

Program Goals

Southfield Public Schools #05CH012758

1 a. Program Goals	1 b. Measurable Objective Description	1 c - i. Activities/ Strategies	1 c – ii. Data, Tools, & Methods for Tracking Progress	1 c – iii. Expected Outcomes	1 c – iv. Expected Challenges
<p>Program Goal #1 To provide an environment that fosters ongoing awareness, training, and coaching that leads to outcomes in support of teachers building capacity academically, social-emotionally, and professionally.</p>	<p>Objective #1 Increase the capacity of new and continuing teaching staff as measured by 50% of eligible staff completing courses toward CDAs, associate and bachelor's degree programs and 100% of COR Advantage, HighScope 1, 2, and 3 Training within a three-year time frame.</p> <p>Objective #2 Build an awareness of professional opportunities embedded in Head Start and early childhood as measured by 100% completion of ongoing surveys, and individual goal setting based on</p>	<p>Develop a Professional Development Plan for Curriculum training (High Scope) & COR Advantage, CLASS training.</p> <p>Ensure teachers have time to participate in coaching and mentoring and opportunities to attend training.</p> <p>Hire a mental health provider to provide integrated health</p>	<p>PD Plan spreadsheet will be created as well as the MiRegistry data will be used to track training completion.</p> <p>Monthly mentor/coaching schedules with a record of meeting times and goal setting documents.</p> <p>Sign in sheets, spreadsheet tracking number and frequency of health sessions attended.</p>	<p>Increased Staff Retention</p> <p>Improved Staff Morale as a result of achieving milestones (e.g., CDA certificate, higher education degree) and goal setting.</p> <p>Objective#1 Progress/ Outcomes: Teachers and teaching assistants have achieved the following educational milestones: (1) completing courses toward a Bachelor's Degree, (1) Earned</p>	<p>Staff turnover</p> <p>Staff being comfortable engaging in health and wellness activities within and outside of the work context.</p>

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	<p>teacher evaluations.</p> <p>Objective #3 80% of staff (administrative and teaching) will participate in at least two mental health, nutrition, and movement activities biweekly during the program year as measured by survey data.</p>	(mental, nutrition, fitness) services for staff.	A survey will be distributed to gather feedback regarding the benefits of mental health/ integrated health services.	<p>Associate's Degree, (1) completing courses toward Associate's Degree, (2) near completion of CDA. The 2024/2025 program year has seen five staff departures (two lead teachers, two assistant teachers, and one substitute), attributed to performance issues and new employment. A January 2025 staff survey revealed varying satisfaction levels. Regarding daily work, 10 staff were positive, 3</p>	

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				<p>were mixed, and 1 was negative. For workplace culture, 7 were positive, 5 were mixed, and 5 were negative. To address the survey findings, weekly team-building activities are being conducted.</p> <p>Objective #2 Progress: Teachers have completed surveys indicating training needed and goal setting during Professional Learning Community (PLC) meetings. Based on survey data,</p>	

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				<p>teachers have been provided with increased professional development opportunities . Goal setting informed by COR Advantage data demonstrates higher levels of engagement in mathematics and science instruction.</p> <p>Objective #3 Progress: Program staff are actively engaged in wellness, as evidenced by participation in two wellness days and consistent sharing of</p>	

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				<p>health-related information. Survey data highlights this commitment, with 40% engaging in daily wellness activities and a significant portion participating multiple times per week or month. Furthermore, staff reports indicate that these efforts are leading to tangible improvements in nutrition and eating habits. This has resulted in improved mental well-being, increased teaching and student learning effectiveness</p>	

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				, and reduced teacher absenteeism.	
Program Goal #2 Improve mental health and overall health of Head Start children, families, and staff to promote health and wellness outcomes.	<p>Objective #1 100% of children will be screened and connected to a medical and a dental home to receive quality health, oral health, mental health and nutrition services for preventive, follow up, and immediate treatment of health concerns as measured by documented visits to health care providers.</p> <p>Objective #2 Embedded in each group’s daily plan, there will be documentation of mindfulness activities, health, wellness, and safety at least twice daily.</p> <p>Objective #3</p>	<p>Implement a schedule for tracking health data in ChildPlus.</p> <p>Collaborat e with Comm. Partners to provide health services onsite.</p> <p>HS Admin. staff daily checklist – monitoring document.</p> <p>Hire a mental health specialist to provide integrative health services to HS staff.</p>	<p>Biweekly reports will be run in ChildPlus to track health data. Agendas and sign in sheets to record health events and stakeholder participation .</p> <p>Analysis of daily checklists.</p> <p>Sign in sheets, spreadsheet to track amount & frequency of health events.</p> <p>Parent and staff surveys will be</p>	<p>Children, families, and staff will develop strategies to manage stress and trauma and develop resilience.</p> <p>Students will demonstrate increased cognitive academic, social emotional, and motor (fine motor/gross motor) outcomes between fall and spring of each program year.</p> <p>Increased mental health outcomes for students,</p>	<p>Parents/Guard ians work schedules to take children to medical appointments.</p> <p>Ensuring that outside MH consultants meet requirements outlined in HSPPS</p>

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	To enhance teachers, staff, and family awareness of mental health, health, nutrition, and wellness, individuals will read and respond to health tip surveys with 80% accuracy.	The Director will provide a weekly wellness tip in the Staff Updates and biweekly tip in the parent newsletter.	conducted to determine the impact of health/ wellness tips on well-being.	<p>staff, and families.</p> <p>Objective #1 Progress/ Outcomes: Ninety-five (95%) of students enrolled in the Early Head Start and Head Start Programs have a medical home and access to medical providers for preventative care and when children are ill. Also, families have scheduled visits with their dental providers or received preventative dental care provided by program partners.</p>	

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				<p>Objective #2</p> <p>Progress: Teachers engage students in mindfulness, physical activities, and wellness activities daily, which are documented on the HighScope lesson plans.</p> <p>Outcomes: Teachers help students focus on their thoughts and feelings as they pay attention to their breathing. In addition, mindfulness and wellness activities promote emotional regulation, listening, and breathing.</p>	

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				Objective #3 Progress/ Outcomes Staff engage in a diverse range of health and wellness activities, including physical exercise (gym, walking, yoga, workouts), creative pursuits (baking, painting, music, reading), mental and emotional support (therapy, counseling, meditation), spiritual practices (bible study), and healthy lifestyle choices (eating healthier, spending time with	

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				<p>loved ones). To further support staff well-being, the school district provided two massage chairs, which are used daily, offering relaxation and stress relief.</p>	
<p>Program Goal # 3 Increase family engagement in transitions to maximize preschool gains and support family outcomes.</p>	<p>Objective #1 Schools will strengthen parents’/guardians’ understanding of the importance of their role in supporting their children’s school readiness and transition from Early Head Start to Head Start and Kindergarten as measured by 100% parent/guardian participation in at least three transition activities/events.</p>	<p>Collaborate with receiving schools to ensure that kindergarten registration events are held at places and times convenient for HS parents; ensure that materials are translated, and interpreters are present as needed.</p>	<p>Kindergarten registration events will be included in the program’s monthly calendar on the program’s and district’s website</p>	<p>Families will have a better understanding of the Head Start transition process. Parents will have an increased sense of advocacy and empowerment with the transition process.</p> <p>Children will experience a sense of comfort and</p>	<p>Potential scheduling conflicts with feeder elementary and K-8 schools. Timely information and records to communicate with feeder elementary schools.</p>

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	<p>Home Visits Parent Teacher Conferences Parent Meetings Enrollment Fairs Districtwide Kindergarten Round up Kindergarten Showcase – on site Kindergarten Boot Camp</p> <p>Objective #2 Increase collaboration between Head Start and Kindergarten teachers as measured by a 20% increase in collaboration in professional development, activities, events during each program year.</p>	<p>Ensure staff have conversations in families’ home language about opportunities for family engagement in the new school.</p> <p>Create and distribute a Parent/ Teacher compact that includes kindergarten expectations to all families of preschoolers transitioning to kindergarten.</p> <p>During home visits,</p>	<p>Talking points & literature in relevant languages will be distributed to staff to use to engage parents.</p> <p>Agendas and sign-in sheets to track Kindergarten Showcase participants (e.g., parents, staff).</p> <p>Sign in sheets and agendas to track preschool/ kindergarten teachers PD and planning sessions.</p>	<p>ease with transitions.</p> <p>Building stronger relationships and effectively bridging gaps between Head Start and elementary and K-8 schools that have kindergarten programs.</p> <p>All preschool students will be enrolled in a kindergarten program on the first day of the respective school year, parents will understand kindergarten expectations and be familiar with family engagement</p>	

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		<p>preschool teachers will review the Parent/Teacher Compact with families and share the importance of kindergarten transitions.</p> <p>Host a Kindergarten Signing Day Event where elementary and K-8 principals and kindergarten teachers, transportation, pupil accounting, and the ESL programs provide an informational session at Bussey.</p>		<p>opportunities available at the elementary school level.</p> <p>Objective #1 Progress: Bussey Parents and external parents had had the opportunity to meet with district school leaders, who will share information about the district's kindergarten programming. Outcomes: Survey data documents over 95% of participants believed the information is relevant to them. Over 95% of participants believed they could use the information</p>	

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		Host a Kindergarten Bootcamp to prepare students for transitioning to kindergarten		in the future. Over 95% of participants believed the resources provided will be used in the future. Finally, over 95% of participants would recommend this event to other parents. Progress: Transitioning preschool students will participate in a kindergarten bootcamp to foster kindergarten readiness skills (reading, math, etc.) build social emotional skills, and develop fine/gross motor skills. Outcomes: Brigance data pre/post	

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				<p>data will document student growth. In addition, students will have gained foundational skills, in language, literacy, and math, while fostering problem-solving skills and a positive approach to learning.</p> <p>Objective #2 Progress/ Outcomes: In the fall, the program partnered with kindergarten teachers for a curriculum night, informing preschool parents about kindergarten expectations. At the Kindergarten</p>	

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				Signing Day event, families received further information on district kindergarten programs (elementary, K-8, and K-12) and kindergarten readiness materials from the Education Manager. Looking ahead, the Education Manager will collaborate with kindergarten teachers to conduct parent workshops for incoming kindergarten families.	
Program Goal # 4 Enhance comprehens	Objective #1 Develop and maintain partnerships with	Identify potential Community Partners	Signed Memorandum of	Increased school readiness	Difficulty securing MOUs with potential

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ive services to strengthen child and family outcomes through enhanced Community Partnerships	<p>community agencies/organizations that provide education resources, mental health supports, infant/toddler resources, access to public libraries and books, resources to support active supervision, employment, and financial literacy resources as measured by a 75% increase in partnerships by June 2029.</p> <p>Objective #2 Collaborate with Community Partners to provide onsite health, nutrition, and mental health services students, families, and staff at least twice a month as measured by sign in sheets and service logs.</p> <p>Objective #3 Collaborate with Community</p>	<p>to provide services to students and families within the Center.</p> <p>Identify a space for Community Partnerships to provide services within the Center.</p> <p>Develop a Calendar of Events with Comm. Partners that is aligned with the outcomes identified on the Family Needs, & Outcomes Assessments</p>	<p>Understanding (MOUs)</p> <p>Agendas and sign in sheets for family events.</p> <p>Including Monthly Family events on 2024-2025 Program Calendar.</p> <p>Analysis of the results of Family Needs & Outcomes Assessments based on participation in family events.</p>	<p>and family outcomes. Families will demonstrate improved parenting skills and increased relationships with other parents.</p> <p>Increased language and literacy, mental health, and health outcomes for students and families as measured by COR Advantage, Brigance, and Family Partnership goals achieved; increased Non-Federal share dollars collected.</p> <p>Objective #1: Progress/Outcomes - The program partnered</p>	<p>Community Partners. Scheduling Conflicts – Families work schedules conflict with the date/time of the Family Engagement events.</p>

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	Partners to provide monthly Family Engagement events that offer activities that teach children school readiness skills, support young African American boys and provide families with workshops/training that will enhance their family and life outcomes as measured by pre/post survey data and attainment of Family Partnership goals.			<p>with five agencies, the local fire department, the Foster Grandparents Program, Student nurse interns, an onsite mobile librarian, and a local food bank. Children gained knowledge about fire safety in the home, healthy nutrition and handwashing practices, and were exposed to a variety of books.</p> <p>Objective #2: Progress/ Outcomes - The program partnered with a mobile dental hygiene</p>	

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				<p>program and student nurse interns from a community college to enhance health and nutrition outcomes. As a result of this partnership, students are able to identify healthy foods and understand the benefits of frequent toothbrushing and handwashing.</p> <p>Objective #3: Progress/ Outcomes - The program partnered with the community for three events that fostered school readiness, transition to kindergarten,</p>	

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				<p>and provided health, hair care, and money-saving tips to families. These events contributed to improved school readiness outcomes and provided helpful resources to families. Challenges: the program lost one of our most beneficial partnerships due to a shift in priorities in their organization. We are actively seeking to replace this partnership.</p>	
Program Goal #5 Southfield Public Schools will maintain	Objective #1 Through engagement in developmentally appropriate play experiences, students will	Completion of Daily Health and Safety Checklist, Playground Checklist,	Monthly analysis of fine & gross motor outcomes in COR	SPS indoor and outdoor environments will be safe, healthy, and conducive to	Timeline for installation for new ground cover and playground structure.

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<p>healthy and safe indoor and outdoor environments to provide a safe foundation for children to learn and grow.</p>	<p>improve fine and gross motor skills by 50% from fall to spring as measured by the COR Advantage and the Brigance</p> <p>Objective #2 Students will be able to safely navigate areas in the Center (e.g., classrooms, gym, and playground areas, Media Center) as measured by a 20% decrease in monthly incident reports (minor incidents).</p> <p>Objective #3 Children will learn and problem solve through exploration and engagement with varied outdoor play structures, equipment, and nature areas as measured by increased cognitive growth on the COR Advantage and Brigance.</p>	<p>and Admin. Observation and Classroom Checklist.</p> <p>Renovate the playground and purchase new playground equipment for existing playground and new play are spaces.</p>	<p>Advantage database</p> <p>Weekly review & analysis of checklists. Biweekly review & analysis of accident and incident reports.</p>	<p>learning at all times.</p> <p>Parents will have confidence that their children are in a safe environment and well cared for.</p> <p>Parents will increase awareness of Health & Safety practices.</p> <p>Staff will understand their role in maintaining healthy and safe environments.</p> <p>Staff will report decreased minor child accidents.</p> <p>Students will be able to follow classroom</p>	<p>Outside contract with cleaning company – ensuring that they follow similar H&S procedures.</p>

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				<p> routines and procedures and assist daily with classroom activities (e.g., daily sign-in, setting the table for meals, distributing milk for meals) </p> <p> Objective #1: Progress: Throughout the learning day, teachers engage students in development ally appropriate lessons that improve fine and gross motor skills. Outcomes: Teachers engage students in fine and gross motor learning activities such as </p>	

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				<p>building with blocks, drawing, writing, outdoor play, activities in the gym, etc. that enhance fine and gross motor skills as documented via COR. COR Advantage results from Fall to Winter indicated that on average, students enrolled in EHS and HS programs made gains on Physical Development and Health.</p> <p>Objective #2 Progress: Elements of Head Start Active Supervision are presented</p>	

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				<p>to staff weekly via staff updates to effectively create a safe environment and prevent injuries to young children.</p> <p>Outcomes:</p> <p>An Active Supervision checklist is used to create a systematic approach to ensure everyone in the program monitors students using active supervision. In addition, Increased lessons that support elements of active supervision such as listening and positive behavior activities are implemented</p>	

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				<p>in the classrooms.</p> <p>Objective #3 Progress: Teachers engage in problem solving and learning activities to improve exploration and engagement with varied outdoor play structures, equipment, and nature areas. Outcomes: Teachers support students' problem solving and learning through sensory play, nature walks, scavenger hunts, movement, music during outdoor play and with</p>	

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				play structures.	

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<p>School Readiness Goal 1 - Approaches to Learning:</p> <p>Infant/Toddler s: Children will demonstrate interest, curiosity, and problem solving about objects, materials, or events through play.</p> <p>Preschool: Children will use imagination, problem solving, and critical thinking in play and</p>	<p>I/T: 100% of children will experiment with different ways of using familiar objects, new objects, or materials.</p> <p>P: 100% of children will use objects or materials to represent something else during play, such as using a paper plate or Frisbee as a steering wheel.</p>	Large group and small group play with familiar objects within the classroom, outdoors, or in the gym	Skills will be assessed using COR Advantage data/ comparisons at least three times a year (fall, winter, and spring) to determine mastery.	<p>Increased problem solving and critical thinking during play.</p> <p>Objective #1 Progress: COR Advantage data supports increased cognitive awareness to support strategies to process information and organize learning.</p> <p>Outcomes: Approaches to learning is observed via experiential learning and</p>	Opportunity to demonstrate the skills during play within and outside of the classroom.

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interactions with others.				play as observed via Small Group Time, Message Board, and Large Group Time. Teachers engage students in open-ended activities, self-directed projects, and group work to promote cognitive and behavioral learning.	
<p>School Readiness Goal 2 - Social and Emotional Development</p> <p>Infant/Toddler : Children will learn to manage their emotions with the support of familiar adults.</p> <p>Preschool: Children will</p>	<p>I/T: 100% of children will use different ways to calm or comfort self when upset.</p> <p>P: 100% of children will express their feelings in ways that are appropriate</p>	Daily Mindfulness activities, Inner Explorer lessons, feelings charts, books/read alouds about emotions/ feelings, calming corner	Behavior tracking sheets & spreadsheets, weekly review of accident reports, classroom culture (surveys)	<p>Children will demonstrate the ability to calm themselves and to express their feelings in a productive way.</p> <p>Objective #1 Progress: Teachers are supporting students' awareness of</p>	<p>There may be children enrolled in the program whose social-emotional needs may not be able to be met within a Head Start program.</p> <p>Children may need interventions from a mental health specialist to develop developmentally</p>

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learn to manage their emotions with increasing independence.	to the situation.			social and emotional development by understanding and expressing emotions and learning the High Scope Six Step Process that focuses on supporting students resolving conflict through respectful collaboration Outcomes: Students are able to manage and self-regulate when they have the vocabulary and understanding of how to articulate their feelings. Through social development, developing empathy, and	appropriate social-emotional skills.

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				<p>increased emotional awareness, students are gaining an understanding of fairness and the importance of respecting others. Results from a parent survey conducted in January 2025 indicated that 73% of parents responded that their children received the best instruction in the development of social emotional skills.</p>	
School Readiness Goals 3 -	I/T: 100% of children will repeat simple	Read alouds, books, nursery	Informal teacher assessments, COR	Children will demonstrate foundational phonological	Children with diverse learning styles, cognitive, and language

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<p>Language and Communication</p> <p>I/T: Children will attend to, repeat, and use some rhymes and phrases. P: Children will demonstrate an awareness that spoken language is composed of smaller segments of sound.</p>	<p>familiar rhymes and sing favorite songs.</p> <p>P: 100% of children will provide a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”</p>	<p>rhymes, rhyming/ word play activities, songs, interactive board activities.</p>	<p>Advantage assessments analyzed and reported at least three times/year (fall, winter, spring).</p>	<p>awareness skills (school readiness skills) that will prepare them for becoming proficient readers.</p> <p>Goal #3 Progress: Teachers engage in language and communication goals to support phonics and phonemic awareness. Outcomes: Teachers foster an awareness of enhancing foundational skills to support phonemic awareness and phonics that include rhyming, alliteration, segmenting words, and identifying</p>	<p>skills may not develop the skills at the same rate.</p>

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				initial and final sounds.	
<p>School Readiness Goal 4: Cognition</p> <p>Infant/Toddler : Children will learn to use matching and sorting of objects or people to understand similar or different.</p> <p>Preschool: Children will demonstrate understanding of simple patterns.</p>	<p>I/T: 100% of children will identify, sort toys or other objects by color, shape, and size.</p> <p>P: 100% of children will duplicate simple patterns in a different location that demonstrated, such as making an eight-block tower of the same pattern that was demonstrated with four blocks.</p>	<p>Play & activities exploring manipulatives (bears, blocks, shapes, counters, balls, magnitiles, nature walks, etc.), scaffolding, modelling</p>	<p>Informal teacher assessments, COR Advantage assessments analyzed and reported at least three times/year (fall, winter, spring).</p>	<p>Children will learn foundational math principles that will prepare them for kindergarten and later grades.</p> <p>Objective #1 Progress: In support of cognition, students sort objects or people to understand similar and different. Outcomes: Teachers enhance students' foundational skills such as identifying objects and people that are the same or different. This allows students to</p>	<p>Children with diverse learning styles and needs may need support from support staff (e.g., occupational therapist, resource room teacher) to develop foundational math principles.</p>

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				compare and contrast people or objects.	
<p>School Readiness Goal #5 - Physical Development and Health</p> <p>Infant/Toddler : Children will use their hands for exploration, play, and daily routines.</p> <p>Preschool: Children will demonstrate increasing control, strength, and coordination of small muscles.</p>	<p>I/T: 100% of children will use their hands efficiently for a variety of actions or activities, such as building with blocks, wiping up a spill, or feeding self.</p> <p>P: 100% of Children will use coordinated movements to complete complex tasks, such as cutting along a line, pouring, or buttoning.</p>	Small and large group play, assisting with meal preparation and mealtime activities, blocks, art activities	Informal teacher assessments, COR Advantage assessments analyzed and reported at least three times/year (fall, winter, spring).	<p>Increased fine motor skills and writing outcomes.</p> <p>Increased critical thinking and problem-solving skills.</p> <p>Objective #1: Progress: Teachers foster an awareness of how toddlers and preschoolers use their hands for play, exploration, and daily routines. Teachers engage</p>	Children with diverse motor skills/development may need support services to develop physical and health school readiness skills.

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				students in exploring the learning environment with their hands to manipulate objects for exploration, develop fine motor skills, and facilitate/ manage daily routines.	