

Service Area: Education & Disability

## ACTIVE SUPERVISION

### POLICY:

The program has a responsibility to ensure that all children are safe and supervised throughout the day. While all staff members have related roles, primary responsibility for child supervision falls on the teachers, caregivers and classroom assistants.

### PROCEDURE:

#### 1. Setting up the Environment

Classroom staff set up environments that support effective active supervision practices.

- Classroom furniture is arranged to allow direct supervision at all times. Adults are always able to see and hear the children.

#### 2. Position Staff

Classroom staff are positioned in ways that support effective active supervision practices.

- Staff intentionally position themselves so they can see and hear all children at all times. This practice is followed in the classroom, on the playground, during transitions and in any other areas used by the children.

#### 3. Scan and Count

Classroom staff utilize the “Scan and Count” procedure to ensure that no child is ever left unsupervised.

- Classroom staff are always able to account for the children in their care. They continually scan the environment to know where each child is and what they are doing. Staff know the number of children in the group at all times and “count heads” frequently, especially during transitions.

#### 4. Listen

Classroom staff use listening skills to support child safety.

- Classroom staff are aware of sounds (or lack of sounds) that may indicate reason for concern and react swiftly and appropriately.

#### 5. Anticipate Children’s Behavior

Classroom staff anticipate children’s behavior.

- Classroom staff are knowledgeable about developmentally appropriate expectations and about behaviors typical of the

individual children in their care. Staff anticipate children's behaviors and plan accordingly.

6. Engage and Redirect

Classroom staff engage children to minimize supervision challenges and redirect them when such challenges arise.

- Daily activities are developmentally appropriate and engaging, limiting behaviors that inhibit child supervision.
- Redirection techniques are implemented by classroom staff. When additional assistance is needed, classroom support staff are available.

7. Outdoor Learning Environment

Classroom staff are assigned "zone" areas during outside learning times.

Staff position themselves so that they can see and hear all children.

- Staff rotate "zone" areas as needed.

8. Transitions

Classroom staff provide learning opportunities/movements during transition times.

- Teachers use visual supports (posters, signs, visual schedules, etc.)

9. Meal Time

Classroom staff support a positive cafeteria climate during meal times.

- Teachers and children sit at the tables during meal times to encourage children to eat healthy, engage in social conversations, use calm voices and respectful language when speaking to peers and adults.
- Meal times are also used as an opportunity to help children learn food portions, self-help skills, turn taking, sharing and working together as a team.

## ADULT CHILD INTERACTION SUPPORT

### **POLICY:**

Charlotte County Early Childhood Program's first priority is the safety of children and staff. Occasionally, a challenging behavior occurs in the classroom that requires more intervention than the teaching team can provide. When this occurs, support to the team by the Education Specialist, Mental Health Consultant, and Program Manager becomes a priority. Teamwork is crucial in establishing open communication and support to the teachers, students and families when patterns of challenging behavior emerge. The program's goal is to establish strong teacher/child, teacher/specialist, parent/teacher-child and teacher/parent-specialist relationships. The program seeks to strengthen the child's social-emotional skills and to help build effective behavior management strategies amongst teaching teams. **This process begins when it is determined that a staff member is in need of additional support/alternative strategies related to child behavior management. Concerns may be identified using ongoing monitoring events, informal observation, or by teacher request.**

### **PROCEDURE:**

1. As indicated, the Education Specialist schedules a meeting within 2 days, to discuss details of the concerns and strategies already implemented.
2. Depending on need, an observation is scheduled with the Mental Health Specialist, or the Education Specialist within one week of the meeting.
3. After the observation, the MHC and Ed S discuss teacher support strategies, and schedule a meeting with the teaching team, at which time an Adult/Child Interaction Support Plan is written to provide individualized professional development.
4. Plans may include additional coaching, implementation of observation tools, training, etc.
5. Staff members who continue to struggle with interactions and behavior intervention, may be placed on a CCPS Support Employee Assistance Plan (SEAP).

### ***RELATED FORMS:***

*Education Support/Teaching Team Meeting Form*  
*Adult/Child Interaction Support Plan*

## AIM DOCUMENTATION

### POLICY:

Child development assessment data will be documented systematically and accurately across program.

### PROCEDURE:

1. The program will use the AIM Assessment Tool (an online, ongoing observation and assessment system) to monitor student's development progress.
2. As teachers and caregivers work with/observe children, documentation supporting developmental progress will be gathered. Acceptable forms of documentation include:
  - ✓ written observations
  - ✓ learning photographs\*
  - ✓ video clips\*
  - ✓ portfolio items

\* photos and video clips need supporting written observation
3. As children develop, information is gathered by entering documentation and assigning each item to related strand and learning progression.
  - ✓ Documentation may be entered by child or by group. If entered by group, the teacher/caregiver must go back in and "individualize" by adding a note for each child. A small group (no more than 4) of children can be represented with the same note if applicable (John, Mary and Pete counted from 1-5; Sally and Jim counted from 1-9).
4. Progress is documented by assigning children developmental levels (1-9) to each learning progression.
  - ✓ Teachers refer to the *AIM Assessment Documentation List* for details about how to document mastery of each learning progression. **EACH ANECDOTE MUST BE DETAILED, including time of day, location and exactly what the child did and said.**

### ATTACHMENTS:

*AIM Assessment Documentation List*

Service Area: Education & Disability

## DISCIPLINE/ INTERVENTION ZERO-3 YEARS

### POLICY:

Discipline is viewed as instruction or training, not punishment, as a means to guide very young children's behavior.

### PROCEDURE:

- **Adults model positive behavior.** Adults show that they can accept, control and express feelings in direct and non-aggressive ways; they let children know that we are not afraid of their intense emotions and will not punish, threaten or withdraw from them.
- **Teachers design the physical environment to minimize conflict.** Teachers provide multiples of toys and materials for groups of children, define classroom and outdoor areas clearly to allow for both active and quiet play, and strive to maintain an appropriately calm level of stimulation.
- **Teachers maintain age-appropriate expectations for children's behavior.** They attempt to minimize unreasonable waiting and transition times, and limit the length of large group and teacher-directed activity times according to children's developmental levels. They give children large blocks of uninterrupted time during which to make their own activity choices.
- **Teachers establish simple rules, or expectations, for the classroom community.** Simple, positive guidance themed, 2-3 word prompts are established in each classroom. When issues arise, adults and children can reference these expectations.
- **Adults closely observe and supervise children's activities and social interactions.** High ratios of adults to children and an emphasis on attentive observation, intervention is often enough to guide children *before* situations escalate.
- **Adults help children verbalize their feelings, frustrations and concerns.** The staff will help children describe problems, generate possible solutions, and think through logical consequences of their actions. Very young children will hear their caregivers describing

actions, problems, solutions and logical consequences. The adult role is to be a helper in positive problem solving.

- **Children whose behavior endangers others will be supervised away from other children.** This is not the same as the practice of using a "time out" (the traditional chair in the corner) for a child. An adult will help the child move away from a group situation. The child will then process the problem verbally with the staff member and any other concerned parties. An adult will stay close to any child who is emotionally out of control and needs private time to regain composure.
- **Discipline, i.e., guidance, will always be positive, productive and immediate when behavior is inappropriate.** *No child will be humiliated, shamed, frightened, or subjected to physical punishment or verbal or physical abuse by any staff member, student, or volunteer working in the ECP programs.* Every member of the ECP professional staff understands and follows the disciplinary approach as well as the standards on guidance and management in the Florida State Licensing Regulations. Program staff work intensively with our student caregivers and volunteers so that they also understand and employ this guidance approach.
- **When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, program staff will work with a child's family to find solutions, up to and including referral for inside and outside services. While abbreviated scheduling, or parent participation may be utilized in extreme cases, expulsion is never implemented.**

School/Room:

Date:



### Education Support/Teaching Team Meeting

TEAM: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Children/Families (changes, referrals, developmental screenings, staffing results.)

Monitoring: CLASS, School readiness and Coaching with Fidelity:

Enrichment Math and Science:

Curriculum Needs/Assessment Data/Home Visits/Conferences:

Adult/Child Interaction/Stress/ Active Supervision:

➤ Outside Time:

➤ Transition Time:

➤ Mealtime:

Positive(s)

Classroom Needs:

Training Needed:

Follow-up:	Date: _____
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Service Area: Education & Disability

## CHILD TALK MEETING

### POLICY:

The Charlotte County Early Childhood Programs' is committed to providing support to teachers and families of children with challenging behaviors. *Child Talk* meeting allows teachers the opportunity to meet with a team of specialists to brainstorm and create an individual action plan and/or student care plan around the child's needs. The team will provide teachers with strategies as to how to respond in a way that does not sustain the challenging behavior(s).

### PROCEDURE:

Teachers will ensure that universal support is being used for all children through nurturing and responsive relationships and a high-quality environment before considering a request for a Child Talk meeting. (Classroom rules, consistent routine, well organized environment)

- 1) Prior to Requesting a Child Talk Meeting, the teacher will:
  - a) Determine which part of the daily routine the child is having the most difficulty.
  - b) Identify reasons for the behavior(s), e.g.
    - What are the functions/motivation for the behaviors?
    - What are teachers doing to prevent the behavior?
    - How do they respond when the behavior occurs?
    - What skills will be taught to replace the challenging behavior?
  - c) Document the above on an Antecedent, Behavior and Consequences (ABC) form, ECP Child Observation form, etc. (Maladaptive forms)
- 2) If the challenging behavior persists, contact the parent to share concerns with the parent.
- 3) Contact their Education Specialist to determine next steps. Complete and return the Child Talk meeting request form to schedule a meeting.
- 4) A *Child Talk* meeting will be scheduled at the teacher's request.
- 5) The teacher and *Child Talk* team will write an action plan or Student Care Plan specific to the child's needs.
- 6) The teacher is responsible for sharing the action plan or Student Care Plan with the parent and obtaining parent's signature, unless otherwise assigned in *Child Talk* meeting.
- 7) A follow up *Child Talk* meeting will be scheduled within the next two weeks or as needed.



**RELATED FORMS:**

- Child Talk Action Plan form
- Child Talk Meeting request form

Service Area: Education & Disability

**CLASSROOM COOKING and NUTRITION**

**POLICY:**

**PROCEDURE:**

1. At the teacher's initial home visit with the family, he/she collects information about families' observances, traditions, and preferences which can help in planning a culturally sensitive and meaningful program throughout the year.
2. Each month staff are allowed to implement a cooking experience outside of the curriculum for their classroom. Example: Birthday or holiday celebration
3. Staff must take into consideration any children with allergies.
4. All ingredients for the cooking experience need to be approved 2 weeks in advance.
5. Teachers plan for "teachable moments" such as a pictorial recipe or measurement lesson
6. All cooking activities are included in the lesson plans.
7. Parents are encouraged to help plan and participate in all food experiences.
8. All cooking experiences/lessons have math, science and/or social objectives.

Service Area: Education & Disability

## **CLASSROOM MONITORING TOOL**

**POLICY:** The program believes that in order for children to reap the benefits of the curriculum, it must be implemented with fidelity.

### **PROCEDURE:**

1. Each teaching team receives the Fidelity Tool Teacher Checklist before an initial meeting with the Education Specialist.
2. The Education Specialist plans a time to conduct the interview portion of the fidelity tool with each teaching team.
3. The Education Specialist schedules a visit to conduct the classroom observation portion of the fidelity tool, during which the teacher follows his or her regular schedule.
4. Education Specialist starts the classroom observation before the children arrive.
5. Education Specialist takes notes about what they see during the observation using the Fidelity Tool for Administrators.
6. Education Specialist uses the “Administration Classroom Observation for Curriculum Fidelity” to rate each item. (N-No evidence, S-Some evidence observed C-consistently observed)
7. A meeting date is scheduled for feedback and follow up as needed.
8. Education Specialist conducts additional Teacher-Child Interaction observations during the school year using the Teacher-Child Interactions section of the Fidelity Tool.
9. The Education Specialists input the Fidelity Tool information into the GDrive and Google Drive systems to gather & utilize classroom and program-wide data.

### **RELATED FORMS:**

Administrator Classroom Observation for Curriculum Fidelity

Cp/nmh 2.4.2022

Service Area: Education & Disability

## **CLASSROOM STORAGE & ORGANIZATION**

### **POLICY:**

It is the program's belief that indoor and outdoor learning environments provide safe physical environments that are conducive to learning and reflective of the different stages of development of each child. Appropriate space and materials are provided to support a variety of activities that promote development in each domain. Functional areas allow for individual activities and social interactions. The physical environment supports positive behaviors. The environment also reflects acceptance that supports and respects gender, culture, language, ethnicity and family composition.

### **PROCEDURE:**

1. When setting up classrooms, teaching staff consult the following resources:
  - a. Frog Street Curriculum
  - b. Caring for Our Children
  - c. Health and Safety Checklist
  - d. Education & Disability, LEA and ES Specialist if applicable
2. Establish traffic patterns for entering the room, moving to and from activity areas, bathroom, cubbies.
3. Conduct a daily safety inspection to ensure that indoor, outdoor spaces and other physical arrangements are consistent with the health, safety and developmental needs of children.
4. Adapt and modify space to meet the needs of all children. Consider the needs of children with physical and sensory disabilities. Consult LEA and ES Specialist. (See Child's IEP and /or IFSP).

### **Indoor Classroom**

1. Minimize large open spaces and obstacles.
2. Organize the room so you can see as much as possible from every location to ensure children's safety.
3. Provide individual spaces for children to hang their clothing and store their personal belongings. Label spaces with their names and a photo.

4. Make every effort to include the children's home language in the signs and labels around the classroom.
5. Display visual reminders of behavior expectations/ classroom rules at children's eye level.
6. Display a classroom picture schedule at children's eye level.
7. Display schedule and curriculum plan (typed or legibly written) for adults
8. Set up activity areas:
  - a. Establish at least the following activity areas:
    - a. Blocks/ Building (may be in Circle area)
    - b. Dramatic Play
    - c. Manipulatives (Toys and Games)
    - d. Sensory Table
    - e. Art
    - f. Literacy (Writing Table, Library, Listening, Computer)
    - g. Discovery (Science and Math)
    - h. Circle (Music and Movement)
    - i. Quiet area/Calming down space labeled
    - j. Technology
9. Clearly define areas by using room dividers or furniture. Consider floor covering, lighting, and location of resources (e.g. electric outlet, water source, etc.) when setting up areas.
10. Arrange the space to allow children to work individually, in small groups, or in a large group.
11. Post informational signs in each area to help volunteers know what the children are learning and how to facilitate the activity.
  - b. Have a system in place for entering and exiting areas.
12. Equip activity areas: Choose and/ or adapt materials that meet the interests (attractive and relevant to children's experiences and culture) and needs (challenging but not frustrating) of the children.
  - a. Ensure that all equipment and materials in classroom are in good condition.
  - b. Put out duplicates of basic materials to minimize sharing problems.
  - c. Change the materials in the learning centers regularly to maintain children's interest, extend their experiences and reflect new interests. (E.g. Dramatic play area can be housekeeping, store, flower shop, farm. Etc.)
  - d. Books are included in at least five different interest areas.
  - e. Writing materials are included in at least five interest areas.

## **2. Organize materials.**

- . Display materials on low, open shelves to promote accessibility and independent use by children.
  - a. Use containers to hold materials and toys with small pieces (e.g. shoe boxes, plastic containers, baskets, etc.)
  - b. Have a designated place for everything in the classroom.
  - c. Label storage places for items that are not rotated out of the room (e.g. blocks, paper, pens).

## **3. Plan classroom display**

- . Reserve most of display space for children's learning and work. Keep displays simple.
  - a. Display children's work prominently, at eye level. Change displays regularly.
  - b. When displaying store bought pictures and materials, ensure that images are non-stereotypical and authentic depictions of children and
  - c. families.

## **Outdoor Learning Environment**

1. Ensure that teachers have an unobstructed view of the children at all times.
2. Show visual reminders of behavior expectations. Displayed at children's eye level or with the teacher (key ring, rule strip)
3. Define each space (e.g. large group planned activity sand and water play, wheeled toys, garden, playing games, pretend play)
4. Create easy to follow traffic pattern (to and from classroom, trikes, around play structures)
5. Equip areas (e.g. buckets, shovels for sand play, bring instruments/ radio, large art area, dramatic play props like firefighter hats, books)
6. Materials and activities need to align with the Frog Street Curriculum
7. Four-year-old get 2 outside times (1-free play and 1-structured play)

Related form:  
Health/ Safety Checklist

Service Area: Education & Disability

## DATA CHAT

### POLICY:

The program is committed to using a systematic approach to track children's growth and development.

### PROCEDURE:

#### *Ages & Stages Questionnaire -3 & SE*

1. Teachers give the Education Specialist completed ASQ-3 and ASQ-SE forms.
2. The Education Specialist only documents the student scores that are below the ASQ-3 cut off and above the ASQ-SE cut off, within two weeks of receiving them.

#### *STAR Assessments*

1. The teachers give the Education Specialist a copy of the STAR assessment scores after each assessment period, three times a year.
2. The Education Specialist only documents student assessment scores that are below expectations.

#### *AIM Observational Assessment*

1. Education Specialist monitors student progress in the AIM system.
2. The Education Specialist only documents students with AIM emerging level scores, four times a year.

The Education Specialist shares the data chat scores with teaching teams as indicated. Each team is given a copy of the data chat form for their records. Teaching team and Education Specialist discusses data and creates individual plans for children that are below expectations.

#### *Classroom Assessment Scoring System (CLASS)*

1. The Education Specialist transfers the Classroom Assessment Scoring System (CLASS) scores two times a year.
2. The Education Specialist meets with teaching teams to share CLASS scores and create strategies for scores that are in the low range.
3. Teachers create improvement plan and a timeline to improve the score that is in the low range.

### **RELATED FORM:**

Data Chat

Cp/nmh

Service Area: Education and Disability Services

## DEVELOPMENTAL SCREENING

**POLICY:** The program believes that early identification and treatment of developmental and other disabilities in Early Head Start and Head Start children significantly reduce the impact these disabilities have on the child's early and lifelong learning abilities. Screening is conducted to detect children with potential problems in areas that may affect their ability to learn.

### PROCEDURE:

1. Developmental and social emotional screening must be completed within 45 days of enrollment.
2. The ASQ-3 is administered by the child's teacher at the first home visit. The parents are given the ASQ-SE at orientation to complete. Teaching staff assists parents as needed.
3. Teaching staff are responsible for ensuring the screening tool is filled out **in its entirety** (including the cover sheet and score sheet), scoring the tool, and sharing the results with parents immediately.
4. Teaching staff are be responsible for recording the ASQ-3 and ASQ-SE developmental screening scores by creating an event in the ChildPlus program, and submitting the score sheets to the Education Specialist for review and scanning.
5. Teaching staff are responsible for filing the ASQ-3 and ASQ-SE booklets and score sheets in the correct tab in the child's folder.
6. Based on results, teaching teams are responsible for following up as needed to ensure that children are not overlooked and that their needs are being addressed as early as possible.
7. Teaching teams track and follow up on potential delays by planning learning activities for individual children's needs.
8. If additional strategies are needed, the teaching team and the Education Specialist will seek the guidance of the Disabilities Specialist and/or Mental Health Specialist.
9. The children's individualized plans will be included in the weekly lesson plan.
10. An interpreter may be required for assessment and referral processes for any child whose primary language is not spoken English.



## Re-Screens

### Purpose:

Children who indicated a “Potential Delay” on the ASQ-# is to ensure the accuracy of results and minimize unnecessary referrals.

1. Re-administer the section of the ASQ--3 which showed Potential Delays in a timely manner.
2. Teaching staff share the results with the Disability Specialist.
3. Teaching staff monitor and track the child’s progress with the AIM Assessment tool.
4. Teaching staff is responsible for documenting the child’s progress on required forms.
5. If necessary, the child is referred to LEA in a timely manner.

## Service Area: Education & Disability

### DISCIPLINE & INTERVENTION

#### POLICY:

Young children can present challenging behaviors in the educational setting. The Early Childhood Programs are committed to using positive behavioral supports including implementation of social-emotional curricula. Occasionally, young children present dangerous behaviors in the educational setting with the potential to injure themselves or others. In such circumstances, children may need more intensive interventions to help them learn appropriate behavior.

#### PROCEDURE:

1. Classroom rules are formulated with children and teachers that are specific, stated positively, simple for children to understand and consistent across the school building.
2. Rules will be discussed with children on a regular basis and as needed.
3. Classroom rules will be posted in the classroom at the children's eye level and throughout the building for parents and visitors to view.

#### Consequences:

1. Consequences will be specific to the needs of each child to help correct the challenging behavior.
2. Consequences will be maintained and consistently enforced.
3. A designated safe and appropriate place in the classroom and outside the classroom where an adult can take a child to be away from peers for the purpose of assisting the child to calm and self-regulate.
4. Parents are educated on developmental stages and encouraged to use similar approaches at home.
5. In situations where more intensive interventions are needed, parents, staff and caregivers will work together to create a plan.
6. Children are encouraged and taught to use tools to regain self-control.
7. **Discipline, i.e., guidance, will always be positive, productive and immediate when behavior is inappropriate.** *No child will be humiliated, shamed, frightened, or subjected to physical punishment or verbal or physical abuse by any staff member, student, or volunteer working in the ECP programs.* Every member of the ECP professional staff understands and follows the disciplinary approach as well as the standards on guidance and management in the Florida State Licensing Regulations. Program staff work intensively with our student caregivers and volunteers so that they also understand and employ this guidance approach.
8. When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, program staff will work with a child's family to find solutions, up to and including referral for outside services. While abbreviated scheduling, or parent participation may be utilized in extreme cases, **expulsion is never implemented.**

Service Area: Education & Disability

## **EDUCATION SUPPORT TEACHING TEAM MEETINGS**

### **POLICY:**

### **PROCEDURE:**

The Education Specialist has the responsibility of supporting teaching staff toward full implementation of early childhood education services for children and families. The Education Specialist visits, conducts observations, and offers support & resources to classroom staff.

1. The Education Specialist schedules in-classroom meetings with each teaching team biweekly throughout the year.
  - Each meeting provides the opportunity to discuss teaching & learning, classrooms and children. Topics include; curriculum needs, assessment data, adult-child interactions, smooth transitions, safe outside learning environment, positive climate for family style meal times, home visits/conferences, classroom needs and training needs.
2. If there are areas of concern, the Education Specialist and teaching team develop specific action plans and schedule follow up as indicated.
3. Education Support Teaching Team Meeting forms are used to document meetings and are kept in electronic folders.

### **RELATED FORM:**

Education Support Teaching Team Meeting

Service Area: Education & Disability

## ZERO – 3 REFERRAL PROCESS

### **POLICY:**

Charlotte County Early Childhood Programs priority is to refer children to Early Steps and /or Local Education Agency as soon as the need is evident.

### **PROCEDURE:**

The Ages and Stages Questionnaire developmental screening is used to screen all children enrolled in the program and assist with the identification of children who may need further evaluation to determine if they may have a disability.

- Teachers collect student document and express concerns to the education and disability specialists.
- Teachers and education specialists meet to discuss student concern(s).
- Education specialist observes the student in the school environment and offers strategies as needed.
- If applicable, the MHC observes the student and completes a Student Education Assessment Measure (SEAM) form.
- Teachers schedule the first Parent /Teacher Support Plan meeting to discuss concern(s) and recommended strategies for home and school for at least 2 weeks. If applicable, the MHC shares the SEAM results.
- If the child's challenging behavior(s) persists after the two-week period, the teacher asks for parent permission to refer for further testing.
- Parents complete an Early Steps application.
- The disability specialist submits the student documentation packet and parent application to the Early Steps main office.
- The Early Steps primary service coordinator schedules a first contact meeting with parents. Battelle Developmental Inventory (BDI) screener is conducted at this time.
- If needed, a formal eligibility evaluation is scheduled.
- If the child is eligible, an Individual Family Support Plan (IFSP) is created.
- With parent permission, a copy is sent to the child's school.
- Early Steps providers will provide services in the child's school environment.

### ***Related forms;***

*Child Observation Card, Parent / Teacher Support Plan,*

*Student Education Assessment Measure (SEAM)*

*Early Steps application*

# Emergency Behavior Intervention

Child: \_\_\_\_\_ Staff Member  
Requesting Assistance: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Room #: \_\_\_\_\_

Behavior Requiring Intervention:

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Support Provided: \_\_\_\_\_ By whom: \_\_\_\_\_

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Parent called? YES NO By whom: \_\_\_\_\_

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NEXT STEPS:

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Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **EMERGENCY BEHAVIOR INTERVENTION**

### **POLICY:**

Charlotte County Early Childhood Program's first priority is the safety of all children and staff. Occasionally, a challenging behavior occurs that requires immediate intervention from someone other than a member of the teaching team. Additionally, challenging behaviors often create stress and exhaustion for teachers and assistants, who may require relief. The program provides assistance to address each of these circumstances.

### **PROCEDURE:**

1. The teacher/assistant calls for assistance. Depending on the site, this may be done using a hand-held communication device, the phone, or an overhead speaker system.
2. Leadership Team members and/or Family Advocates report to the area to assist immediately and provide support as needed.
3. Each call/intervention is documented on the related form.

### ***RELATED FORMS:***

*Emergency Behavior Intervention Form*

Service Area: Education & Disability

## HOME VISITS & CONFERENCES

### POLICY:

Early Childhood Programs teachers will conduct a minimum of two Home Visits and two Parent/ Teacher Conferences a year to provide families with information to support school readiness goals as well as the families sharing their roles as their child's primary teacher.

### PROCEDURE:

#### First Education Home Visit:

Education Home Visit at least 1 hour in duration

Share home activities to meet the child's development needs at each visit

1. Teachers schedule a home visit with time and location options available to meet the needs of individual families.
2. Teachers meet with families to help ease the transition from home to school, share educational issues relevant to the child, encourage parents to share their observation of their child, select developmental goals, administer the Ages and Stages Questionnaire, share screening results, and review summary scoring information, give appropriate ASQ-3 learning activities at the Programs' Orientation, and Introduce AIM Observational Assessment tool.
3. Teachers document the meeting on an ECP Home Visit / Conference form. The form is signed, and a copy given to parents and teacher. *(All information should be written with a blue or black pen).*
4. Teachers input the home visit date in the ChildPlus online system within one (1) week after the home visit.
5. The *original* home visit form is given to education specialist to ensure completion.
6. The education specialist gives the forms to the office assistant.
7. The office assistant scans the forms into the ChildPlus online system, stamps the word scanned on each form and return to the teachers.
8. Teachers put forms in the child's folder.

### First Parent / Teacher Conference

*Conference at least 30 minutes in duration*

1. Teachers schedule a conference with time and location options available to meet the needs of individual families.
2. Teachers ask parents to share their observation of their child, discuss the child's developmental goals progress, VPK assessment AP1, Frog Street AIM assessment report, Star Early Literacy and share the child's portfolio items (give original at the last conference). The parents are given copies of their child's assessment reports.
3. Teachers document the meeting on an ECP Home Visit / Conference form. The form is signed, and copies are given to teachers and parents. ***(All information should be written with a blue or black pen).***
4. Teachers input the home visit/conference date in the ChildPlus online system within one (1) week after the home visit.
5. Teachers gives the ***original*** home visit form to education specialist to ensure completion.
6. The education specialist gives the forms to the office assistant.
7. The office assistant scans the forms into ChildPlus online system, stamps the word scanned on each form and return to the teachers.
8. Teachers put forms in the child's folder

### Second Education Home Visit:

*At least 1 hour in duration*

1. Teachers schedule a home visit with time and location options available to meet the needs of individual families.
2. Teachers ask parents to share their observation of their child. Teacher and parents discuss the child's developmental goals progress, VPK assessment AP2, Frog Street AIM assessment report, Star early Literacy, and share the child's portfolio items (give originals at the last conference/home visit). The parents are given copies of their child's assessment reports.
9. Teachers document the meeting on an ECP Home Visit / Conference form. The form is signed, and copies are given to teachers and parents. ***(All information should be written with a blue or black pen).***
3. Teachers input the home visit dates in the ChildPlus online system within one (1) week after the home visit.
4. The ***original*** home visit/conference form is given to the education specialist to ensure completion.
5. The education specialist gives the home visit/conference forms to the office assistant.



6. The office assistant scans the forms into ChildPlus online system, stamps the word *scanned* on each form and return to the teachers.
7. Teachers put forms in the child's folder

### Second Parent / Teacher Conference

*At least 30 minutes in duration*

1. Teachers schedule a conference with time and location options available to meet the needs of individual families.
2. Teachers ask parents to share their observation of their child. Teacher and parents discuss the child's developmental goals progress, VPK assessment AP3, Frog Street AIM assessment report, Star Early Literacy, summer activities, and kindergarten transition activities. The parents are given copies of their child's assessment reports, original portfolio items, and summer activities.
3. Teachers document the meeting on an ECP Home Visit / Conference form. The form is signed, and copies are given to teachers and parents. ***(All information should be written with a blue or black pen).***
4. Teachers input the conference visit date in the ChildPlus online system within one (1) week after the home visit.
5. Teachers gives the ***original*** home visit/conference form to education specialist to ensure completion.
6. The education specialist gives the home visit/conference forms to the office assistant to scan into the ChildPlus online system.
7. A copy of the signed home visit/conference form and assessment reports are placed in each child's folder.
8. Summer activities

### **RELATED FORMS;**

Home Visit & Conference

Service Area: Education & Disability

### **THREE-FIVE REFERRAL PROCESS**

#### **POLICY:**

Charlotte County Early Childhood Programs priority is to refer children to Early Steps and /or Local Education as soon as the need is evident.

#### **PROCEDURE:**

1. The Ages and Stages Questionnaire developmental screening is administered to all children enrolled in the program. Results are used to identify children who may need further evaluation to determine if they may have a disability.
2. If indicated by the ASQ results, the teacher begins collecting student documentation related to the area(s) of concern.
3. Education Specialist and teachers meet to discuss developmental concern(s).
4. Student observation is conducted by the education specialist and strategies are recommended, if necessary.
5. The first Parent /Teacher Support Plan meeting is scheduled to discuss concern(s) and offer strategies for home and school for at least 2 weeks.
6. During the two-week period, if the child demonstrates improvement, continue current strategies and discontinue the referral process.
7. If challenging behavior(s) persists, the teacher requests a Child Talk Meeting by completing a Child Talk Meeting request form to be submitted to the Disability Specialist.
8. The Child Talk team meets with the teachers to create a student action plan. A copy of the plan is given to the teacher and copy uploaded into the Google Drive. At this time, the Mental Health Specialist may request that the teacher and parents complete a Conners EC.
9. The teacher schedules the second Teacher /Parent Support Plan meeting with the parent, teacher, Disability Specialist and/or Mental Health Specialist to review current strategies, student action plan, and request parent permission for formal evaluations. If the parent agrees to formal evaluation, the Disability Specialist will review referral forms and obtain written consent.
10. The Disability Specialist collects all pertinent documentation. The student referral packet is then submitted to the designated LEA staff members.
11. The LEA Specialist schedules and conduct a formal evaluation within sixty days of the parent signature of consent.
12. A copy of the evaluation results is sent to parents and school administration.
13. LEA PreK staffing specialist schedules the student IEP meeting.
14. The teacher submits the student's current assessment and Present Level of Performance (PLOP) form to the designated PreK staffing specialist two weeks before the scheduled IEP meeting.

15. The teacher attends the IEP meeting as a member of the disciplinary team to share the student's Present Level of Performance (POLP) form.
16. If the child is eligible, an Individual Education Plan (IEP) is created.

**RELATED FORMS:**

*Child Observation Card, Parent /Teacher Support Plan 1 & 2, Child Talk, Student Action Plan, Student Care Plan,*

*Conners EC, and Present Level of Performance (PLOP)*