

1304.21
Education and Early Childhood Development

Revised 1/10

Performance Standard	Objectives	Strategies	Person (s) Responsible	Time Frame	Documentation
1304.21(a)(l)(ii)	(ii)Be inclusive of children with disabilities, consistent with their Individualized Family Service Plan (IFSP) or Individualized Education Plan(IEP)	All learning activities and the environment must include children with disabilities based on child's IEP, and Developmentally Appropriate Practices and Goals. These skills are based on multiple assessments for the purpose of ensuring positive outcomes, screening, behavioral observations, readiness skills, and IEP.	Education Manager Disabilities/ Mental Health Manager Teachers	Aug-May	Specified IEP Developmentally Appropriate Practices (NAYEC)
1304.21 (a)(l)(iii)	(iii)Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity, and family composition.	The classroom environment, activities, and materials reflect the children's cultural background, language and learning experience through books, music, dance, photos, food, and cultural activities. Children are given the opportunity to learn about each other and themselves through creative art, language, literacy and activities that reflect their culture. Careful thought is given to refrain from stereotyping according to race, gender, creed, age, age, or disability when creating activities or materials. Teachers assure that all children and families are equally involved and respected.	All Head Start Staff		Head Start Child Outcomes Framework Creative Curriculum Developmentally Appropriate Practices Strategic Teacher Education Program Manual (STEP)
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1304.21(a)(l)(iv) REF: 1304.3(a)(5) 1304.21(c)(2)	(iv)Provide a balanced daily program of child initiated and adult directed activities, including individual and small group activities	<p>Learning areas in the classroom are supportive of the child working individually, in small or large groups, or in the company of a teacher. The daily schedule provides time for language development, literacy, mathematics, science, creative arts, social and emotional development, approaches to learning, and physical development, which reflects a balance of teacher and child initiated activities. The children are encouraged to extend their thinking and interest with teachers engaging in constructive play and communicating with them.</p> <p>The interests of the children are further enhanced at home through In-Home Learning Activities. Opportunities are provided in the daily schedule to allow children to initiate activities.</p>	<p>Teachers</p> <p>Education Manager</p> <p>Disability / Mental Health Manager</p>	Aug-May	<p>Creative Curriculum Training</p> <p>IMIL</p>
1304.21(a)(l)(v) (3)	(v)Allow and enable children to independently use toilet facilities when it is developmentally appropriate and when effort to encourage toilet training are support by parents.	<p>The daily schedule allots time for bathroom breaks and children are encouraged to independently utilize the toilet facilities just as they would at home. Most centers have child-sized toilets which assist in mastering this task. Parents are encouraged to share experiences with staff concerning toileting habits.</p>	<p>Teachers</p> <p>Education Manager</p> <p>Health Manager</p>	Aug-May	<p>Parent Meetings</p> <p>Daily Activity Notes</p>

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1304.21(a)(2)(i)	(2)Parents must be: (i)Invited to become integrally involved in the development of the program’s curriculum and approach to child development and education.	Parents are an integral part of the Education Advisory Committee, which decides an appropriate curriculum for the development and implementation including the linkage with child assessment within the program. This even occurs at a minimum once per year. Parents are encouraged to share ideas and life experiences. They are given the opportunity to learn more about child development, school readiness and behavior techniques through center parent meeting. Parents participate in the Self Assessment of the program which occur every year and they are involved in the home visits, which occur at a minimum 2 times per year.	Parents Education Manager	Aug-May	Parent Meetings Advisory Committee Sign In Sheet
1304.21(a)(2)(ii)	(ii)Provide opportunities to increase their child observations skills and to share assessments with staff that will help plan the learning experiences.	Parents are provided training and information to enhance observation skills on child growth and development. Staff and parents communicate about the child’s needs through a variety of on-going assessment devices. Creative Curriculum Progress and Planning Report, Creative Curriculum Developmental Continuum	Teachers Education Manager		Agency Pre-Service In-Service Training
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1304.21(a)(2)(ii) Continued		Assessment, Portfolio entries, and ongoing observation notes that reflect the child's progress.			
1304.21(a)(2)(iii)	(iii)Encouraged to participate in parent/teacher conferences and home visits to discuss their child's development and education.	Communication lines between the parent/teacher are kept open to provide parents with information about how their child is progressing during the year. Home visits are scheduled at times convenient for parents and staff. If possible staff will notify the parents 3 to 5 days in advance of Home visit. Home visit/ Parent conference are scheduled to coincide with the three checkpoints of the Creative Curriculum Developmental Continuum Assessment System.	Teachers	Aug-May	Home Visit/ Parent Conference Form Family Contact Notes
1304.21(a)(3)(i)(A)	(3)Agency must support social and emotional development by: (i)Encouraging development which enhances each child's strengths by:	Consistency in routine and room arrangement encourages security for the child. Communication with children in their primary language provides comfort in the environment.	Teachers		Agency Pre-Service In-Service Trainings
(5)					

Performance Standard	Objectives	Strategies	Person (s) Responsible	Time Frame	Documentation
1304.21(a)(3)(i)(A) (continued)	(A)Building Trust	Children of different languages are provided interpreters to act as intercessor for language or cultural barrier. Parents are encouraged to volunteer in the classroom regularly, which could assist with breaking any barriers and build a sense of trust.			
1304.21 (a)(3)(i)(B)	(B)Fostering Independence	The Head Start Program encourages self-initiated activities to develop the child's confidence and build trust in themselves and others. Children develop self-help skills through brushing teeth, cleaning spills, clearing trays and washing hands. Opportunities for developing language through learning activities, role-playing, puppet play, speaking and listening, problem solving and logical thinking activities are provided to assist with fostering independence.	Teachers Education Manager Health Manager	Aug-May	Lesson Plan Daily Schedule
1304.21(a)(3)(i)(C) (6)	(C) Encouraging self-control by setting clear consistent limits, and having realistic expectations.	Children are assisted with limits by redirecting, having clear rules and sharing classroom pictorial rules on a regular basis. Books, stories, puppets and related experiences are used to introduce positive behaviors and promote character education. Children are allowed to solve their own problems though cause and effect theory with limited teacher intervention.	Teachers Education Manager		Developmentally Appropriate Practices Creative Curriculum Behavior Management Plan Second Step Mental Health

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1304.21(a)(3)(i)(D)	(D)Encouraging respect for the feeling and rights of others.	Staff will encourage children to express their feelings, and respect feelings of others by realizing when they hurt or harm others. Second Step and other mental health tactics are used to assist children coping with feelings and communicating their feelings. Staff will model appropriate actions to children when behaviors are inappropriate.	Teachers		Developmentally Appropriate Practices
1304.21(a)(3)(i)(E)	(E)Supporting and respecting the home language, culture and family composition of each child in way that support the child's health and well-being	Encourage families who primarily use another language to speak English to their children. Staff will provide bilingual labeling of classroom items and rules to promote language differences. Libraries will provide cultural sensitive books, props, and materials to reflect culture and materials to reflect culture and language(s) of the populations served. Parents are invited to plan multicultural activities.	Education Manager Disability/Mental Health Manager Teachers		Creative Curriculum Behavior Management Manual Plan Second Step Mental Health Creative Curriculum
1304.21(a)(3)(ii)	(ii)Planning for routings and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.	A daily schedule using words and pictures provide the child with a consistent routine throughout the day. Transition activities are used to change from one activity to another. These transitions include finger plays, pantomime, or warning bells, etc.	Teachers	Daily	
(7)					Creative Curriculum

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1304.21(a)(3)(ii) Continued		Transitions are included in lesson plans. Staff must allow enough time to complete tasks or projects. Transitions prevent hurrying, allow smooth change from one activity to another and avoids a long waiting time for activities and transition. Children are reminded frequently that change is about to occur	Teachers Education Manager		Developmentally Appropriate Practices
(8)	(4)Agencies must provide for the development of each child's cognitive and language skills by : (i)Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration.	Children are provided activities to increase experiences through science, math, and cooking. They increase motor, cognitive and language skills through manipulative, indoor and outdoor play, math, science, creative arts, literacy and social study activities. Children are provide activities to increase experiences through science, math, and cooking. They increase motor, cognitive and languages skills through manipulative, indoor and outdoor play, math, science, creative arts, literacy and social study activities. Children are asked open ended questions to enhance speech, vocabulary and self expression.	Teachers Education Manager	Aug-May	Creative Curriculum I AM Moving I Am Learning Lesson Plans

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1304.21(a)(4)(ii)	(ii)Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue.	Teachers support, encourage and provide opportunities for children to experience self-expression and creativity through art and music. Music and movement are shared through group interaction to help children express personal thoughts and feelings. Art and music activities are available and accessible to children each day. Child initiated art activities allow for self-expression. Learning opportunities are created through reading, creating stories and adult interaction to promote communication skills. Children are encouraged to share thoughts and ideas that interest them.	Teachers	Aug-May	Creative Curriculum Lesson Plans CCNET Observations
1304.21(a)(4)(iii)	(iii)Promoting interaction and language use among children and between children and adults.	Children can model the role of adults during creative play. Children are encouraged to talk about what and how they played during learning centers. Teachers will speak in a clear pleasant tone while providing care for children. Language and literacy skills are enhanced through puppets, exposure to songs, books, dramatic play, open-ended questions and adult/child conversation throughout the day especially during family style dining.	Teachers Education Manager		Creative Curriculum
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1304.21(a)(4)(iv) REF: 1304.21(e)(4)	(iv) Supporting emerging literacy and numeracy developmental through materials and activities according to the developmental level of each child.	Writing areas are created to encourage early writing, to enhance print awareness and to develop phonemic awareness. Activities are for the children to recognize and associate letters, words and numbers using pictures, counting with one to one correspondences and sequences. The classrooms are labeled in English as well as another language with word and pictures. Children observe words being written while they are describing to their teacher the work they have produced. Children are allowed to recreate field trips, home experiences or activities at school to promote cognitive development and early literacy. Outcomes that measure literacy and numeracy are documented in the Creative Curriculum Development Continuum Assessment System, and weekly work activities. Staff will use Simply Phonics Simply Reading to assist with phonemic awareness in Literacy.	Teachers Education Manager	Aug-May	Strategic Teacher Education Program Manual (STEP) Lesson Plan Daily Schedule
1304.21(a)(5)(i)	(5) In Center based settings, agencies must promote each child's physical development by: (i) Providing sufficient time, indoor & outdoor space, equipment, materials, and adult guidance for active play and movement that support the development of gross Motor skills.	Thirty minutes daily for outside play is scheduled. Outside play entails a large planned group activity with regular play, consisting of running, jumping, riding trikes, balls and the use of other outdoor equipment. IMIL will be implemented daily.	Teachers Education Manager Disability/Mental Health Manager Health Manager		Creative Curriculum Lesson Plan Daily Schedule IMIL
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Performance Standard	Objectives	Strategies	Person (s) Responsible	Time Frame	Documentation
1304.21(a)(5)(i) Continued		Participation may be at a minimum depending on child's interest. Teachers plan playground activities to include children with disabilities. Indoor and outdoor spacing will meet the Oklahoma Licensing Standards. Teacher to child ratios are maintained while on playground.			Department of Health and Human Services Licensing Manual
1304.21(a)(5)(ii)	(ii)Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's development level.	Children are provided materials to assist with developing fine motor skills such as manipulative, scissors, play dough, and lacing boards and others. They are allowed time and opportunities to practice self-help skills, writing and drawing to build fine motor skills. The children are assisted and guided with turning pages, cutting, holding a pencil and other activities to development of small muscles in their hands. Adult supervision will be provide during learning activities. In home activities are sent home for parents to assist classroom teachers in enhancing their child's skills.	Teachers Education Manager Disability/ Mental Health Manager	Aug-May	Creative Curriculum Developing and IEP Center Newsletters CCNET Forms
1304.21(1)(5)(iii)	(iii)Providing an appropriate environment & adult guidance for the participation of children with special needs.	Guidance is give to children with disabilities to provide equal participation in activities. A variety of methods, equipment and materials needed to support the children in their motor development and self help skills are provided.			
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Performance Standard	Objectives	Strategies	Person (s) Responsible	Time Frame	Documentation
1304.21(a)(6)	(a)(6) In Home based settings, grantee and delegate agencies must encourage parents to appreciate the importance of physical development, provide opportunities for children's outdoor and indoor active play, and guide children in the safe use of equipment and materials	<p>Activities are created to help the child feel successful. An adequate amount of space is provided for the play equipment and materials.</p> <p>Staff will model interaction that guide children's safe, active indoor and outdoor play. Implement curricula, which for infants and toddlers is based on relationships, routines, and daily experiences.</p>	Home Visitor Early Head Start Program Manager	On-going	Home Visitor forms
1304.21(b)(1)(i) (See 45 CFR 1304.3(a)(5)) (12)	(b) Child Development and Education approach for infants & toddlers. (1) Grantee and delegate agencies program of services for infants and toddlers must encourage for a definition of curriculum (i) The development and secure relationships in out of home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and when ever	Staff will communicate frequently with family members about the child valuing continuity in language and culture.	Early Head Start Teachers Early Head Start Program Manager		Daily Activity Notes Newsletters Curriculum observation notes

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1304.21(b)(1)(ii)	(ii)Trust and emotional security so that each child can explore the environment according to his or her developmental level.	Staff will respond sensitively to the infants and toddlers cues and developmental changes. Staff will hold and feed infants when they are hungry and comfort when they are distressed.	Early Head Start Teachers Early Head Start Program Manager Health Manager Disability/Mental Health Manager Disability/Health Assistant Education Manager	On going	Daily Activity Notes Home Visitor Notations Lesson Plans Portfolios
1304.21(b)(1)(iii)	(iii)Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.	Variety of material will be made available and rotated out to encourage exploration of materials to stimulate and challenge infants and toddlers. Staff will engage infants and toddlers through senses with physical contact, making sounds, feeling textures and tasting or smelling foods. Staff will interact face to face with children during all kinds of routine activities including diapering and feeding.			
1304.21(b)(2)(i)	(b)(2)Grantee and delegate agencies must support the social and emotional development of infants and toddlers by promoting an environment that: (i)Encourages the development of self awareness, autonomy, and self expression	Staff will provide experiences which encourage young children to develop awareness autonomy, trust and exploration by affirming each child as an individual and responding to each child's sense of accomplishments.	Early Head Start Teachers Early Head Start Program Manager	On-going	Daily Activity Notes Creative Curriculum Observations
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1304.21(b)(2)(ii)	Supports the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express himself/herself freely.	Language development will be encourage by engaging children in a variety of finger-plays, songs, books and games. Opportunities will be provided for appropriate interactions with peers. Staff will respond to children’s attempt at conversation and will use descriptive language and behaviors building a foundation for the use of language.	Home Visitor	On-going	Lesson Plan Information Hand-outs Newsletters
1304.21(b)(3)(i)	Grantees and delegate agencies must promote the physical development of infants and toddlers by: (i)Supporting the physical skills of infants and toddlers including gross motor skills, such as grasping pulling, pushing, crawling, walking, and climbing.	Staff will promote the physical development by assisting the children when task become frustrating. Provide an open indoor area for children to practice skills: such as crawling, walking, and reaching activities.			
1304.21(b)(3)(ii)	(ii)Creating opportunities for fine motor development that encourage the control and coordination of small specialized motions, using the eyes, mouth, hands, and feet.	Staff will provide opportunities for hand eye Coordination by providing activities and materials which involve grasping, dropping, pushing and touching, encouraging the infants and toddlers to interact in a nurturing environment	Teachers Home Visitor Program Manager	On-going	Lesson Plan Documentation Notes
(14)					

Performance Standard	Objectives	Strategies	Person (s) Responsible	Time Frame	Documentation
1304.21(c) (l)(i)	Child Development and Education approach for preschoolers. (l)Agencies, in collaboration with the parents, must implement curriculum	On a yearly basis staff personnel, parents, community partners and Education Advisory committee will review curriculum framework in support of meeting the needs of children according to Head Start Child Outcomes Framework	Education Manager	Annually	Advisory committee Agenda/Sign In Sheets
	(i)Supports each child’s individual pattern of development and learning.	Individual needs of the child are met through providing a safe, nurturing environment. Learning materials and program equipment will meet the children’s needs according to Head Start Child Outcomes Framework. The classroom schedule reflects a balance of teacher initiated and child initiated activities with the opportunities for children to work cooperatively or individually. In the even, a child masters his/her skills according to his/her appropriate developmental level, supplemental activities will be provided to assess in broadening their skills. Individualization for children with specific needs will be documented on lesson plans and implemented until goals are met.	Teachers Disability/ Mental Health Manager Education Manager	On-going	Developing IEP Daily Schedule Lesson Plan Creative Curriculum
1304.21(c)(l)(ii)	(ii)Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy,	The staff provides experiences based on the child’s interests, needs and abilities. The teacher implements strategies to build upon children’s cognitive skills, such as open-ended questions. The teacher initiates activities that develop and enhance logical thinking skills, curiosity, engagement and	Education Manager Teachers		Lesson Plan Creative Curriculum Mathematics
(15)					

Performance Standard	Objectives	Strategies	Person (s) Responsible	Time Frame	Documentation
1304.21(c)(I)(ii) Continued	reasoning, problem solving and decision making skills which form a foundation for school readiness and later school success.	Persistence, critical thinking and problem solving. Children are allowed opportunities to share any life experiences.	Disability/ Mental Health Manager	On-going	Literacy, ILUR, Behavior Management Manual
1304.21(c)(I)(iii)	(iii)Integrates all educational aspects of the health, nutrition, and mental health services into program activities.	Books, video's, role plays and visits from community persons are used as a part of introducing the child to new experiences. themes through a variety of foods through meals planned and prepared daily. Food Groupies puppets, as well as Be Choosy Be Healthy activities are used to introduce the food pyramid and nutrition facts. Characteristics and origins of foods are usually discussed during family style dining.	Nutrition Manager	Aug-May	Agency Pre-Service Food Groupies IMIL
1304.21(c)(I)(iv)	Ensures that the program environment helps children develop emotional security and facility in social relationships.	Children are encouraged to share feelings with mutual respect to peers through stories, finger plays, I Love You Rituals and open communication. An adequate number of materials are provided to enhance the development of social relationships. Staff will model social interaction skills with children for developing relationships. Children are encouraged to use; reason to resolve conflicts with limited teacher assistance. Dramatic play provides opportunities for role playing, to develop social skills and school readiness. Children's art work is displayed in various locations throughout the center	Teacher Education Manager Disability/Mental Health Manager		Creative Curriculum Lesson Plan Daily Schedule
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1304.21 (c)(I)(v)	(v)Enhances each child’s understanding of self as an individual and as a member of the group.	Staff uses photos of class activities, pictures of children for labeling, family tree and drawing of children to promote personal connection. Building a sense of community through group discussion and shared projects. Individual space is provided for each child.	Teachers Education Manager Disability/Mental Health Manager	Aug-May	Creative Curriculum
1304.21(c)(I)(vi)	(vi)Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.	Staff and parents encourage children to be independent. Activities are created to assist children in experiencing simple to complex and challenging activities. Staff and parents acknowledge the child’s successes or progress. Children are allowed to initiate activities and explore their creativity. Children develop a bond with the teachers and peers.	Teacher Education Manger Disability/Mental Health Manger		Mental Health Curriculum CCNET Observations
1304.21(c)(I)(vii) REF; 1304.20(b) 1304.20(d) 1304.20(e)	(vii)Provides individual and small group experiences both indoors and outdoors.	The classroom is arranged by areas to promote school readiness and to ensure positive child outcomes. Curriculum is integrated into all interest areas to include art, music, reading, computer, block, and dramatic play. Large and small group activities are created to allow participation, sharing and assisting others. Playground routines and transitions also allow for the development of school readiness	Teacher Education Manager Disability/Mental Health Manager		Creative Curriculum Lesson Plan
(17)					

