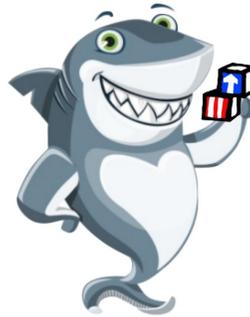


Sheldon Child Development Center

Topeka Public Schools

Head Start Annual Report

2020-2021 School Year



Program Information

Sheldon Child Development Center provides services in Topeka, Kansas. Sheldon serves 221 children (217 Head Start funded slots and 4 community slots) ages 3-5 years old.

Sheldon is part of the Topeka Public Schools Unified School District #501. As part of the Topeka Public Schools Unified School District, Sheldon benefits from extensive professional development and staff training. Further, our students are able to experience a seamless transition between the Head Start program and their Kindergarten experience. Sheldon places great emphasis on community involvement and advocating for Early Childhood Education, as well as for families in poverty.

Sheldon Child Development Center offers a comprehensive, full day program that serves not only the children but the entire family as well. Given the demographic information of our at-risk families we have students and families with significant trauma histories. To meet this need, our Social Worker serves all 221 students and families, not just those students on an IEP. Our Family Services Department plays a crucial role as we know that the home to school connection is critically important for student success. This holistic approach to education is something we are extremely proud of.

On-site program services include:

- Preschool education facilitated by highly-qualified certified teachers
- Mental Health services
- Family services
- Nutrition and health services
- Full spectrum of special education and disability services
- Adult education and parent groups

Staffing

Sheldon has a total of 13 classrooms with 17 students in each classroom. There are five classrooms that are designated for three year olds only; six classrooms that are designated for four year olds only, and two classrooms that are a combination of three and four year olds. Currently, the classrooms are made up of one certified teacher and two paraprofessionals. Seven of the 13 classrooms have bi-lingual staff members. The Head Start Compliance Coordinator places the DLL students in these classrooms so those students can receive the language support needed. Topeka Public Schools also provides a DLL paraprofessional who comes into Sheldon two days a week and pulls out students who qualify for extra support. Topeka Public Schools also provides the special education staff for Sheldon students who are on Individualized Education Plans (IEP). Two of the 17 certified teachers are special education teachers and two paraprofessionals work with the teachers to meet the IEP minutes. There are other special education teachers who provide needed services throughout the week. Sheldon has an on-site licensed Social Worker, who is also titled the Mental Health and Disabilities Coordinator. Sheldon also has an Instructional Coach, who is titled as the Educational Coordinator. The children are provided meals by an on-site chef and his assistant. The meal plans are created by a contracted, registered dietitian. Sheldon has a full time custodian who works during the school day. A night time custodian comes in for four hours each day. The secretary works 10.5 months. The Family Advocate Coordinator oversees three Family Advocates, two of which are bi-lingual. Sheldon also has a full-time nurse on staff, who serves as the Health Coordinator. A Head Start Director/Principal and Head Start Compliance Coordinator oversee the entire Sheldon Head Start program.

Child and Development Outcomes

Sheldon Child Development Center offers developmentally appropriate, play based education that prepares students for Kindergarten. This includes social-emotional development, physical development, health, language and literacy, cognition and approaches to learning. This fulfills all the Head Start Child Development and Early Learning Framework, the Kansas Early Learning Standards, and the Topeka Public Schools District Standards. We value the importance of learning through play and therefore all educational activities are embedded in the children's play every day. Children increase their social skills through dramatic play, learn how to count using

manipulatives, learn engineering skills in the block area, and express their creativity by acting out stories. Students are learning in fun and engaging ways each day at Sheldon!

The Federal Head Start Act requires School Readiness Goals to be set and worked toward each year. These goals are based on the areas where data shows that our children need the most support and this helps staff to clearly focus on specific learning objectives for students. Data is collected through a number of different ways, including: Galileo, which is a research based assessment and ongoing monitor tool; teacher observations; concern sheets; and a progress report that shows student growth and achievement. Teachers observe children at play and assess their skills accordingly. This information is used to inform parents of their child's progress at Parent-Teacher Conferences and to guide their lesson planning. It is also used at a program level to observe trends in children's development and to plan at a building level.

Curriculum

A variety of curriculum is used to ensure that Sheldon students are receiving a comprehensive education. High Scope is used as the comprehensive curriculum. This preschool curriculum is based on the principles of active learning and supports positive interactions with adults and peers. It's a comprehensive model that addresses all areas of development. The skills and behaviors at each stage of development pave the way for school success.

Several other content specific curriculums are utilized to supplement High Scope. These include CR Success Jump Start which is a Phonics program. Students are taught alphabet knowledge and phonemic awareness through four cycles of instruction. It prepares students to enter kindergarten with strong skills in print awareness, sound recognition and all other pre-literacy concepts. The lessons are developmentally appropriate in length (up to 15 minutes a day), and are designed to be used with both three and four year old students. ReadyGen is also used in the language arts curriculum.

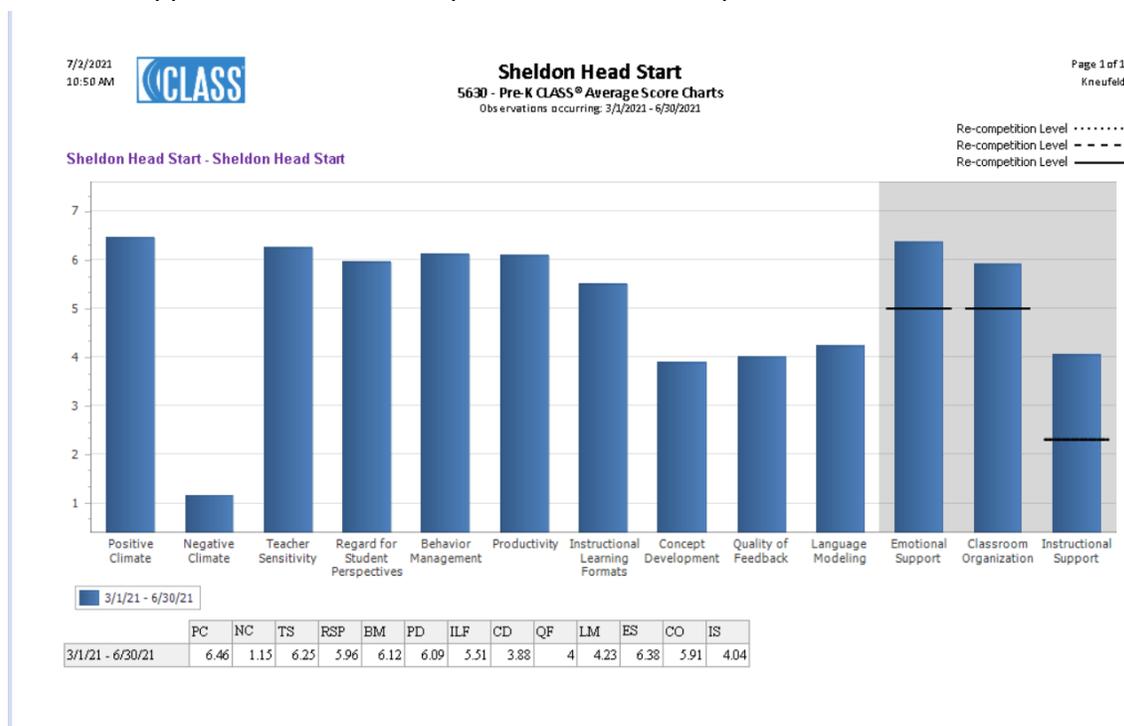
Numbers Plus (High Scope) and Eureka Math are utilized as supplemental resources for our math curriculum.

Conscious Discipline is used as the model for social-emotional development and all staff are trained in Conscious Discipline techniques throughout the school year. Conscious Discipline meets the cultural and demographic needs of Sheldon families. The focus on discipline through loving interactions teaches and models for Sheldon families appropriate adult-child interactions, decreasing the likelihood of physical disciplinary methods.

Second Step is the social-emotional learning curriculum utilized at Sheldon. Second Step is designed to provide lessons through which children and adults can better understand, manage, and express emotions and empathy, develop positive relationships, and make responsible decisions. The curriculum teaches children techniques that help them gain confidence, set and achieve positive goals, collaborate well, and navigate the world more effectively.

Ongoing Classroom Assessment

The Classroom Assessment Scoring System is used nationally by the Office of Head Start. This tool is imperative of ongoing monitoring efforts as poor performance on the CLASS during review can and does trigger recompetition for programs. The graph demonstrates Sheldon program scores in the main areas of Emotional Support, Classroom Organization and Instructional Support. The black line represents the Re-competition Level.



As high performance on this tool is imperative to a student's future academic success and the continuation of the program at Sheldon Head Start, it is vital that professional development is provided, aimed at continuous improvement. Teachers receive ongoing coaching and personalized professional development aligned with the CLASS tool to continue professional growth and progress in each domain.

Mental Health

Children are therapeutically serviced in the areas of trauma, social-emotional development, emotional regulation, feeling identification and pro-social skills. These services are provided in a variety of ways. All students receive tier one social work services and intervention in the classroom setting. This is developmentally appropriate as students in the preschool developmental stages are developing their social-emotional skills that will last throughout life. It is imperative that children are served by professionals that understand emotional development and how disabilities and trauma can impact or even impair this development.

Attendance

2020-2021 Attendance
August- No School
September- 86%
October-92%
November-85%
December-78%
January-90%
February-90%
March-91%
April-94%
May-90%
June-80%

Attendance was taken daily by the classroom staff and the Family Advocates followed up with families if a child had unexcused absences or if the child's attendance fell below 90%.

Family Engagement

Family Engagement is valued at Sheldon and multiple opportunities are provided throughout the year for parents to participate in school events. The Family Engagement data reflect all formal opportunities for parents to participate in school events.

2020-2021 Family Events:

Event
Muffins with Mummies
Virtual Money Management
Donuts with Dads
Virtual Fall Parent-Teacher Conference
Virtual Winter Parent-Teacher Conference
In Person Pre-K Promotion
Literacy Event
Learning Kits

Community Engagement

Sheldon's wonderful community partners are a vital piece of the program's success. Sheldon's biggest partner is Advisors Excel. They provided all students with new shoes, coats, winter hats and gloves. Throughout the year they provide mentors to come and support students in their classroom environment. They also help stock our food pantry monthly.

Other major partnerships include Family Service and Guidance Center for behavior and mental health; local temples and neighboring churches; GraceMed that provides dental care to students. There are many, many more valuable community partners who we can not thank enough.

Concern Sheets

Sheldon staff have submitted 88 concerns for students and their families this year. This documentation helps us determine the services that families receive, referrals needed and data to guide overall school programming, training and goals. This online Google Form method of communicating concerns prevents miscommunication, is easily tracked, and ensures efficient follow-through on needs. Teachers appreciate this system as it is fast, easy and ensures that they are able to communicate and are communicated with in return regarding their students and families. This also ensures Family Advocates have all needed safety information prior to conducting a home visit. As the data is readily accessible throughout the year, it allows for ongoing programmatic changes in response to current identified needs. The administration team meets weekly to review new concerns.

Concern Sheet Data														
Behavior	Academic	Speech	Motor	Housing	Food	Clothing	Family	Atten	Abuse	Domestic	Substance	Health	Bus	Other
20	7	22	2	1	1	1	6	0	8	3	0	6	1	10

Total # of all concerns:88

Disabilities

All children who enter Sheldon are screened for potential developmental delays within the first 45 days of enrollment. The Ages and Stages Questionnaire, as well as the Social Emotional version of this tool, is used with the parents during home visits. Children that are flagged from this screening, or children who the classroom teacher expresses concerns about, are then provided research based interventions by classroom staff. These interventions and progress toward goals are monitored. If a child is not making the expected progress, a General Education Intervention (GEI) referral is made. The GEI team consists of the classroom teacher, family members, principal, Education Coordinator, Mental Health & Disabilities Coordinator, Compliance Coordinator, and Special Education staff as needed. This team meets regularly to review student data, determine interventions, and provide support to the classroom team as they implement the interventions. GEI data is monitored for 4-6 weeks and at that time a determination is made as to whether to continue the intervention as written, develop additional interventions, dismiss the student from the GEI process, or complete a referral to the Special Education team for a comprehensive evaluation. This process ensures that any child that may need an Individualized Education Plan (IEP) receives one prior to leaving Sheldon.

Evaluations

Comprehensive evaluations are most commonly provided at Sheldon. Typically, children who are identified with a developmental need in one area have needs in other areas that may present later. At times, speech only evaluations are conducted. The evaluation team at Sheldon consists of the Principal, Special Education Teacher, Social Worker, Speech and Language Pathologist, Occupational Therapist, General Education Teacher, School Psychologist, Physical Therapist and Parents.

Family Services

Sheldon Family Service staff have multiple roles. They maintain daily attendance and contact families after two days of no attendance/no contact. Their work also consists of working with families to make/complete goals and complete a Family Needs Assessment. Families that are willing to work with a Family Advocate meet with them based on the level of need. Visits vary depending on the functioning of the family and their willingness to accept assistance. Other family services offered daily on-site at Sheldon include:

- Food Pantry (community stocked)
- Clothing Bank (community stocked and volunteer operated)
- Conscious Discipline Parenting Training
- Crisis Intervention
- Emergency Funds
- Computer Lab

Once families are familiar with the services available, they understand that nothing is asked of them in return and that the services available are simply there to aid them in being successful parents and families.

Our Family Advocates carry a caseload of 30-90 families. They completed 237 Home/Phone Visits, 154 Family Partnership Agreements, and made 287 referrals.

Other items our FSWs complete along with the Family Partnership Agreements are Resiliency and Self Care plans and ACE's when appropriate.

Health

Sheldon requires that all students have current physicals, dental examinations, lead results, and immunizations when beginning school. Sheldon partners with GraceMed Dental to get dental exams completed throughout the year. During the 2020-2021 school year GraceMed saw 39 students.

- There is a full-time licensed nurse (LPN)/Health Coordinator on staff who is knowledgeable in using the Child Plus software system to track student's health status. The nurse uses monthly reports to ensure all children remain current and send notifications to families of upcoming health events that need to be scheduled to keep their child up-to-date. Follow-up appointments are tracked for issues or concerns that have been identified by the Health Coordinator while performing screenings, and she remains in constant contact with families about treatment plans and any other health concerns or issues.
- Health information and consents for services for all students are obtained at the time of enrollment to ensure that the needs are identified and will be met for each child.
- Health screenings are done in accordance with Head Start Program Performance Standards and EPSDT guidelines for students that have not had specific requirements completed by their medical provider. All parents are notified of services provided, including notification of any abnormal results. Assistance with referrals provided as applicable.
- All staff have completed OSHA/bloodborne pathogen training, along with being CPR and First Aid trained and certified. Designated staff are trained on Medication Administration and other clinic roles, in the event the school nurse is unavailable. A roving nurse from the school district is also available. All medications are securely stored in the school nurse's office.
- Health practice observations, playground and classroom safety observations and checklists are conducted on a daily and monthly basis.
- There are two very well-attended Health Advisory meetings annually. Doctors, medical experts, mental health experts, parents and more share current information and network about best practices for Sheldon students.

Fiscal

Budget Category	Fiscal Year 2020 Expenditures		Fiscal Year 2021 Proposed Budget	
	Program Operations	Training & Technical Assistance	Program Operations	Training & Technical Assistance
Personnel	\$1,630,964.09	\$6,714.27	\$1,664,571.00	\$21,543.00
Fringe Benefits	\$388,243.69	\$615.78	\$399,610.00	\$0.00
Travel	\$0.00	\$1,848.87	\$0.00	\$1,374.00
Equipment	\$6,400.00	\$0.00	\$0.00	\$0.00
Supplies	\$93,814.03	\$7,778.75	\$20,500.00	\$0.00
Contractual	\$148,992.07	\$0.00	\$181,289.00	\$0.00
Construction	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$73,207.06	\$19,715.33	\$83,497.00	\$13,756.00
Indirect Costs	\$70,107.06	\$972.00	\$62,261.00	\$972.00
Total	\$2,411,728.00	\$37,645.00	\$2,411,728.00	\$37,645.00

Date: 7/1/2021