

TCCA April Newsletter



Achievements

CDA
-Alexis Lucius-Sabine
CLASS Toddler Recertification
-Vanessa Latham-Tri-C

Important Dates to Remember

4/1-April Fool's Day
4/7-National No Housework Day
4/8-Solar Eclipse
4/20-Volunteer Recognition Day
4/22-Earth Day
4/26-Administrative Professionals Day

Welcome New Hires

- Jakaila Swindle-Substitute-Tri-C
- Taliyah Williams-Substitute-Tri-C

Recipe of the Month

Sugar Cookies

Ingredients:

- 2 ¾ cups flour
- 2 tsp cream of tartar
- 1 tsp baking soda
- ½ tsp salt
- 1 ½ cups sugar
- 1 cup butter, softened
- 2 eggs
- 2 tsp vanilla extract

Directions:

- Mix flour, cream of tartar, baking soda, and salt in large bowl and set aside
- Beat sugar and butter until light and fluffy
- Add eggs and vanilla
- Refrigerate 2 hours
- Preheat oven to 400 and shape dough and bake 6 to 8 minutes



CURRENT JOB OPENINGS

- Jasper
- Head Start Teacher X2
 - CSBG CM PT
- Lil Panthers
- Teacher's Aide
- Shelby
- CSBG Secretary
- SACB
- EHS Teacher
 - Teacher's Aide
- Lil Eagles
- Early Head Start Teacher X2
 - Center Director
- Tri-C
- Early Head Start Teacher
 - Food Service Specialist
- Modular
- Mental Health/Disability Manager

All Locations-Substitutes

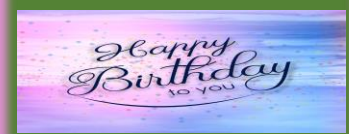
4/1-Patricia Swanson-27 Years
4/4-Patricia Fowler-10 Years
4/5-Delia Salas-3 Years
4/19-Katherine Smith-1 Year
4/19-Candice Slaydon-1 Year
4/25-Madison Hubbard-1 Year
4/28-Chemetri Johnson-14 Years



News

- ◆ Corrections to prior newsletter
- ◆ Rhonda Colley-3/21-2 Years

4/4-Sheila Reed
4/4-Dorothy Williams
4/11-Semaria Hendrix
4/22-Diana Mora Alpirez
4/23-Jakela Jenkins
4/25-Lyria McQueen
4/27-Ka-Dasha Hall
4/29-Angel Driver
4/30-LaKisha Kenebrew



"The most valuable gift you can give to humanity is a good example"
- Ifeanyi Enoch Onuoha

Food Pantry/Produce Drop

****The Food Pantry will be open every Thursday from 8:30 am to 10:30 am****

(New applications and income are required for all households to receive services once every 30 days)

TCCA "Harvest for Homes" Produce Drop is
April 10,
8 am until all is gone @ the Ivan Smith parking lot in Center, Texas

Bi-weekly COVID Testing is available for children and staff at all locations (The Practice- Dr. Adrian Jessie's Office)

******For additional information contact Vanessa Davis******

OHS April Calendar of Events

(for more information visit eclkc.ohs.acf.hhs.gov)

- 4/10-4 Steps to Healthy and Safe Learning Environments
- 4/11-Messages that Motivate!
- 4/15-Tools for Creating High-quality Change in Scope Applications
- 4/18-Supporting Early Learning with American Sign Language
- 4/18-Supporting Multiracial Children
- 4/24-How to Discuss Tough Topics



CLASS

April Theme of the Month:
Classroom Organization
Instructional Learning Format

Effective Facilitation

- Teacher involvement
- Effective questioning
- Expanding children's involvement (Actively Involved)

Variety of modalities and materials

- Range of auditory, visual, and movement opportunities
- Interested and creative materials
- Hands-on opportunities

Student interest

- Active participation
- Listening
- Focused attention

Clarity of learning objectives

- Advanced organizers
- Summaries (Review lesson/summaries of the days learning activities)
- Reorientation statements

*****NEWS ALERT***

The Low-Income Household Water Assistant Program (LIHWAP) is funded through the Consolidated Appropriations Act, 2021 (Public Law 116-260) signed on December 27, 2020, and the American Rescue Plan Act of 2021 signed on March 11, 2021. LIHWAP is a federally funded temporary program that is implemented to serve Low-Income Households who seek assistance for their water and wastewater bills. LIHWAP is not an entitlement program, and there are not sufficient funds to serve all eligible customers.

The Water Vendor that serves any client must have signed a vendor agreement with TCCA in order to be served. If that water vendor does not have a current agreement on file, we cannot assist using this grant.

For more information, contact the Social Services Department.



SCHOOL READINESS GOAL FOR THE MONTH OF April

Approaches to Learning

DRDP Assessment

ATL-REG-5
Self-Regulation of Feelings and Behaviors (EHS)

ATL-REG-7
Shared Use of Space and Materials (HS)

Goal EHS and HS:

Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.

Objective #1 for (EHS)

Child demonstrates emerging initiative in interactions, experiences, and explorations.

Objective for (HS):

Child demonstrates initiative and independence.



APPROACHES TO LEARNING GOAL-SCHOOL READINESS GOALS AND DRDP ASSESSMENT





§1302.71 Transitions from Head Start to kindergarten.

(a) Implementing transition strategies and practices. A program that serves children who will enter kindergarten in the following year must implement transition strategies to support a successful transition to kindergarten.

(b) Family collaborations for transitions. (1) A program must collaborate with parents of enrolled children to implement strategies and activities that will help parents advocate for and promote successful transitions to kindergarten for their children, including their continued involvement in the education and development of their child.


(2) At a minimum, such strategies and activities must:

(i) Help parents understand their child's progress during Head Start;

(ii) Help parents understand practices they use to effectively provide academic and social support for their children during their transition to kindergarten and foster their continued involvement in the education of their child;

(iii) Prepare parents to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including services and supports available to children with disabilities and various options for their child to participate in language instruction educational programs; and,





Division 2, Emergency Preparedness
§746.5201. What is an emergency preparedness plan?
Subchapter W, Fire Safety and Emergency Practices
Division 2, Emergency Preparedness
September 2016

An emergency preparedness plan is designed to ensure the safety of children during an emergency by addressing staff responsibility and facility readiness with respect to emergency evacuation, relocation, and sheltering/lock-down. The plan addresses the types of emergencies most likely to occur in your area, including:

- (1) An evacuation of the children and caregivers to a designated safe area in an emergency such as a fire or gas leak;
- (2) A relocation of the children and caregivers to a designated, alternate shelter in an emergency such as a flood, a hurricane, medical emergency, or communicable disease outbreak; and
- (3) The sheltering and lock-down of children and caregivers within the center to temporarily protect them from situations such as a tornado, volatile person on the premises, or an endangering person in the area.

Technical Assistance

You may want to check with your local fire and health departments when creating your emergency preparedness plan since they may have resources and guidelines that you may include in your plan.

§746.5202. What must my emergency preparedness plan include?

Subchapter W, Fire Safety and Emergency Practices
Division 2, Emergency Preparedness
September 2016

Your emergency preparedness plan must include written procedures for:

- (1) Evacuation, relocation, and sheltering/lock-down of children including:
 - (A) The first responsibility of staff in an emergency evacuation or relocation is to move the children to a designated safe area or alternate shelter known to all employees, caregivers, parents, and volunteers [Medium-High];
 - (B) How children will be evacuated or relocated to the designated safe area or alternate shelter, including specific procedures for evacuating and relocating children who are under 24 months of age, who have limited mobility, or who otherwise may need assistance in an emergency, such as children who have mental, visual, or hearing impairments [Medium-High];
 - (C) The staff responsibility in a sheltering/lock-down emergency for the orderly movement of children to a designated location within the center where children should gather [Medium-High];
 - (D) An emergency evacuation and relocation diagram as outlined in §746.5207 of this title (relating to Must I have an emergency evacuation and relocation diagram?) [Medium-High];
 - (E) Name and address of the alternate shelter away from the center you will use as needed [Medium-High]; and
 - (F) How children in attendance at the time of the emergency will be accounted for at the designated safe area or alternate shelter. [Medium-High]
- (2) Communication, including:
 - (A) The emergency telephone number that is on file with us [Medium-High]; and
 - (B) How you will communicate with local authorities (such as fire, law enforcement, emergency medical services, health department), parents and us [Medium-High]; and
 - (3) How your staff will evacuate and relocate with the essential documentation including:
 - (A) Parent and emergency contact telephone numbers for each child in care [Medium-High];
 - (B) Authorization for emergency care for each child in care [Medium-High]; and
 - (C) The child tracking system information for children in care [Medium-High];
 - (4) How your staff will continue to care for the children until each child has been released [Medium-High]; and
 - (5) How you will reunify the children with their parents as the evacuation, relocation, or sheltering/lock-down is lifted. [Medium-High]

Technical Assistance

- Keep in mind that children may become anxious or excited during an emergency so it is important that caregivers remain calm.

- According to the American Academy of Pediatrics (AAP), a thorough and safe evacuation plan includes a designated location that allows the children to get at least 50 feet away from the building, does not require the children or caregivers to cross the street, and provides shelter if the children cannot return to the building.

§746.5204. Who must coordinate the implementation of an emergency preparedness plan?

Subchapter W, Fire Safety and Emergency Practices
Division 2, Emergency Preparedness
December 2010

- (a) The director is responsible for implementing the emergency preparedness plan. [Medium]
- (b) The director may also designate additional employees to be in charge during an emergency evacuation and relocation that occurs when the director is not at the operation. [Medium]

§746.5205. Must I practice my emergency preparedness plan?

Subchapter W, Fire Safety and Emergency Practices
Division 2, Emergency Preparedness
September 2016

Yes, the following components of your center's emergency preparedness plan must be practiced as specified below:

- (1) You must practice a fire drill every month. The children must be able to safely exit the building within three minutes [Medium-High];
- (2) You must practice a sheltering drill for severe weather at least four times in a calendar year [Medium-High];
- (3) You must practice a lock-down drill for a volatile or endangering person on the premises or in the area at least four times in a calendar year [Medium-High]; and
- (4) You must document these drills, including the date of the drill, time of the drill, and length of time for the evacuation, sheltering, or lock-down to take place. [Medium]

Technical Assistance

We recommend that you practice your drills at different times of the day to include various children and employees engaged in different activities.