

**HEAD START GOVERNING BOARD AND POLICY COUNCIL MONTHLY REPORT:
Project 424xxx August 2023**

ENROLLMENT				
Month	Head Start Enrollment	Funded Enrollment	Attendance	IEP
July 2023	<i>The program is not operational during the month of July.</i>			
August 2023	624	624	92.47%	7.91%
September 2023				
October 2023				
November 2023				
December 2023				
January 2024				
February 2024				
March 2024				
April 2024				
May 2024				

TOTAL MEALS SERVED			
Month	Breakfasts	Lunches	Snacks
July 2023	<i>The program is not operational during the month of July.</i>		
August 2023	4242	4170	5333
September 2023			
October 2023			
November 2023			
December 2023			
January 2024			
February 2024			
March 2024			
April 2024			
May 2024			

FISCAL YEAR 2024 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year 1 - Project 424xxx - Base Grant				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		Aug-23	YTD	
Payroll	\$3,621,653	\$215,849.39	\$235,458.50	\$3,386,194.50
Fringe	\$1,440,046	\$88,110.81	\$95,138.18	\$1,344,907.82
Supplies	\$167,672	\$4,932.77	\$4,932.77	\$162,739.23
Contractual	\$336,512	\$0.00	\$0.00	\$336,512
Other	\$227,596	\$393.45	\$393.45	\$227,202.55
Indirect Cost	\$192,922	\$0.00	\$0.00	\$192,922
TTA (includes Travel)	\$59,010	\$16,099.45	\$17,264.29	\$41,745.71
Total Base Grant	\$6,045,411	\$325,385.87	\$353,187.19	\$5,692,223.81

**Balance of Grant Award as of 8/31/23 including encumbered expenses is \$1,476,451.90*

FISCAL YEAR 2024 (INCLUDES P-CARD EXPENSES) - Head Start Grant- Project 421024 ARP				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		Aug-23	YTD	
Payroll	232,994.70	0.00	212,012.32	\$20,982.38
Fringe	19,932.58	0.00	15,766.04	\$4,166.54
Supplies	68,560.03	3,805.67	65,268.13	\$3,291.90
Contractual	271,130.01	0.00	113,000.18	\$158,129.83
Other	12,534.60	0.00	3,161.70	\$9,372.90
Indirect Cost	34,395.41	0.00	9,883.28	\$24,512.13
Total - CRSSA	\$639,547.33	\$3,805.67	\$419,091.65	\$220,455.68

**Balance of Grant Award as of 8/31/23 including encumbered expenses is \$139,383.04.*

FISCAL YEAR 2024 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year - Project 421029 CRRSA				
Cost Category	Federal Budget	Actuals		Balance of Grant Award
		Aug-23	YTD	
Payroll	47,796.31	0.00	47,796.31	\$0.00
Fringe	3,364.93	0.00	3,364.93	\$0.00
Supplies	12,091.93	0.00	12,091.93	\$0.00
Equipment	67,048.47	0.00	22,658.17	\$44,390.30
Other	7,590.00	0.00	7,590.00	\$0.00
Indirect Cost	4,152.47	0.00	2,699.12	\$1,453.35
Total - CRSSA	\$142,044.11	\$0.00	\$96,200.46	\$45,843.65

**Balance of Grant Award as of 8/31/23 including encumbered expenses is \$1,453.35.*

VOLUME 2 AUGUST 7, 2023



THE SCOOP

HEAD START NEWS



Trainings

Wednesday, August 9
RTA Curriculum Training
ESF Board Room

8:00 to 3:30

This is for Head Start teachers only

**BRING RTA UNITS 1 AND 2
COMPUTER AND HEADPHONES**

Thursday, August 10
Professional Development and
Program Updates

Posey Center

8:00 to 12:00

This is for all Head Start teachers only



BACK TO SCHOOL

LESS IS BEST

Four Strategies as you Set Up Your Classrooms

Have you ever walked into an early childhood classroom and felt overwhelmed by the amount of classroom materials or toys or the decorations?

Children can feel overwhelmed in certain classroom environments, too. When children feel overwhelmed by visual or physical stimulation, they can show us challenging behavior or sometimes appear to “shut down”. Fortunately, we as educators can make small changes to the environment which can make a difference in children’s behaviors in the classroom.

1.Limit Choices and Materials

When there are a plethora of toys and materials in the classroom, children may act out. Children make many choices in an early childhood classroom every day, but when the number of toys and materials seems infinite, it can be hard for a child to make a choice. An educator can limit the choices to two or three items and see if that helps a child. For example, “Jose, would you like to play with blocks, cars, or the water table right now?” This can give a young child agency as well as a manageable number of choices.

Even better is to limit the number of overall choices of materials available within the classroom. But why? Fewer overall choices allow a child to more easily orient themselves in the environment and know what they want from their options. With too many options, a child might use most of their time and energy on making decisions, rather than engaging with materials or people. With too many things available, a child may take out an excessive number of items at once, mixing them all together, and have a hard time transitioning or cleaning up.

When there are less materials and toys in the classroom, clean up by the children, assisted by the teachers, can go much smoother. Consider having less of each item available. For example, if you had all one hundred pieces of a manipulative set in a bin on the shelf for the children to build with and were finding that clean-up was becoming a struggle, consider reducing the number of pieces to the set and putting some in storage.

Strategies 2, 3, and 4 are in the next newsletter!

Our WONDERFUL Family Advocates

Beatrice Benjamin at Endeavour

Jennifer Clark at Sherwood

Jocelyne Dagher at Jupiter

Yesenia Cepeda at Discovery and Port Malabar

Ernesta Jordan at Uni Park

Norma Jackson at Coquina and Enterprise

Angela Narcisse at Palm Bay





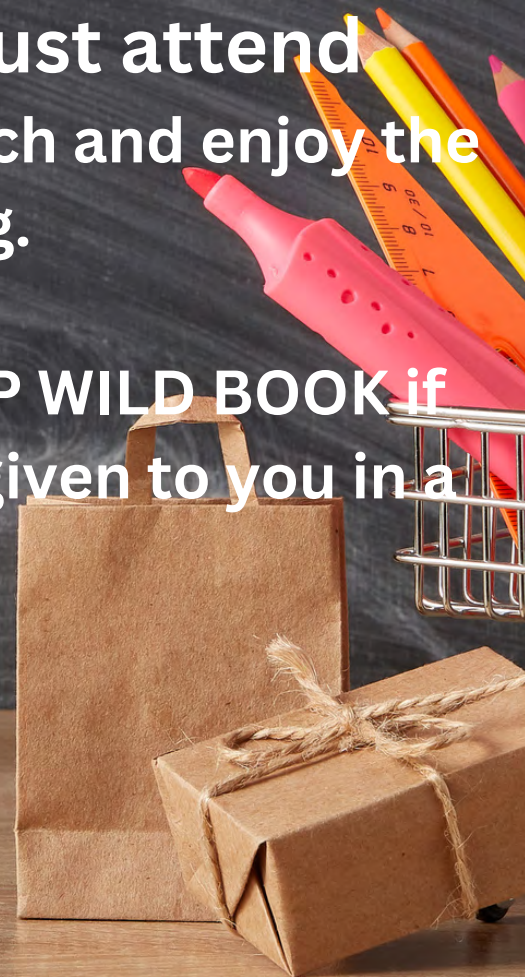
**This is for Coquina, Enterprise, Jupiter,
Saturn, Sherwood and University Park only.**

**Friday, August 11
Growing Up Wild Training
Brevard Zoo
8:30 to 12:00***

BOTH Teachers and IAs must attend

***You are welcome to bring your lunch and enjoy the
zoo after the training.**

**PLEASE BRING YOUR GROWING UP WILD BOOK if
you have one. A new book will be given to you in a
few weeks.**



Thank you to the mentor teachers for their work this summer and with the new teachers. They have a WEALTH of knowledge that they were able to share.



Coquina - Myesha Fuller and
Heather Saule

Sherwood - Vicki Clare

Saturn - Celeste Rotan

Palm Bay - Ashley Rothe

Enterprise - Janice Smith



Home Visits

Meeting our families in their home provides a wonderful opportunity to build a positive relationship with the family. Our focus this year is to support staff to complete these initial visits in the homes of their families.

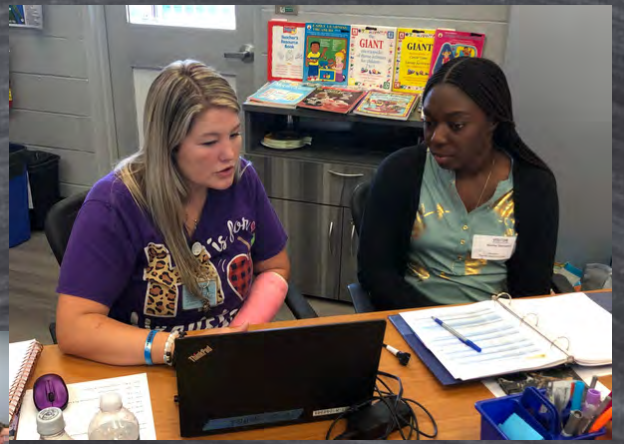
Your coach will outline the responsibilities in assuring these are completed.



Welcome to our NEW TEACHERS!

Tiffany Tucker - VPK at Discovery
Merline Manphate - 3 Year Olds at Uni Park
Nicole Alivandi - 3 Year Olds at Saturn
Melissa Fernandez - VPK at Endeavour
Tammy Matteson - 3 Year Olds at Mims
Stephanie Clemmer - VPK at Endeavour





THANK
YOU
COACHES
AND
MENTORS!



BACK
TO
SCHOOL



Head Start - Brevard Public Schools



**JOIN OUR NEW PAGE FOR
COMMUNITY UPDATES
FAMILY OPPORTUNITIES
WHAT'S HAPPENING IN & AROUND
CHILDREN'S BEDTIME STORIES
SUMMER LEARNING FUN
AND MORE...**



SCAN ME



Our mission is to create a safe and informative social media environment for everyone. Join our page for information, upcoming bedtime stories by teachers, summer activities to keep learning from home, and more! Join us today!

VOLUME 3 AUGUST 14, 2023



THE SCOOP

HEAD START NEWS



Beginning of the year is always a VERY busy time of the year. We have a feeling that everything will NOT get done, but it does. Children will not know when they come on Thursday that their room is not set up the way you wanted it to. Less is More (read my strategies) and take time to celebrate all you have accomplished. What is important in your classroom is to have a caring and positive space for children to learn!



BACK TO SCHOOL



Home Visits



Meeting our families in their home provides a wonderful opportunity to build a positive relationship with the family. Our focus this year is to support staff to complete these initial visits in the homes of their families.

Do not forget to fill out the Home Visit Form for each family.

Please be aware of the heat index when you take your children outside. Modifying your recess time will be important to assure children and adults do not get overheated. Water bottles will be important!





**Fun Times
GROWING UP WILD
at the ZOO**

**See Our
Pictures**

**Less is More: Finding
Peace in
Your Classrooms**



Ready for Strategies 2, 3, and 4?

Strategy 1

Limit Choices and Materials

When there are a plethora of toys and materials in the classroom, children may act out. Children make many choices in an early childhood classroom every day, but when the number of toys and materials seems infinite, it can be hard for a child to make a choice. A teaching team should limit the choices to two or three items and see if that helps a child.

Even better is to limit the number of overall choices of materials available within the classroom. Fewer overall choices allow a child to more easily orient themselves in the environment and know what they want from their options. With too many things available, a child may take out an excessive number of items at once, mixing them all together, and have a hard time transitioning or cleaning up.

When there are less materials and toys in the classroom, clean up by the children, assisted by the teachers, can go much smoother.

Consider having less of each item available.



Strategy 2

Use Visual Schedules

A visual schedule is a KEY for children to know what to anticipate. Like an adult's hard-copy planner or digital calendar, the visual schedule helps the child keep track of their day and keep calm during their routine and tasks. Without a visual schedule or some way of knowing what is about to happen, children can feel disorientated.

Teachers can easily create a visual schedule with images of the typical routines of the day like group time, choice time, playground, rest time, and lunch. The schedule of the day can then be laid out top to bottom, or left to right, and displayed on the wall for easy viewing throughout the day.

Upon arrival in the morning, the children can check the visual schedule and know what the plan is for the day. Any worries or anticipation can often be eased right here! As the day progresses, each card can be pulled off the schedule as it occurs. The children should be a part of this process.

HEAD START CLASSROOMS MUST HAVE A VISUAL SCHEDULE.



Strategy 3

Maintain a Clean and Tidy Classroom

Build a routine for tidying up at different parts of the day. Before transitioning to a new activity, play a song to indicate that it is time to clean up and transition to group time. This gives children time to get their areas put away. Have one teacher gathered at the circle reading a quiet story that children can join when they are ready and finished cleaning.

Tidying up is easier for children when shelves or bins are marked with the images of what belongs there. Children can be very independent in cleaning up when they know where items belong and when these locations do not change very often. Encourage children to work together.

Children need to be taught to help with various tasks to tidy the classroom. This is MORE than just cleaning up their toys. Could they help with spraying and wiping tables before snack or sweeping the class with a child-sized broom? Some young children need and want this type of movement to feel regulated and calm in the classroom. Build spaces for these activities into your classroom schedule.

THIS BECOMES A ROUTINE AND SUPPORTS A POSITIVE CLIMATE.



Strategy 4

Adopt a “More than Enough” Mindset

Sometimes educators operate with a mindset to keep absolutely every item in a classroom, even if it is broken or missing pieces, because they are worried that they will never get the opportunity to get something similar in the future. Are there items that you can put away? Could those items be discarded?

Often times we keep items in our classroom well past their “expiration dates.” Reducing the amount of “stuff” in our classroom can require a mindset shift to understanding that we have more than enough materials to help children learn and grow. When we have an indoor environment that looks inviting, well designed, and calm, children and adults alike can find a sense of peace and purpose in their space.

Head Start classrooms must be inviting spaces for children to learn. Less is BEST and items that are broken or in poor shape must be taken out of the classroom.





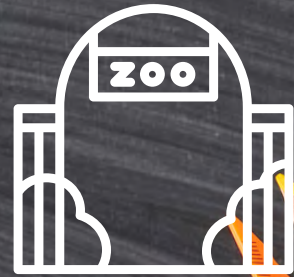
6 Schools Participated in Growing Up Wild at the Zoo

Coquina, Enterprise, Jupiter, Saturn, Sherwood, Uni Park



Our Wonderful Instructors







THE SCOOP



HEAD START NEWS

The first days of school were such a happy time for so many children. The welcoming staff and inviting classrooms were evident. Thank you to everyone for a successful start to our year!

We have so many celebrations to share about our Home Visits. Coming in the next few weeks.

Some reminders

- Home Visit forms will be collected by your coach
- Give your Family Advocate a copy of the School Readiness Goals/Objectives for each family

First Day of School





First Day of School

During preplanning your coach provided an overview of the process for completing the required developmental screener, Ages & Stages Questionnaire (ASQ). As a reminder, the Parent Consent form in English and Spanish can be found in Section 2 of your Teacher Resource Binder. Parents can complete the ASQ by clicking the link below, then choosing their child's school. Please provide parents access to the screener in the manner that works best for your individual classrooms and families. Your coaches will be delivering hard copies of the screener to your school this week. Please contact your Coach or Michele McKay if you have any questions regarding the ASQ Screening.

[Head Start / Ages and Stages \(ASQ\)](https://www.brevardschools.org)
[.\(brevardschools.org\)](https://www.brevardschools.org)

Have you ever used a calendar that looks like this? Look at the next page for details.



Shared by Ms. Rotan at Saturn

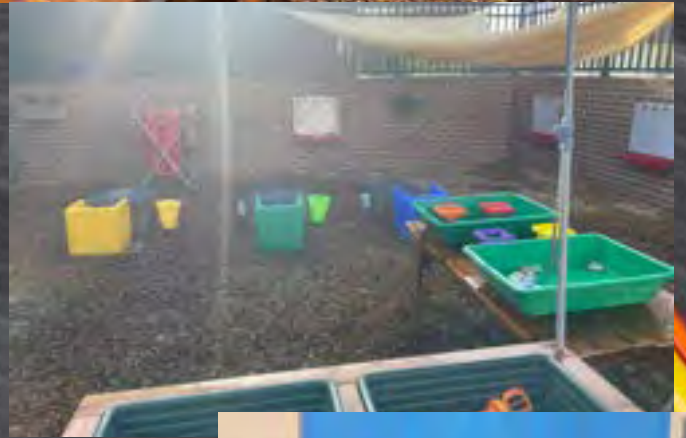
Making Calendar Meaningful in PreK

Sitting still and listening isn't something that comes naturally to many children. The ideal calendar time is very short, to match the attention spans of young children - no more than 2-3 minutes. But what are you teaching when using a calendar? The true purpose of any calendar activity is to track the passage of time. The big calendar with squares on top of each other with numbers inside is full of things young children have not been introduced to (i.e shapes, number sequence). Young children struggle with this concept when they are just beginning to understand letters, words, numbers and how they work. A preschool child might even tell you their birthday is tomorrow when it's actually two months away. Children have to understand that yesterday means the past and tomorrow means the future. But then we throw in words like Tuesday and Friday, and those don't mean either the past or future. How does a 3 or 4-year-old, who's not yet understanding that yesterday means "past", grasp words like Wednesday and March and Saturday and October? You can teach your pre-k class to recite the days of the week and months of the year, but they really don't understand what it means. We have to build the oral language first to understand the meanings of the words before a calendar concept can be understood.

There is a way to teach the calendar so that it's more purposeful and allows less time if using it in a large group setting. Start off with a 7-day linear calendar when introducing the calendar concept. Monday - Friday and Saturday/Sunday are all you need on your calendar. Then add visuals that the children can connect with, such as a picture of a nap mat for napping or images of playground, field trips, and birthdays. When children can see the progression of time stretching in a single line from right to left, they will begin to understand the concept more quickly, along with understanding the reason for teaching today, tomorrow and yesterday (RTA). Then, when you see progression to understanding a basic 7-day calendar, then you can start a regular calendar in a small group, similar to journaling. Stop with the rote, big calendar time and make your teaching moments more meaningful!

VII. Social Studies E. Time, Continuity and Change: 1. Recognizes sequence of events to establish a sense of order and time. 2. Explores changes that take place over time in the immediate future. (Classroom schedules and routines

Opening of our first Outdoor Classroom at Saturn



thank you

SO many people supported the opening of this Outdoor Classroom at Saturn.

Thank you to:

Celeste Rotan, Teacher

Kori Hurst, Principal

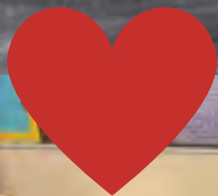
Michelle Dale and Tarra Bertram,
Coaches

The whole Head Start staff at Saturn
Robert Salgado, Environmental Health
and Safety

Terri Barlow, Assistant Director
and Dr. Wendy Smith, Director



More pictures of the first day of school



25th ANNUAL

TEACHER OPEN HOUSE

Wednesday, Sept. 20 | 5:30 - 8 PM

Enjoy a night to mix and mingle with fellow teachers, plan great experiences for your students and win fun door prizes! Educational organizations and businesses from throughout Central Florida will be present to speak with you and provide informational handouts and freebies for your classroom and school. Registration is required to attend this educator-only event. Admission is \$5, which includes hors d'oeuvres and a beverage.

GREAT DOOR PRIZES!

- Brevard Zoo membership
- Gift baskets
- Gift cards
- Classroom books
- Apparel
- Tickets to local attractions ...and more!



MORE THAN 30 EXHIBITORS INCLUDING:

- City of Melbourne—Eco Division
- Crayola Experience
- Environmentally Endangered Lands Programs
- Environmental Learning Center
- Florida Wildlife Hospital
- Keep Brevard Beautiful
- Kelser University
- Kennedy Space Center
- Sea Turtle Preservation Society
- St. Johns River Water Management District
- Solar Energy Center
- WonderWorks
- ...and many more!

Register online at
brevardzoo.org/teacher-resources

Registration open August 14 - September 10



VOLUME 5 AUGUST 28, 2023



THE SCOOP

HEAD START NEWS



Our Important Dates page is attached to this newsletter. Your coach will also bring hard copies this week. These provide the completion dates for each required program component.

Dental Screenings Begin



Coquina 8/28-29

Cambridge 9/5-9/7

Mims 9/11-9/14

Enterprise 9/18-9/19

Endeavour 9/25-9/27

Look for an email from Amanda Willis, Dental Hygienist on how to support this vital service for our children. Additional schools will be listed in the newsletter for October and November screening dates.



Please let your coach know if you are in need of extra "blankies" for rest time. **BFF - Blankets for Friends** will provide a few extra for the classrooms.

Blankets provide the comfort EVERY child should have as they rest/sleep.

We are seeing these types of bulletin boards in many of our school's hallways. Thank you to everyone for having one just for our Head Start children!



Port Malabar





Head Start / Ages and Stages (ASQ)
(brevardschools.org)

←
ASQ Link



Ms. Dunwoody's bulletin board at Port Malabar. Welcoming all of her children.



Second Step in action in Ms. Tucker's VPK classroom at Discovery.



We have 12 wonderful schools that have Head Start classrooms. Each school may have 2, 3 or 4 classrooms. We are very proud of the partnership we have with each school and the dedicated staff who support our children! We will include all schools team pictures in the next few issues of the Scoop newsletter.



Our Discovery Team



Our Enterprise Team



Our Mims Team



Our University Park Team

Children learning through centers.



Parent School Readiness Goals and Objectives

Thank you to all the teachers for collecting the Parent School Readiness Goal/Objective sheets from the parents. Please continue to pass these forms to the Advocates.

Either the teacher OR the advocate can fill out these forms for all new families who enroll.

Thank you to the Advocates for their support of these goals with the families!

YAHOO



Counting only the children that were enrolled at the beginning of the school year we have many celebrations!

Jupiter and Coquina had 100% of these forms collected!!!

Cambridge and Sherwood had over 90% these forms collected!



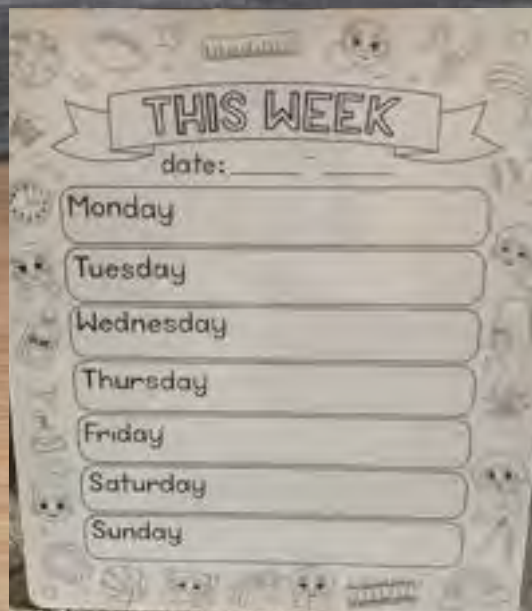
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VII. Social Studies E. Time, Continuity and Change: 1. Recognizes sequence of events to establish a sense of order and time. 2. Explores changes that take place over time in the immediate future. (Classroom schedules and routines

Have you ever used calendars that look like this?



Shared by Ms. Rotan
at Saturn