

# Mercer County Head Start Policies and Procedures

<b>P/P Topic:</b>	Individualization	<b>P/P #:</b>	025
<b>Part:</b>	1304	<b>PC Approval Date:</b>	01/24/2008
<b>Subpart:</b>	Early Childhood Development and Health Services	<b>Last Reviewed Date:</b>	01/24/2008
<b>Section Title(s):</b>	Education and Early Childhood Development	<b>Implementation Responsibility:</b>	Teaching Staff
<b>Related Performance Standard(s):</b>	1304.20 (f)(1-2) 1304.21 (c)(1)(i-ii) 1304.21 (c)(v-vii) 1304.21 (c)(2)	<b>Monitoring Responsibility:</b>	Director of Early Childhood Services

<b>(A) Policy</b>	The teaching staff set the learning environment up to recognize and reflect individual rates of development as well as individual interests, temperaments and learning styles of children.
<b>(B) Responsibility</b>	Teaching Staff
	<ul style="list-style-type: none"> <li>• Curriculum will be supportive of each child’s individual pattern of development and learning. Parents and staff will discuss the child’s current level of development, areas of interest, learning styles, attention span, temperament, and problem solving abilities.</li> <li>• Screening results, parent input (such as the DECA, information included on the child’s GE account, information gathered from enrollment, PTC, home visit and informal conversation) and ongoing observations are used by the teacher, and parent when available, in creating developmental goals.             <ul style="list-style-type: none"> <li>▪ Monthly goals are maintained in the portfolio or other organized method and available to parents upon request</li> <li>▪ Monthly goals are reevaluated monthly.</li> <li>▪ Parents and teachers work with each child on his/her goal weekly or more often and updated accordingly</li> <li>▪ Monthly goals utilized in the classroom are shared with the parent at each home visit and PTC</li> </ul> </li> <li>• Lesson plans consist of intentional and developmentally appropriate activities based on CC</li> </ul>

	<ul style="list-style-type: none"><li>▪ Lesson plans are posted in an obvious location in the room.</li><li>▪ Planned activities are made available to each child at his/her own level of abilities by receiving assistance from the teacher, teacher assistant or classroom volunteer when needed.</li><li>▪ Children who easily complete a type of activities are given opportunities to complete more complex activities.</li><li>▪ Interests, strengths, family background, diversity, and the community are factors in completing lesson plans.</li></ul> <ul style="list-style-type: none"><li>• CC Checkpoints provide teachers information concerning the need for classroom activities as well as the needs for individualization and further assistance required in specific goals and objectives.<ul style="list-style-type: none"><li>▪ At each checkpoint, the teachers and Dir of ECS interpret the results to assist in planning the classroom environment and the direction of lesson plans</li><li>▪ Teachers set goals for their classrooms and seek training, request materials or ask for guidance in any area the teaching team deems necessary.<ul style="list-style-type: none"><li>○ The Dir of ECS may assist the education staff in finding additional means of accomplishing individual, classroom, and agency goals.</li><li>○ All purchases of services and goods are subject to budget availability and approval of Executive Director after other means of increasing the number, topic, interest, and various levels of activities has been attempted.</li></ul></li><li>▪ Teachers interpret the checkpoint of each child. The teaching team will update and/or modify the monthly goal, and determine if the child is progressing as expected.<ul style="list-style-type: none"><li>○ If a child is not progressing as expected, a PTC may be scheduled to seek information from the parent.</li><li>○ Staff inform the Dir of ECS of additional parent contact regarding teacher concern regarding classroom issue such as referral, individualized plan or other resolution.</li></ul></li></ul></li></ul>
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