

**HEAD START GOVERNING BOARD AND POLICY COUNCIL MONTHLY REPORT:  
Sep 2022**

| <b>ENROLLMENT</b> |   |                          |                   |            |
|-------------------|---|--------------------------|-------------------|------------|
| <b>Month</b>      | <b>Head Start Enrollment</b>                                    | <b>Funded Enrollment</b> | <b>Attendance</b> | <b>IEP</b> |
| July 2022         | <i>The program is not operational during the month of July.</i> |                          |                   |            |
| August 2022       | 624   | 624                      | 91.97%            | 6.87%      |
| September 2022    | 603   | 624                      | 89.11%            | 7.20%      |
| October 2022      |   | 624                      |                   |            |
| November 2022     |   | 624                      |                   |            |
| December 2022     |   | 624                      |                   |            |
| January 2023      |   | 624                      |                   |            |
| February 2023     |   | 624                      |                   |            |
| March 2023        |   | 624                      |                   |            |
| April 2023        |   | 624                      |                   |            |
| May 2023          |   | 624                      |                   |            |

| <b>TOTAL MEALS SERVED</b> |   |                |               |
|---------------------------|---|----------------|---------------|
| <b>Month</b>              | <b>Breakfasts</b>   | <b>Lunches</b> | <b>Snacks</b> |
| July 2022                 | <i>The program is not operational during the month of July.</i> |                |               |
| August 2022               | 4995  | 4460           | 6137          |
| September 2022            | 8758  | 8759           | 10556         |
| October 2022              |   |                |               |
| November 2022             |   |                |               |
| December 2022             |   |                |               |
| January 2023              |   |                |               |
| February 2023             |   |                |               |
| March 2023                |   |                |               |
| April 2023                |   |                |               |
| May 2023                  |   |                |               |

| <b>FY 2023 (INCLUDES P-CARD EXPENSES) - Head Start Grant Year 1 - Project 423xxx - Base Grant</b> |                       |                     |                     |                               |
|---|-----------------------|---------------------|---------------------|-------------------------------|
| <b>Cost Category</b>  | <b>Federal Budget</b> | <b>Actuals</b>      |                     | <b>Balance of Grant Award</b> |
|   |                       | <b>Sep-22</b>       | <b>YTD</b>          |                               |
| Payroll   | \$3,285,260.00        | \$276,443.71        | \$521,215.75        | \$2,764,044.25                |
| Fringe  | \$1,357,507.00        | \$105,197.26        | \$192,285.19        | \$1,165,221.81                |
| Supplies  | \$151,274.00          | \$4,913.46          | \$6,488.49          | \$144,785.51                  |
| Contractual   | \$376,692.00          | \$0.00              | \$0.00              | \$376,692.00                  |
| Other   | \$129,046.00          | \$7,394.78          | \$11,990.57         | \$117,055.43                  |
| Indirect Cost   | \$201,922.00          | \$13,024.83         | \$13,024.83         | \$188,897.17                  |
| TTA (includes Travel)   | \$59,010.00           | \$460.00            | \$925.00            | \$58,085.00                   |
| <b>Total Base Grant</b>   | <b>\$5,560,711.00</b> | <b>\$407,434.04</b> | <b>\$745,929.83</b> | <b>\$4,814,781.17</b>         |

| <i>Head Start Grant - Project 421024 ARP (04/01/21-03/31/23) (Includes P-Card Expenses)</i> |                     |                   |                    |                        |
|---|---------------------|-------------------|--------------------|------------------------|
| Cost Category   | Federal Budget      | Actuals           |                    | Balance of Grant Award |
|   |                     | Sep-22            | YTD                |                        |
| Payroll   | \$2,272.96          | \$0.00            | \$6,403.08         | (\$4,130.12)           |
| Fringe  | \$615.24            | \$0.00            | \$525.56           | \$89.68                |
| Supplies  | \$4,522.02          | \$1,730.03        | \$1,747.39         | \$2,774.63             |
| Equipment   | \$0.00              | \$0.00            | \$0.00             | \$0.00                 |
| Contractual   | \$267,257.00        | \$85.00           | \$12,557.11        | \$254,699.89           |
| Other   | \$330,484.70        | \$0.00            | \$1,760.00         | \$328,724.70           |
| Indirect Cost   | \$34,395.41         | \$523.75          | \$523.75           | \$33,871.66            |
| <b>Total - CRSSA</b>  | <b>\$639,547.33</b> | <b>\$2,338.78</b> | <b>\$23,516.89</b> | <b>\$616,030.44</b>    |

|                              |                      |
|------------------------------|----------------------|
| NOA Starting Budget          | 746,616.00           |
| Expended as of 6/30/22 -FY22 | <u>107,068.67</u>    |
| Balance as of 9/1/22         | \$ 639,547.33        |
| Expended as of 9/30/22 -FY23 | <u>23,516.89</u>     |
| <b>Balance as of 9/30/22</b> | <b>\$ 616,030.44</b> |

| <i>Head Start Grant - Project 421029 CRRSA (04/01/21-03/31/23) (Includes P-Card Expenses)</i> |                     |                   |                    |                        |
|---|---------------------|-------------------|--------------------|------------------------|
| Cost Category   | Federal Budget      | Actuals           |                    | Balance of Grant Award |
|   |                     | Sep-22            | YTD                |                        |
| Payroll   | \$29,202.67         | \$518.00          | \$10,931.63        | \$18,271.04            |
| Fringe  | \$8,638.48          | \$96.95           | \$2,190.30         | \$6,448.18             |
| Supplies  | \$68,272.68         | \$1,357.88        | \$3,965.76         | \$64,306.92            |
| Equipment   | \$15,305.99         | \$3,338.24        | \$4,714.41         | \$10,591.58            |
| Contractual   | \$0.00              | \$0.00            | \$0.00             | \$0.00                 |
| Other   | \$14,740.84         | \$0.00            | \$6,771.00         | \$7,969.84             |
| Indirect Cost   | \$5,883.45          | \$883.00          | \$883.00           | \$5,000.45             |
| <b>Total - CRSSA</b>  | <b>\$142,044.11</b> | <b>\$6,194.07</b> | <b>\$29,456.10</b> | <b>\$112,588.01</b>    |

|                              |                      |
|------------------------------|----------------------|
| NOA Starting Budget          | 187,805.00           |
| Expended as of 6/30/22 -FY22 | <u>45,760.89</u>     |
| Balance as of 9/1/22         | \$ 142,044.11        |
| Expended as of 9/30/22 -FY23 | <u>29,456.10</u>     |
| <b>Balance as of 9/30/22</b> | <b>\$ 112,588.01</b> |

EDUCATION AND CHILD DEVELOPMENT

A new curriculum, *Ready to Advance* was implemented in all Head Start classrooms. This scientifically valid, research-based curriculum is aligned with the Head Start Early Learning Outcomes Framework (HSELOF). It has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions on how children learn. A locally designed assessment was developed that aligns with the curriculum, state standards and all five domains of the HSELOF. *Classroom Routines Aligned to Florida Standards/HSELOF* was developed to assure all aspects of our teaching day had the necessary alignment required. These two complementary documents were developed to assure alignment with fidelity and to support high implementation of the curriculum. (1302.32 *Curricula*)

The leadership team established a calendar of staff training and professional development for teaching teams and family advocates. Presentations were developed to support effective interactions, build positive and safe climate, boost attendance, support challenging behavior, and implement the new curriculum. Training topics included: Ready to Advance, Active Supervision, Classroom Assessment Scoring System (CLASS) and I am Moving I am Learning (IMIL). Additionally, family advocate training topics include: Supporting Family Education Goals, Implementing New Attendance Plans with Families and Using Needs Assessment to Target Family Advocates Action Plans. (1302.31 *Teaching and Learning*; 1302.92 *Training and Professional Development*)

Professional Development for coaches and mentor teachers was implemented utilizing *Five Practices of Exemplary Leadership* (recommended by Head Start) and *The Inspirational Leader* book study. *Five Practices of Exemplary Leadership* includes: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. (1302.92(b) *Training and Professional Development*)

The Education Manager and coaches planned extensively to provide intensive coaching in a systematic, coordinated manner for each teaching team in all 12 schools by using data to identifying strengths and areas of needed support. Teams not needing intensive coaching were identified and the schedule modified. Each teaching team will be provided coaching at the intensity they require. (1302.92(c) *Training and Professional Development*)

The ESE Specialist attended four meetings and supported teachers, family advocates and instructional coaches with disabilities and mental health information at 10 schools (15 site visits). (1302.45 *Child Mental Health and Social and Emotional Well-Being*; 1302.60 *Additional Services for Children with Disabilities*)

## FAMILY AND COMMUNITY

The program continues accepting pre-applications for the 2022-2023 school year. [Pre-applications](#) are available to all interested families via the [Head Start website](#), email or by U.S mail. A flyer with a QR code that provides easy access to the Head Start application is available at multiple school and community locations. *(1302.13 Recruitment)*

In collaboration with Instructional Coaches and the Family Services Manager, Family Advocates developed Actions Plans and will focus on two goals through the process of Practice Based Coaching. *(1302.92(b) Training and Professional Development)*

Family advocates attended their regular monthly meeting, which includes ongoing professional development provided by Brevard C.A.R.E.S staff. Advocates received training on the implementation of the 2022-2023 Attendance Plan. This plan prioritizes proactive strategies to support families with maintaining regular attendance. Additionally, the assistant director and the family services manager provided training to the advocates regarding guardianship and foster care documentation. *(1302.92 Training and Professional Development)*

## HEALTH

Head Start health technicians recently completed initial vision and hearing screenings for children who started on the first day of school and are performing height, weight, and blood pressure screenings. Parent consent forms are reviewed prior to screening children. *(1302.42(b) Child Health Status and Care)*

Physical exams, nutritional forms, and health cards continue to be reviewed for pertinent health information and parent concerns to have a clear picture of each child's current health status. Those students with health concerns may require an Individual Health Plan be written for any care they will receive at school. This requires parent and staff collaboration, planning and sometimes referral for additional screening and evaluation. *(1302.41 Collaboration and communication with parents.)*

Four students are receiving mental health services from Kinder Consulting and three students have been referred for initial meetings with the mental health consultant. *(1302.45(b) Child Mental Health and Social and Emotional Well-Being)*

Check out the September weekly newsletters attached to this report for additional program highlights.

## INFORMATION AND GUIDANCE FROM THE OFFICE OF HEAD START (OHS)

On August 29, 2022 an [Information Memorandum \(IM\)](#) was issued to provide an overview and guidance on funds made available through the ARP. Grant recipients have flexibility to determine which one-time investments best supports the needs of staff, children, and families, while adhering to federal, state, and local guidance. In making these determinations, grant recipients should consider how the use of the one-time funds could meet both short- and long-term needs.

On September 12, 2022 an [Information Memorandum \(IM\)](#) was issued to provide Strategies to Stabilize the Head Start Workforce.

On September 27, 2022 an [Information Memorandum \(IM\)](#) was issued to clarify reporting requirements of 45 CFR §1302.102(d)(1)(ii), including the responsible HHS official to whom programs must report and the reporting timeframe. It also outlines the consequences for failure to report during the given timeframe, explains the obligation to report child incidents in blended classrooms, and offers examples of incident types that must be reported.



# THE SCOOP

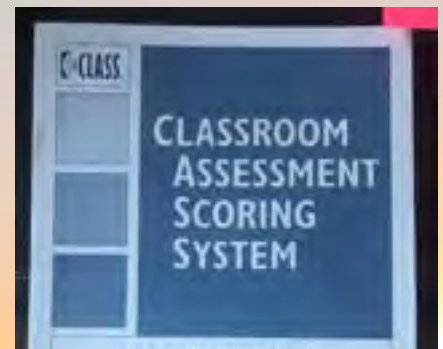
## HEAD START NEWS



**Ms. Jackson at Coquina**

HEAD START STAFF: Today we are sending out the IMPORTANT DATES handout. This will give you all the due dates for assessments, conferences and FAST. It will help you to plan throughout the year.

ALL TEACHING TEAMS: Our first CLASS training is this Thursday, September 8th. If you have not taken this one day training your coach will be reaching out to you. We have 4 planned this month: September 8, 20, 28, 29. We look forward to seeing you in this very important training. CLASS observations will begin in October.



**Ms. Rush's class  
at Cambridge.  
How tall am I?**



**Ms. Cotton  
engaging in  
conversation in  
the Home Center  
at Cambridge**



We would like to begin brushing teeth on September 12th.

Toothbrushes are IN and being delivered by the coaches. Health Techs will be giving out the toothpaste and cups were delivered to schools last week.

Please look in your binder for the procedures to implement this properly.



Don't forget to get your pictures to your coach on how you are using the paper dolls. So far, we have some wonderful and creative ways our children are using these.

We will pick two winners on September 19. The Woo Hoo wagon will be bringing some goodies.



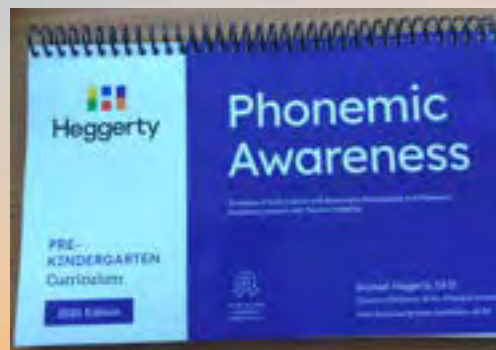


**ADVOCATES AND TEACHERS:** Please support parents in completing the ASQ screening. Just a reminder that students screening information needs to be completed within 45 calendar days of enrollment. If a student enrolled on the first day (August 17th) the screener is due on Friday, September 30th.



**Benchmark**  
Manipulative kits have arrived at the warehouse. They will be delivered via courier to schools next week

**VPK Teachers - Heggerty On-line Digital Lessons have now been made available to you.**



Below is the **UPDATED** schedule for September. If you have any questions please email Terri Barlow. Coquina children showing their beautiful teeth.



## UPDATED Schedule

|              | Set Up | Exam Dates |
|--------------|--------|------------|
| Coquina      | 8/31   | 8/31-9/7   |
| Enterprise   | 9/8    | 9/8-9/13   |
| Endeavour    | 9/14   | 9/14-9/20  |
| Mims         | 9/21   | 9/21-9/28  |
| Port Malabar | 9/29   | 9/29-10/4  |



**Lots of learning  
going on in our  
Head Start  
classrooms.**

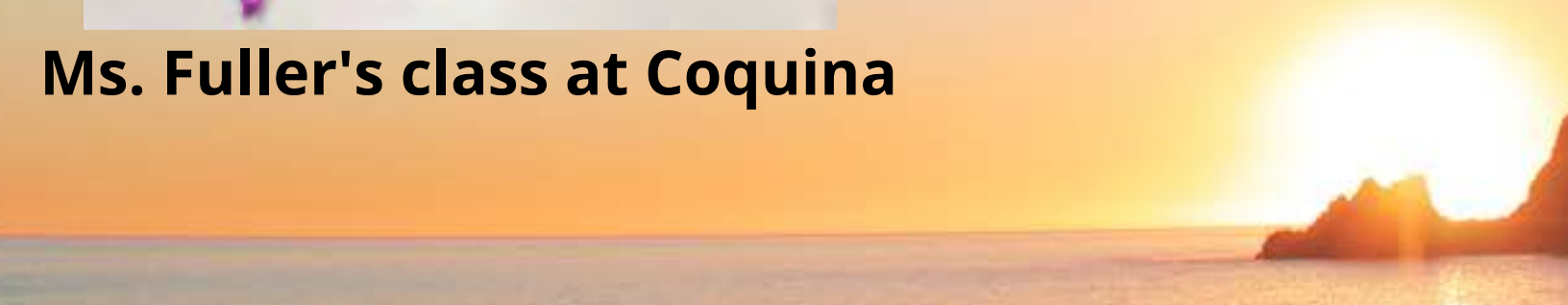
**Ms. Abed at Uni Park**



**Writing in Ms. Landis  
class at Discovery**



**Ms. Fuller's class at Coquina**





Thank you to Ms. Hardy, Mr. Salgado and Ms. Gourley for their hard work in opening a classroom space at Jupiter.

**AWESOME TEAMWORK!**



Ms. Smith's 3-year-old class at Enterprise



Eating in the cafeteria OR picking up breakfast/lunches can both bring some challenges. We are seeing systems that are visual and being reinforced to help children be successful. (Line up at the cones, stay on the green line, etc.) Even if children are just picking up their lunch work on a system that is visual, allows for some movement and also put in strategies where children are not waiting too long. Children can be helpers in the cafeteria too.

Have you thought of ways to implement this?



*Great*



Ms. Smith's class at Uni Park. The whole team is teaching IN centers with groups of children.

Thank you to Ms. Nazario, Ms. Smith and Ms. Wallace!

VOLUME 7 SEPTEMBER 12, 2022



# THE SCOOP

HEAD START NEWS



We start brushing  
teeth today!



Don't forget to take some pictures of your paper dolls. To make it easier you can send them directly to

[cindy.kaier56@gmail.com](mailto:cindy.kaier56@gmail.com). Our

contest ends Monday,

September 19. So far, we have pictures from: Rodriguez Drone, Landis, Cruz, Turner, Dunwoody, Collado and Fletcher.

Cindy Kaier, Education Manager

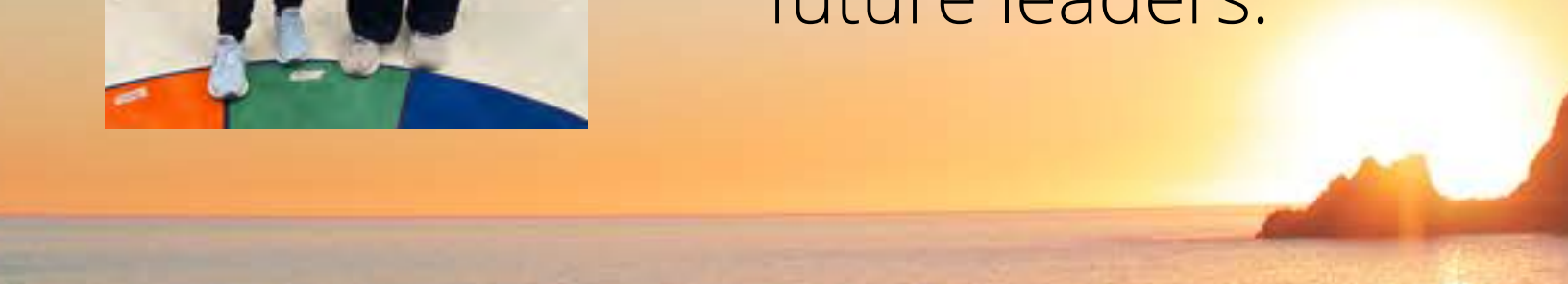




"I Love You"  
rituals in  
Ms. Landis'  
classroom at  
Discovery.



Great team teaching  
future leaders.





ALL TEACHING TEAMS: Our first CLASS training was this last Thursday. Thank you to the staff that attended. We had some great discussions. We have 3 more planned this month:

**September 20, 28, 29.** We look forward to seeing you in this very important training. CLASS observations will begin in October.

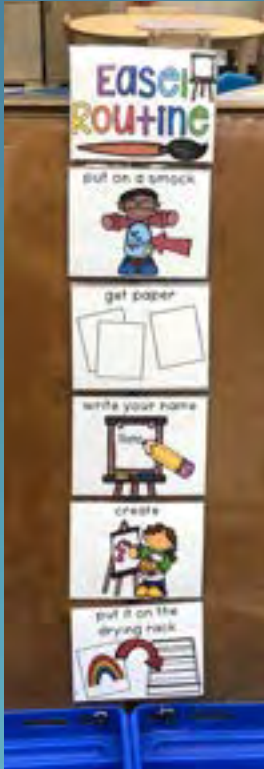


Using the Kindness Tree in Ms. Rotan's class at Saturn

A rock star student  
in Ms. Ahern's  
class helping  
peers plan their  
Center time.



# Learning about our 5 senses with seashells in Ms. Clare's class at Sherwood.



Visual at the Easel



**Using a greeting song to build a school family in Ms. Cruz's class.**





Ms. Clare used this play schoolhouse to teach the students not to be afraid of the fire drill alarm. Notice the alarm button on the right? It actually makes an alarm sound!



## ADVOCATES AND TEACHERS:

Please support parents in completing the ASQ screening.

Just a reminder that students screening information needs to be completed within 45 calendar days of enrollment. If a student enrolled on the first day (August 17th) the screener is due on Friday, September 30th.



## UPDATED Schedule

|              | Set Up | Exam Dates |
|--------------|--------|------------|
| Coquina      | 8/31   | 8/31-9/7   |
| Enterprise   | 9/8    | 9/8-9/13   |
| Endeavour    | 9/14   | 9/14-9/20  |
| Mims         | 9/21   | 9/21-9/28  |
| Port Malabar | 9/29   | 9/29-10/4  |
| Sherwood     | 10/5   | 10/5-10/12 |



Home Center at Port Malabar. This center is the ideal place to provide Language Modeling, Quality Feedback and Concept Development (CLASS). What we embed in this center should be purposeful.

|  |   |   |
|--|---|---|
| <p><b>Blocks:</b></p> <ul style="list-style-type: none"> <li>• What are you building?</li> <li>• Why did you build this?</li> <li>• Could you make a building that doesn't fall over?</li> </ul>   | <p><b>Sensory:</b></p> <ul style="list-style-type: none"> <li>• What animal lives in the water?</li> <li>• What if we put _____ in the water?</li> <li>• How many cups of water will it take to fill the measuring cup?</li> </ul>  | <p><b>Science/Math:</b></p> <ul style="list-style-type: none"> <li>• What can we do with this? What are you counting?</li> <li>• How did you figure this out? How can you count the _____?</li> <li>• What if we add more to this side of the scale?</li> </ul> |
| <p><b>Dramatic Play:</b></p> <ul style="list-style-type: none"> <li>• What dish are you making?</li> <li>• How did you prepare this?</li> <li>• Will you make me _____? How are you going to do that?</li> </ul>                         | <p><b>Snack:</b></p> <ul style="list-style-type: none"> <li>• What eating? like/dont like?</li> <li>• What does it taste like? What type of food is it? Where does it come from? What is the texture?</li> <li>• What meal could we make with this ingredient?</li> </ul> | <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• What are you creating?</li> <li>• Why are you creating this?</li> <li>• How could we create this in so we can hold it?</li> </ul>   |
| <p><b>Library:</b></p> <ul style="list-style-type: none"> <li>• What book are you reading?</li> <li>• Why do you like this book?</li> <li>• What happens if _____(something in the story)?</li> </ul>                                    | <p><b>Table Toys:</b></p> <ul style="list-style-type: none"> <li>• How did you do that?</li> <li>• What do you do next?</li> <li>• Can you tell me how you did this? What would happen if you added _____ to it?</li> </ul>   | <p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• What instrument are you playing?</li> <li>• Can we make the same sound with different instruments?</li> <li>• Can you make a song?</li> </ul>   |
| <p><b>Gross Motor:</b></p> <ul style="list-style-type: none"> <li>• How did you get over there?</li> <li>• How else can you move your body?</li> <li>• What is the most fun way you can get from A to B? Why was that so fun?</li> </ul> | <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• What are you writing?</li> <li>• How did you come up with the story?</li> <li>• What happens if the _____ in the story _____?</li> </ul>  | <p><b>Cozy Corner:</b></p> <ul style="list-style-type: none"> <li>• How/ What are you feeling?</li> <li>• What made you feel that way?</li> <li>• How can we feel better? What about _____ makes you feel better?</li> </ul>                                    |

Questions to ask throughout the day. Ask your Instructional Coach for a copy.



Water Fun in Ms. Bonessi's classroom at Saturn. Look at all the sea animals the children can learn the names of.



Five Senses activity in Ms. Rotan's class.



**The five senses.**





VOLUME 8 SEPTEMBER 19, 2022



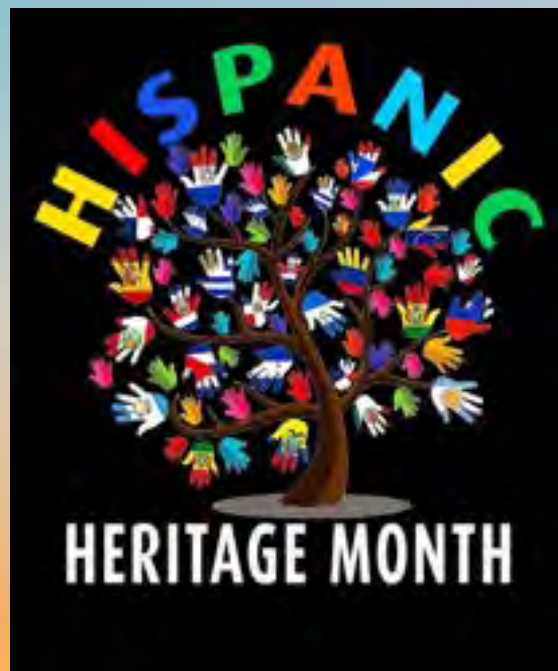
# THE SCOOP



## HEAD START NEWS

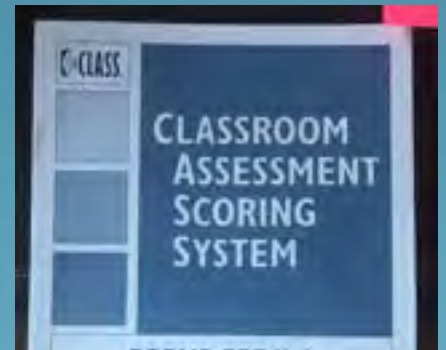
Whoohoo!! Thanks for being Head Start Champions!  
Our ASQ completion rate is 80 percent. Thanks so much!!!! Michele and Tawanna

Thank you to the Advocates and Teachers for helping parents complete these. IF a child was enrolled on the first day of school their screener is due September 30th. Teachers and Advocates please work together to encourage parents to finish the screener for their child. IF WE CANNOT GET THESE COMPLETED BY THE PARENT, TEACHERS WILL NEED TO COMPLETE THE ASQ ON THE CHILD.



ALL TEACHING TEAMS: Our first CLASS training was last Thursday.

Thank you to the staff that attended. We had some great discussions. We have 3 more planned this month: **September 20, 28, 29.** We look forward to seeing you in this very important training. CLASS observations will begin in October.



Friday, September 23rd is our first target date to implement our ATTENDANCE PLAN if a child has missed 6 days of school.

Please discuss with your Advocate how to begin the PLAN for supporting attendance this year. The PLAN is in your binder. See list on next page.



# Amount of Children By School with 6 or more Absences

| School       | # of children   |
|--------------|-----------------|
|              | as of Sept 19th |
| Cambridge    | 0               |
| Coquina      | 1               |
| Discovery    | 5               |
| Endeavour    | 5               |
| Enterprise   | 2               |
| Jupiter      | 3               |
| Mims         | 5               |
| Palm Bay     | 4               |
| Port Malabar | 2               |
| Saturn       | 5               |
| Sherwood     | 1               |
| Uni Park     | 4               |
| <b>TOTAL</b> | <b>37</b>       |



Baby Dolls in Ms. Thomas' 3-year-old classroom at Palm Bay Love and Kindness practiced here!





## UPDATED Schedule

|              | Set Up | Exam Dates  |
|--------------|--------|-------------|
| Endeavour    | 9/14   | 9/14-9/20   |
| Mims         | 9/21   | 9/21-9/28   |
| Port Malabar | 9/29   | 9/29-10/4   |
| Sherwood     | 10/5   | 10/5-10/12  |
| Palm Bay     | 10/13  | 10/13-10/18 |



On the next three pages are our 11 submissions for how classrooms utilized the paper dolls. THANK YOU!



Fletcher from Uni Park



Turner from Port Malabar



Landis from Discovery

**TWO Winners  
Announced next  
week**



Drone from Cambridge



Rodriguez from Saturn



Cruz from Discovery



Collado from Saturn



Bonessi from Saturn



Dunwoody from  
Port Malabar





Martin from Jupiter



Ahern from Sherwood



Aherns Class  
Making Dolls







Uni Park Head Start team earned the first "got grit" trophy from Mrs. Diaz, the principal for having a awesome team this year!



The first six weeks of school is a time to focus on **routines** and **rituals**.

 Conscious Discipline® 1/4

Routines will provide **safety**, while rituals provide **connection**.

 Conscious Discipline® 2/4

The **sooner** children can answer the two fundamental questions, "Am I **safe**?" (routines)

 Conscious Discipline® 3/4

And "Am I **loved**?" (rituals) in the affirmative, the sooner educators can focus on achieving **academic** goals.

 Conscious Discipline® 4/4

Are your children able to begin focusing on achieving their academic goals?

VOLUME 9 SEPTEMBER 26, 2022



# THE SCOOP



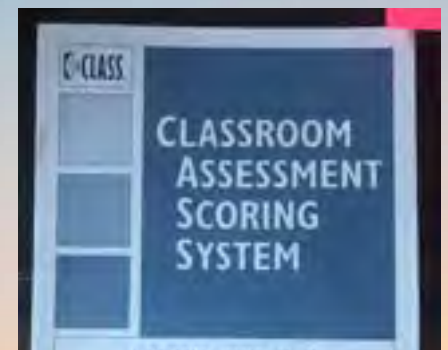
HEAD START NEWS



**REMINDER: ASQs are due by Friday on any child who started at the beginning of the school year.**

Our last two CLASS training days are this week - September 28 and 29.

Thank you to all the participants who have come so far. This training is key to understanding CLASS and how to have a high performing classroom.



# Our 2 Winners

The Executive Leadership Team voted (without names of participants) to choose the two winners.



**Landis from  
Discovery**



**Dunwoody from  
Port Malabar**



Thank you to EVERYONE who participated! Whoo Hoo wagons are being delivered to the winners this coming week. We have a little goodie for everyone who participated.



LEARNING THE DIFFERENCE BETWEEN LETTERS AND NUMBERS: The child chooses a letter or number in the classroom and they carry it to the cafeteria where they tell Mrs. Harper if it is a letter or a number. She collects them and then they proceed through the line.

**In Ms. Rotan's class at Saturn transitions are planned for with a focus on learning. AN IMPORTANT INDICATOR for high performing classrooms!**

Pop it's, books and visuals on the tables for after meals.



## Amount of Children By School with 6 or more Absences

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|------------------|---------------|
| Cambridge        | 0             |
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| Discovery        | 5             |
| <b>Endeavour</b> | 5             |
| Enterprise       | 2             |
| Jupiter          | 3             |
| <b>Mims</b>      | 5             |
| <b>Palm Bay</b>  | 4             |
| Port Malabar     | 2             |
| <b>Saturn</b>    | 5             |
| Sherwood         | 1             |
| <b>Uni Park</b>  | 4             |
| <b>TOTAL</b>     | <b>37</b>     |



Six children are now in STEP THREE of our Attendance Plan. That means a meeting is set by the Advocate. The teacher and advocate must meet with the parent and a PLAN begun. **(Schools in BOLD need at least one plan developed.)**



THANK YOU to all the classrooms who are using their boards with fidelity!

Active Supervision monitoring is our #1 priority.

# Ms. Martin's class at Jupiter.





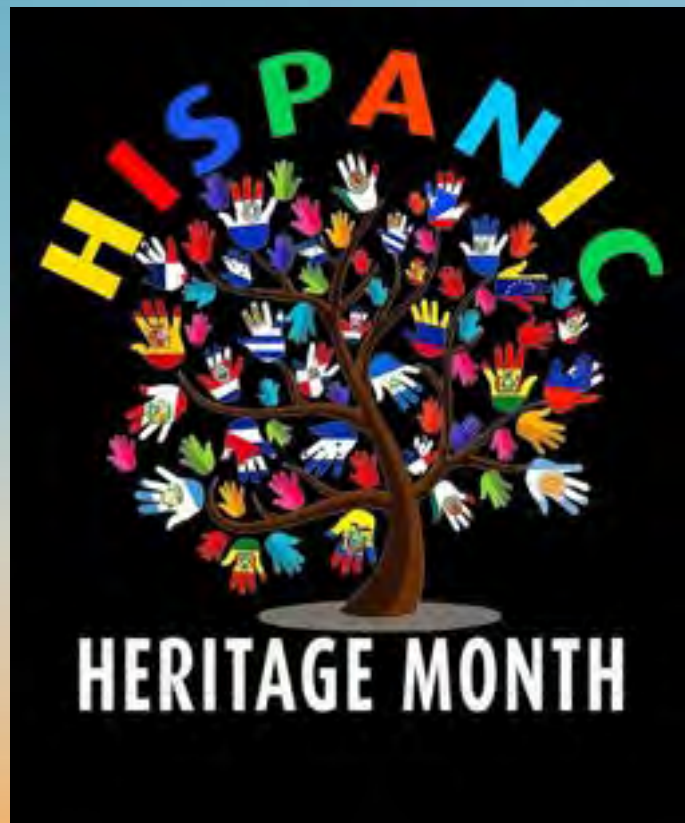


# DENTAL EXAMS

Set Up

Exam Dates

|              |       |             |
|--------------|-------|-------------|
| Mims         | 9/21  | 9/21-9/28   |
| Port Malabar | 9/29  | 9/29-10/4   |
| Sherwood     | 10/5  | 10/5-10/12  |
| Palm Bay     | 10/13 | 10/13-10/18 |
| Saturn       | 10/19 | 10/19-10/25 |



The first six weeks of school is a time to focus on **routines** and **rituals**.

 Conscious Discipline® 1/4

Routines will provide **safety**, while rituals provide **connection**.

 Conscious Discipline® 2/4

The **sooner** children can answer the two fundamental questions, "Am I **safe**?" (routines)

 Conscious Discipline® 3/4

And "Am I **loved**?" (rituals) in the affirmative, the sooner educators can focus on achieving **academic** goals.

 Conscious Discipline® 4/4

Are your children able to begin focusing on achieving their academic goals?