

Head Start/ECEAP Preschool Education Program Checklist

Prior to First Date of Service

Use the Creative Curriculum Implementation Checklist/ECERS book as a guide when setting up your environment. Prior to the first day of service the DECA Reflective Checklists must be completed.

With your team, plan how your initial contacts (home visits) and first day of class will look at your site.

Call families to arrange initial contacts.

- Use the initial contact visit summary/agenda to guide your conference/home visit with family.
- After completing the initial contact, document in database and file initial contact form under child services in the family file.
- Complete Baseline Assessment with parent.

Save initial contact information in folders for families that may enroll later in the year.

The Initial contact needs to be completed before the child's first date of service.

Emergency contact form and emergency information needs to be on file prior to the child's first date of service.

Take family pictures to place in children's cubbies.

First Date of Service

Document the child's first date of service in the database.

Document 45 days in the database.

Start classroom observations, take pictures, begin documentation for baseline assessment.

Developmental /Social Emotional Screenings

ESI is to be completed and filed in Child Services of family file within 45 days. Document completion of ESI in database. **DO NOT WAIT TO COMPLETE THIS SCREENING. IT CAN BE DONE PRIOR TO INITIAL CONTACT OR WITHIN THE FIRST 30 DAYS. Developmental Screenings will be completed on ALL children every school year within the first 30 days, except for children who are on an IEP for a developmental delay. See Child Development Program Manager for any questions.**

Share screening results with family. ECEAP: The time you spend sharing results counts as family contact time.

Document ESI results in database.

Refer any child with parent permission to ChildFind, if necessary.

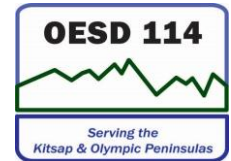
Complete teacher DECA after **28 days of FDS but no later than 45 days of FDS.**

Parent DECA is to be completed within 4 weeks of teacher DECA. (two weeks before or two weeks after).

Document in database that teacher DECA and parent DECA have been completed. (Separate entries)

Complete classroom profile.

Share classroom profile with DST



Assessment/Curriculum Development

Creative Curriculum 6th edition is used as the classroom framework.

Teaching Strategies Gold is the assessment system used in our program.

In the Fall a Baseline Assessment is completed by November 15th with parent input.

Written observations, checklists and the Baseline Parent Questionnaire are used as the method for gathering information to complete the Baseline Assessment.

Staff complete Individual Learning Plans (ILP) with families at the Fall, Winter and Spring visits/conferences.

Pictures, written observations, work samples, checklists etc. are gathered and placed in each child's portfolio.

Every child assessed using Teaching Strategies Gold will fall between a not yet or 9 on the assessment continuum for each Objective for Development and Learning.

For Head Start and ECEAP 2 visits occur in the home and 2 visits occur in the classroom. At a minimum these visits last 30-minutes.

Fall Child Goal Setting Contact/Visit (home visit/conference)

Assessments must be finalized on all children in TS Gold by 5pm on November 15th).

Fall staffing and conference will be completed during the month of November/December.

At the visit you will:

- Share the child's portfolio and/or work samples
- Share the child's assessment information
- Share screening results for the ESI/DECA if you have not already.
- Share and complete the child's Individual Learning Plan (ILP)
 - The ILP is strength based and should focus on what the child is doing vs. what they are not doing!
 - The ILP should highlight the child's progress toward meeting our programs School Readiness Goals.
- Review the TS Gold Individual Child Report write a goal for the child based on parent input and child's progress towards meeting School Readiness Goals. Document the goal on the ILP and indicate the TS Gold objective number that is associated with this goal.
- Set strategies for at home and for at school to help support the child's goal(s).
- Begin discussing kindergarten readiness.
- Ask parent for curriculum input.
 - -This could include ideas or thoughts addressed when completing Baseline Parent Questionnaire.
- Document the visit in database.
- The ILP is completed and filed in the Child Services section of the family file. A copy goes to the family.

If a child enrolls after the Fall assessment period goals will be set at the family's initial contact.

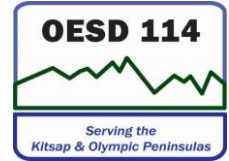
Winter Goal Check in Contact Visit

Assessments must be finalized in TS Gold by 5pm on February 15th for all children.

Complete family staffing and visit by the end of February/first two weeks of March

At the visit you will:

- Share the child's portfolio and/or work samples.
- Review child's assessment scores with family using your Objectives for Development and Learning.



- Set goals for any child not enrolled for the first assessment period (if you didn't set them at Initial Contact) Give family a copy of the ILP. Review the child goals and set new ones only if needed.
- Discuss kindergarten readiness, begin talking about kindergarten registration.
- Ask parent(s) for any curriculum ideas, volunteer time, etc.
- Document completed visit in the database. Share with DST, if needed.

Spring/Transition Contact Visit

Assessments must be finalized in TS Gold by 5pm on May 24.

Family staffing and visits need to be completed by the end of May or early June

At the visit you will:

- Share and send home the child's portfolio and/or work samples.
- Review the years assessment information with the parent(s)
- Complete the ILP (Family Conference Form in TS Gold)
- Prepare and share Kindergarten Registration information with families
- For children transitioning to Kindergarten write in bottom box of ILP, "Kindergarten transition activities sent home". For children returning write in bottom of ILP, "Sent home activities to support Math and Literacy over the Summer" (part year)
- Set goals for any child not enrolled in previous assessment period (if you didn't set them at Initial Contact) Give family a copy of the ILP. Review the child goals and set new ones only if needed. (Full Year)
- Give Family a copy of the ILP
- Document completed visit in the database. Share with DST if needed.

Children with Challenging Behaviors

Review Positive Behavior Support Plan procedures.

Report emerging behavior to Supervisor.

Discuss the concern immediately with the parent.

Develop a Positive Behavior Support Plan with the parent and your site team to support this child in the classroom.

Refer to the Mental Health or Behavioral Specialist if needed.