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1a. Individualization Policy and Guidelines

Reviewed 06/25

Policy

The program will provide a classroom environment and curriculum that promotes and supports each individual child's pattern of development and learning.

Guidelines

1. **Individualization through Assessment and Family Collaboration**
 - a. Education services are tailored based on each child's development, temperament, learning style, and strengths.
 - b. Staff use ongoing developmental assessments, classroom observations, and family input to guide individualization.
 - c. Staff gather information during intake, home visits, conference, and informal conversations using tools such as:
 - ASQ-3 and ASQ:SE-2
 - Preschool Home Language Survey
 - TS Gold Assessment
 - Parents as Teachers Milestones
2. **School Readiness Individualized Learning Plan (SRILP)**
 - a. Initiated at the first home visit and updated regularly.
 - b. Includes goals in all developmental domains.
 - c. Goals are informed by screening tools and parent input.
 - d. For children with IFSP/IEP, those goals are incorporated.
3. **Parent Engagement**
 - a. Parents are encouraged to contribute to goal setting, strategies, and updates.
 - b. Staff share TSG GOLD reports, observations, and child portfolios during visits and conferences.
 - c. Parents are offered a copy of the completed SRILP at Parent/Teacher Conferences/2nd Home Visits and instructions for completing the Home Learning In-Kind Form.
4. **Documentation and Portfolio**
 - a. TS GOLD documentation is ongoing and shared quarterly.
 - b. Observations are completed and documented weekly.
 - 3-5 observations required for each child weekly.
 - c. Preschool portfolios include labeled and dated work samples and are presented to families at year-end.
 - Examples:

- i. Children's drawings, paintings, and collages
 - ii. Children writing and language samples
 - iii. Pictures
- d. All observations and parent feedback are documented in TS GOLD.
- 5. **Classroom and Home Visit Planning**
 - a. Daily classroom activities or home visit activities reflect individual child goals and interests.
 - b. Use initials on TS GOLD lesson plans or the name on PAT Home Visit Planning Forms.
 - c. Instructional modifications include support through environment, materials, peers, or adults.
 - d. Activity Matrixes track goals and modifications, for children with IEPs/IFSPs, children being monitored for delays or support plans in classrooms.
- 6. **TS GOLD Assessment Process**
 - a. Staff analyze child data using TS GOLD Analysis Summary.
 - b. Identify areas needing additional support to inform planning and individualization.
- 7. **Case Management and Ongoing Monitoring**
 - a. Progress is reviewed monthly and documented and/or whenever goals are revised.
 - Center-Bases will follow the staffing procedure.
 - b. Action plans and parent communications are documented in ChildPlus.
 - c. All meetings related to progress in the IFSP/IEP, behavior, or health are documented with notes and action plans to support individualization.
- 8. **Home-Based Services (Additional Information)**
 - a. Goals developed in all domains collaboratively with families within 90 days of enrollment
 - b. Strategies are updated throughout the year to reflect progress.

1b. Activity Matrix

- *Created 07/18*

The activity matrix should be filled out with student's initials at the top of each column and the activity each participated in during the day in the subsequent rows, organized by the periods shown in the left column headers.

- [1b1. Activity Matrix \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1b1_Activity_Matrix.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1b1_Activity_Matrix.pdf)

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1c. ASQ Referral Decision Matrices

- [1c. ASQ:SE-2 Referral Decision Matrix \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC-1c-ASQSE-2.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC-1c-ASQSE-2.pdf)
- [1c1. ASQ-3 Referral Decision Matrix \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC-1c1-ASQ-3.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC-1c1-ASQ-3.pdf)

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1d. Creative Curriculum Goals and Objectives at a Glance

Reviewed 06/11

Social - Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participated cooperatively and constructively
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follow directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversations and other communication skills
 - a. Engages in conversation
 - b. Uses Social Rules of language

Cognitive

11. Demonstrates positive approaches to learning

- a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
- a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
- a. Thinks symbolically
 - b. Engages in socio-dramatic play

Literacy

15. Demonstrates phonological awareness
- a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrated knowledge of the alphabet
- a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrated knowledge of print and its uses
- a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
- a. Interacts during read-alouds and book conversation
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
- a. Writes names
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
- a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
- a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrated knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge
- 33. Explores the visual arts

The Arts

- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

1g. School Readiness Individualized Learning Plans (ILPs)

- *Created 08/17*
 - *Reviewed 07/18*
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- 1g0. School Readiness ILP (3 to 5 year olds) (English) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g_School_Readiness_Individualized_Learning_Plan-3-5Years.pdf)
 - 1g0. Plan de aprendizaje individualizado para preparación escolar (niños de 3-5 años de edad) (español) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g_School_Readiness_Individualized_Learning_Plan-3-5Years-Spanish.pdf)
 - 1g1. School Readiness ILP (Birth to 3 years) (English) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g1_School_Readiness_Individualized_Learning_Plan-Birth-3Years.pdf)
 - 1g1. Plan de aprendizaje individualizado para preparación escolar (desde nacimiento hasta 3 años de edad) (español) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g1_School_Readiness_Individualized_Learning_Plan-Birth-3Years-Spanish.pdf)

1h. Observation/Assessment and Child Outcomes Process

Reviewed 05/25

Process for measuring progress, analyzing results, and planning for individualization and continuous program improvement.

The program will use the Teaching Strategies Gold assessment tool to measure children's growth and development. This assessment tool meets ECEAP and Head Start standards to have an assessment tool that is researched-based. The education staff will observe, monitor and document the progress of all children on an ongoing basis and record the results for each child's Teaching Strategies Gold Assessment System.

Observations

Teaching staff (Teachers, Assistants, Home Visitors) will observe each child enrolled in their class or on their caseload and will document observations in Teaching Strategies GOLD® weekly. A system will be planned and implemented to be able to observe and document in all objectives in TS Gold. Each child should have **a minimum of three to five observations weekly uploaded into the assessment system**. All objectives in TS Gold will be observed within the quarter and have an observation associated with the objective. Observations will start as soon as a child attends the first day of class.

These observations must:

- Document what children say and do, with whom by using initials of the other child or the initials o.c. (other child), and where they play.
- Be written in objective and factual notes, including direct quotations of language and descriptions of actions.
- Occur across a variety of activities, locations and throughout the daily schedule.
- Cover the following areas of development and learning for the individual child:
 - social emotional development
 - physical development
 - language development
 - cognitive development
 - literacy
 - mathematics.
- Take place over time, throughout the school year.

Observations may be documented by using:

- Anecdotal/Narratives
- Photos/videos of children's interactions, creations, etc.
- Photocopies or samples of children's work
- Parent Observation
- Checklists/On the Spot/Milestones

Teaching staff will use these observations to:

- Learn more about the child's development, skills, abilities, interests, friendships, interactions, and behavior.
- Inform Teaching Strategies GOLD® checkpoint ratings.
- Assist in developing school readiness individualized learning plans.
- Guide and individualize activities on lesson plans.
- Create and update activity matrix if needed.

Observations will:

- Be uploaded into system weekly.
- Have a preliminary rating on every observation.
- Only have one to four objectives associated with each observation.

Teachers and Home Visitors will analyze observations weekly to be able to plan next steps for individual children and document on lesson plan and create or update activity matrix as needed. Education staffing (updates) for each child will be completed monthly and will include a summary of the child's development based on the data collected in Teaching Strategies Gold. (Refer to FS/PE 8c. Children & Family Staffing Meetings Procedure - **link coming soon** for more information.)

Teachers and Home Visitors will encourage parents to share observations that will be documented in TS Gold.

Assessment

Teachers/Home Visitors will use Teaching Strategies GOLD® to document assessment of child development and learning.

Teachers/Home Visitors will:

- Complete the Home Language Survey for 3-to-5-year-olds and input this information into TS Gold by each child's first checkpoint after enrollment and will assess the child's English language acquisition using objectives 37-38 if indicated. The first two questions on the Home Language Survey will be in the intake notes. The second two questions will be answered after the child has attended class.
- Finalize checkpoint ratings in GOLD® by quarterly due date for each child who attended class for a minimum of three weeks prior to the checkpoint.
- Consider observations from observers who speak the child's home language, when possible.
- Rate all objectives in the required six areas of development and learning (mathematics, language, literacy, social-emotional, physical, and cognitive) for each child.

Teacher and Home Visitors will share quarterly checkpoints information with parents and gather ideas to better individualize for each child and this will be documented on the School Readiness Individualized Learning Plan, activity matrix and lesson plans.

Teachers/Home Visitors will analyze data and meet with Area Manager to plan next steps within three weeks after each checkpoint. They will use the analyzing directions

and form to document information (refer to [EDUC 9q. TS Gold Analyzing Process \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/q-TS-gold-analyzing-process\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/q-TS-gold-analyzing-process) / [EDUC 9p. TS Gold Checkpoint Report Analysis Summary \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf)).

Strategies identified on the TS Gold Analyzing Form should be reflected on lesson plans/activity matrix or home visit forms.

Area Managers will keep original for monitoring file, copy for teacher and send a copy to School Readiness Specialist.

The School Readiness Specialist will analyze data from Teaching Strategies GOLD® program and other data resources, create a outcomes report and share outcome report three times a year with all staff, Policy Council, and Board of Trustees.

Listed below are factors that could be considered affecting outcomes as reports are analyzed:

- Class size
- Gender mix/ratio
- Staff/Adult to child ratio
- Number of IEP's and quality/frequency of services
- Number of children on Individual Care Plans
- Number of non-English speaking children
- Experience of staff
- New staff team versus established team
- Age mix
- Classroom arrangement/availability of materials
- Number of class days, hours served; i.e. different programs (traditional Head Start or ECEAP)
- AM versus PM class time
- Trainings/mentoring received or needed
- Consistency in documenting children's skill level: standards used, frequency of documentation, and consistency within the individual teaching teams
- Staff turnover/extended absences
- Systems for observation/documentation
- Child turnover rate
- Attendance
- Social service needs/family crisis
- Number of returning children
- Additional factors

Child Outcomes will be reviewed and shared with the Self-Assessment Team on a yearly basis and will be a part of the report and Program Improvement Plan as necessary. In addition, the Self-Assessment will include a review of the growth of outcome measures for children throughout the program and the past year.

Policy Council will be trained yearly on the Child Outcomes Process and review report quarterly on the progress children are making in the program. They will review the program-wide recommendations and action plans as they are developed.

As children transition into Kindergarten, each individual child's progress will also be shared with the local school district staff during a Spring Transition Meeting.

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1i. Kindergarten Transition Tool

- *Created 07/02*
- *Reviewed 03/23*

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- [1i. Kindergarten Transition Tool \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1i_Kindergarten_Transition_Tool.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1i_Kindergarten_Transition_Tool.pdf)

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