

<p>All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school. <i>A center-based or family child care program must embed responsive and effective teacher-child interactions.</i> A home-based program must promote secure parent-child relationships and help parents provide high-quality early learning experiences. All programs must implement a research-based curriculum, and screening and assessment procedures that support individualization and growth in the areas of development described in the <i>Head Start Early Learning Outcomes Framework: Ages Birth to Five</i> and support family engagement in children’s learning and development. A program must deliver developmentally, culturally, and linguistically appropriate learning experiences in language, literacy, mathematics, social and emotional functioning, approaches to learning, science, physical skills, and creative arts. To deliver such high-quality early education and child development services, a center-based or family child care program must implement, at a minimum, the elements contained in §§1302.31 through 1302.34, and a home-based program must implement, at a minimum, the elements in §§1302.33 and 1302.35.</p>	<p>Inca Head Start will provide a supportive social and emotional climate for the children and build trust between children, families and staff Each classroom will contain materials reflecting the culture, language and ethnicity of the children. Inca Head Start will avoid activities that stereotype children regarding their age, race, gender, ethnicity, disability or family structure. Self-esteem builds children’s confidence, competence, self-control and independence. A climate where there is respect for their choices and decisions, personal space and belongings, gender, race and ethnic origin, as well as the idea system and traditions of their family helps children achieve a sense of worth and belonging..</p>	<p>Each teacher and co-teacher are assigned a caseload of no more than 20 children prior to the first class day of the year, for the purpose of promoting trusting relationships between the child, the family and the teacher. From the enrollment intake process, the teacher will gain information from questionnaire which parents complete in order to gain knowledge about the child and how the parent works with the child.</p> <p>Teachers will be trained to nurture social and emotional development by projecting warmth, being attentive and by attending to needs. They will be trained to display affection that is consistent with each child’s temperament and cultural expectations. Each teacher will be trained to use positive guidance strategies. A positive comfortable environment will be provided in each classroom. Child development training will be provided for parents, staff and volunteers specific to the development of reasonable and appropriate expectations for children’s behavior, utilizing the program Conscious Discipline. Parents and teachers will work together to provide consistency.</p> <p>Teachers, volunteers and parents will be trained to fairly and consistently enforce limits in ways that will respect and support each child’s dignity. No child will be left alone in any circumstance.</p> <p>Teachers will maintain consistent routines so that children can have reasonable expectations of what is happening next and can prepare for those changes on their own. Each child is to be given opportunity to help on a regular basis. A safe and secure environment will be provided which will create trust.</p>	<p><i>C.L.A.S.S. observations completed in October and February</i></p>
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