

ALL STAFF MEETING & TRAINING
MARCH 4, 2016
NEW HOPE COMMUNITY CHURCH



9:30 - 10	Welcome & Icebreaker				
10 - 11	Keynote: A FitBit Future - Exercise and Energy by Dr. Kyle Pfaffenbach, Phd. Auditorium				
11 - 11:15	Break				
11:15 - 12:15	Unpacking Autism in the Classroom	Admin Athletics: How to Stay Fit in Movement Limited Jobs	Mastering Technology for CCR & R Staff	Food Hero to the Rescue	
Audience	Education, Health, Transportation Staff	Administrative Staff	CCR & R-required	WIC and Cooking Staff	
Location	Auditorium	Fellowship Hall	Room 4	Main Office	
12:15 - 12:45	Lunch: Grab & Go Lunches will be served in the foyer				
12:45 - 1	Wellness Walk or Yoga with Jane in the foyer				
1 - 3	Preschool Classroom Interactions	Infant/Toddler Classroom Interactions	Integrating STEAM into the Classroom	Creative Curriculum Implementation	Understanding Early Intervention & Early Childhood Special Education
Audience	Education Staff	Education Staff	Education Staff	Education Staff	Education Staff
Location	Auditorium-Left	Auditorium-Right	Room 5	Room 6	Room 1
1 - 3	Little Blue and Little Yellow - Applying Adult Learning Strategies	eWIC Wellness	USDA/Sanitation	School Bus Emergency Training	One Person Can Change a System
Audience	CCR & R-required	WIC Staff	Cooks	Bus Drivers	Administrative, Health Staff
Location	Room 4	Room 3	Room 2	Bus Barn	Fellowship Hall



TRAINING SYNOPSIS

9:30 a.m. to 10 a.m.	
Welcome & Icebreaker	
10 a.m. to 11 a.m.	
Keynote Address:	A FitBit Future - Exercise and Energy
Trainer:	Dr. Kyle Pfaffenbach, PhD
Location:	Auditorium
Audience:	All Staff
11 a.m. to 11:15 a.m.	
Break	
11:15 a.m. to 12:15 p.m.	
Topic:	Unpacking Autism in the Classroom
Trainer:	Susan Rodgers, IMESD
Location:	Auditorium
Audience:	Education Staff, Health Staff, Transportation Staff
Description: Staff will learn foundational strategies to support children who are diagnosed or may be potentially diagnosed as being on the autism spectrum and strategies to utilize in the classroom as well as with parents.	
Performance Standard: 1308.21 Parent participation and transition of children into Head Start and from Head Start to public school. (a) In addition to the many references to working with parents throughout these standards, the staff must carry out the following tasks: (1) Support parents of children with disabilities entering from infant/toddler programs. (2) Provide information to parents on how to foster the development of their child with disabilities. (3) Provide opportunities for parents to observe large group, small group and individual activities describe in their child's IEP. (4) Provide follow-up assistance and activities to reinforce program activities at home. (5) Refer parents to groups of parents of children with similar disabilities who can provide helpful peer support.	
Topic:	Admin Athletics: How to Stay Fit in Movement Limited Jobs
Trainer:	Dr. Kyle Pfaffenbach
Location:	Fellowship Hall
Audience:	Administrative Staff

Topic: Mastering Technology for CCR&R Staff
Trainer: Freddy Reyes
Location: Room 4
Audience: Required for CCR&R Staff

Description: In this session participants will build skills in effectively using technology to enhance their day to day tasks. We will identify common issues and develop solutions when working with GoToMeeting: how to use Skype to chat with co-workers in another location; how to send text using Google Voice; and the use of Onedrive to share documents. This will be a hands on/interactive sessions and CCR&R Staff need to bring their laptops.

Topic: Food Hero to the Rescue
Trainer: Angie Treadwell, RD, OSU Extension SNAP-Ed
Location: Main Office
Audience: USDA and WIC staff

Description: According to the 2015 United States Dietary Guidelines, about three-fourths of the population has an eating pattern that is low in vegetables, fruits and dairy while exceeding the recommendations for added sugars, saturated fats, and sodium. Head Start and WIC are a unique position to encourage a gradual shift toward healthier eating patterns for the children and families they serve. Food Hero is an excellent tool to facilitate this as Food Hero recipes are lower in sugar, sodium and saturated fats and include fruits and/or vegetables. Come learn how you can help families move toward healthier eating patterns—and maybe even take home a few tips for yourself.

12:15 p.m. to 12:45 p.m.

Grab and Go lunches will be served in the foyer

12:45 p.m. to 1 p.m.

Wellness Walk or Yoga with Jayne Dewees in the foyer

1 p.m. to 3 p.m.

Topic: Preschool Classroom Interactions
Trainer: Sandy Snook, Margaret Gunshows
Location: Auditorium Left
Audience: Education Staff

Description: Early Head Start classroom staff will explore effective strategies to increase meaningful interactions with preschool children and discuss how the classroom environment impacts these experiences and opportunities.

Performance Standard: 1304.21 Education and early childhood development. c) Child development and education approach for preschoolers. (1) Grantee and delegate agencies, in collaboration with the parents, must implement a curriculum (see 45 CFR 1304.3(a)(5)) that: (i) Supports each child's individual pattern of development and learning; (ii) Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate literacy, numeracy, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success; (iii) Integrates all educational aspects of the health, nutrition, and mental health services into program activities; (iv) Ensures that the program environment helps children develop emotional security and facility in social relationships; (v) Enhances each child's understanding of self as an individual and as a member of a group; (vi) Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning; and (vii) Provides individual and small group experiences both indoors and outdoors.

Topic: Infant/Toddler Classroom Interactions
Trainers: Carmen Requa & Roxann Malmberg
Location: Auditorium Right
Audience: Education Staff

Description: Early Head Start classroom staff will explore effective strategies to increase meaningful interactions with infants and toddlers and discuss how the classroom environment impacts these experiences and opportunities.

Performance Standard: 1304.21 Education and early childhood development. (b) Child development and education approach for infants and toddlers. (1) Grantee and delegate agencies' program of services for infants and toddlers must encourage (see 45 CFR 1304.3(a)(5) for a definition of curriculum): (i) The development of secure relationships in out-of-home care settings for infants and toddlers by having a limited number of consistent teachers over an extended period of time. Teachers must demonstrate an understanding of the child's family culture and, whenever possible, speak the child's language (see 45 CFR 1304.52(g)(2)); (ii) Trust and emotional security so that each child can explore the environment according to his or her developmental level; and (iii) Opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members.

Topic: Integrating STEAM into the Classroom
Trainer: Erin Bartsch
Location: Room 5
Audience: Education Staff

Description: Staff will explore strategies to integrate STEAM (Science, Technology, Engineering, the Arts, and Math) into the Early Head Start or the Head Start classroom.

Performance Standard: 1304.21 Education and early childhood development. (a) Child development and education approach for all children. 4) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by: (i) Supporting each child's learning, using various strategies including experimentation, inquiry, observation, play and exploration; (ii) Ensuring opportunities for creative self-expression through activities such as art, music, movement, and dialogue; (iii) Promoting interaction and language use among children and between children and adults; and (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.

Topic: Creative Curriculum Implementation
Trainer: April Williams & Esmeralda Eckhardt
Location: Room 6
Audience: Education Staff

Description: Staff will explore strategies to continue to effectively implement Creative Curriculum as well as examine additional pieces of the curriculum and how to integrate into existing practices.

Performance Standard: 1304.21 Education and early childhood development. (a) Child development and education approach for all children. (1) In order to help children gain the skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life, grantee and delegate agencies' approach to child development and education must: (i) Be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds, and learning styles; (iii) Provide an environment of acceptance that supports and respects gender, culture, language, ethnicity and family composition; (iv) Provide a balanced daily program of child-initiated and adult-directed activities, including individual and small group activities

Topic: Understanding Early Intervention & Early Childhood Special Education
Trainer: Dianna Hansen, Program Coordinator, FACT Oregon
Location: Room 1
Audience: Education Staff, All Staff

Description: Learn about EI/ECSE (Early Intervention/Early Childhood Special Education) eligibility, services, and the Individualized Family Service Plan (IFSP). Understand important terms and definitions used in planning and caring for special education needs of children 0-5. Learn how parents advocate for their children alongside teachers. Learn the importance of a positive vision for the future, healthy IFSP team dynamics, and personal profile tools.

Performance Standards: 1308.19(b) Every child receiving services in Head Start who has been evaluated and found to have a disability and in need of special education must have an IEP before special education and related services are provided to ensure that comprehensive information is used to develop the child's program.

1308.19(d) If Head Start develops the IEP, the IEP must take into account the child's unique needs, strengths, developmental potential and the family strengths and circumstances as well as the child's disabilities.

Additional Standards: 1308.19 (f) When Head Start develops the IEP, the team must include: (1) The Head Start disabilities coordinator or a representative who is qualified to provide or supervise the provision of special education services; (2) The child's teacher or home visitor; (3) One or both of the child's parents or guardians; and (4) At least one of the professional members of the multidisciplinary team which evaluated the child.

1308.19(i) A meeting must be held at a time convenient for the parents and staff to develop the IEP within 30 calendar days of a determination that the child needs special education and related services. Services must begin as soon as possible after the development of the IEP.

1308.21 (b) & (c)

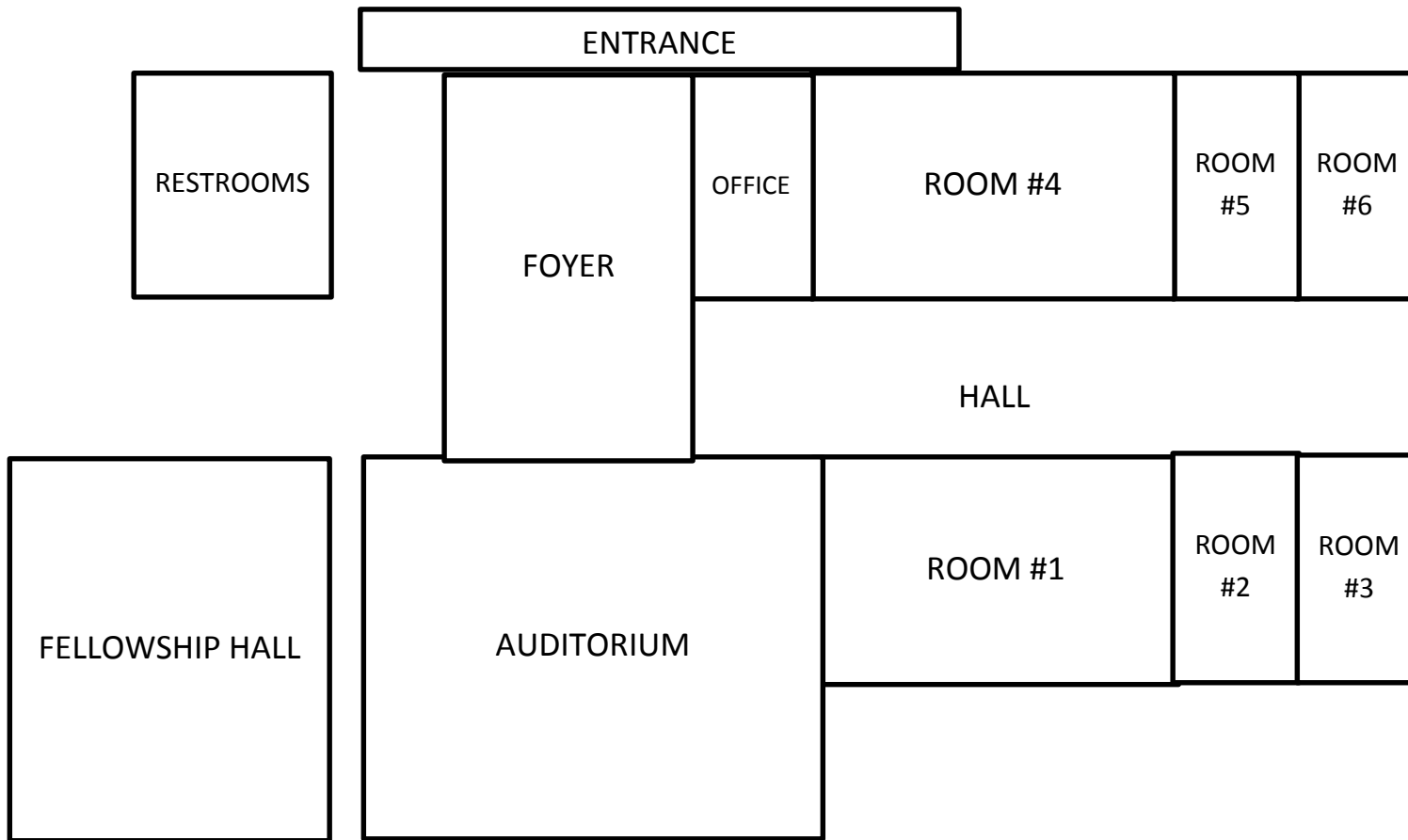
(b) Grantees must plan to assist parents in the transition of children from Head Start to public school or other placement, beginning early in the program year.

(c) Head Start grantees, in cooperation with the child's parents must notify the school of the child's planned enrollment prior to the date of enrollment.

Topic: Little Blue & Little Yellow - Applying Adult Learning Strategies
Trainer: Ruai Gregory
Location: Room 4
Audience: Required for CCR&R Staff

Description: Applying Adult Learning Theory and strategies can be easier said than done. In this workshop you will explore, examine and practice strategies based on Adult Learning Theory and reflect upon and share strategies you currently use.

<p>Topic: eWIC Wellness Trainer: Mary Ann McCune Location: Room 3 Audience: WIC staff</p> <p>Description: "Are you ready" for Monday – Roll Out Day. We will review what we know, and what do you need to know to have a great roll out Monday!</p>
<p>Topic: USDA/Sanitation Trainer: Joseph P. Fiumara Jr., MSEH, REHS, Umatilla County Health Department Location: Room 2 Audience: Cooks</p> <p>Description: Food Service staff will explore effective sanitation practices.</p> <p>Performance Standard: 1306.23(a) 1306.23(b) 1304.24(a) (3) (ii) To help staff acquires and increase their knowledge and skills to fulfill their job responsibilities.</p>
<p>Topic: School Bus Emergency Training Trainer: Carol Vandeman Location: Bus Barn Audience: Drivers</p>
<p>Topic: One Person Can Change a System Trainer: Elizabeth Spitzer Location: Fellowship Hall Audience: Open to All Staff, Health Staff</p> <p>Description: "One person can change a System" Dr. Michael Nichols shares that "One person is capable of changing an entire system". We will explore ways that we can change our 'systems' at home, work, and school - by simple actions that develop and strengthen personal connections.</p> <p>Performance Standard: 1306. 23 (b) Head Start grantees must provide staff with information and training about the underlying philosophy and goals of Head Start and the program options being implemented.</p>



FLOOR PLAN OF NEW HOPE COMMUNITY CHURCH
NOT EVEN CLOSE TO SCALE!!