line to transition.
- **Reaffirm Child Expectations:** Staff will reaffirm to children what adults expect during transition times.
- **Ensure Parents/Guardians Understand Responsibilities:** Staff will help parents, guardians, and other identified adults understand their role during pick up and drop off times. Parents who self-transport will stay with their child until the start time of class and will sign their child “in” for the day. At dismissal time, the parents will sign “out” their child before taking them out of the classroom.

This policy complies with the Head Start Information Memorandum ACF-IM-HS-15-05.

Approved by Policy Council on September 9, 2015.

Revision Approved by Policy Council 8-10-16.

This program plan highlights the services provided for Arrowhead Head Start’s licensed Pre-k center based program and will be reviewed annually by program management staff, qualified as a teacher under part 9503.0032

The plan will be made accessible to all staff and families by posting within the classroom and on the AEOA program website.

Program Plan Review Date: \_\_\_\_\_

Reviewed By- Staff-Position: \_\_\_\_\_