

## HEAD START/EARLY HEAD START EDUCATION POLICIES

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**REGION 16 EDUCATION SERVICE CENTER  
Head Start/Early Head Start**

<b>Subject:</b>	<b>Child Development Associate (CDA) Training and Credential</b>	<b>Section:</b>	<b>Education</b>
<b>Program:</b>	<b>Head Start/Early Head Start</b>	<b>Date Revised:</b>	<b>April 26, 2021</b>

**Policy Council Approval:** May 5, 2021

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<b><u>Regulation Reference:</u></b>	45 CFR Part(s):	1302.91(e)
	Head Start Act:	Section 648A

**Policy:**

**Head Start (HS):** All instructional/classroom assistants will obtain the Child Development Associate (CDA) credential within two years from the date of employment. Any variance from this policy must be documented and approved by the Head Start administrative team.

**Early Head Start (EHS):** All Early Head Start teachers should have a Child Development Associate (CDA) credential or equivalent coursework upon hire by Region 16 ESC, and all Early Head Start Teachers working in an Early Head Start classroom that collaborates with Region 16 Early Head Start, EHS staff will obtain the CDA Infant/Toddler credential within one year from the date of employment if they do not have one upon hire date. If an employee has an associate degree, bachelor's degree, or equivalent coursework in early childhood, they are not required to obtain a CDA.

**Home Educators:** Home Educators hired by Region 16 ESC or working in an Early Head Start or Head Start capacity must obtain the Home Visitor CDA within one year of hire.

**Procedure:**

1. Region 16 CDA Administrative Assistant will assist staff in acquiring the CDA credential.
2. All Head Start Instructional/Classroom Assistants and Early Head Start Teachers will enroll and complete the online training timeline that is provided.
3. The CDA Administrative Assistant will provide advisement and assistance; however, it is the responsibility of the CDA candidate to complete all necessary course work and documentation as required for the credential.
4. Upon completion of the required course work and documentation, the CDA candidate with support from the CDA Administrative Assistant will apply for the CDA credential. The Head Start/Early Head Start program will pay the assessment fee.
5. CDA candidates will meet with a CDA Professional Development Specialist (PD Specialist) from the CDA Council to complete an observation-based assessment.
6. Upon review by The Council for Early Childhood Professional Recognition, a CDA Credential will be either awarded or denied.

## Child Development Associate (CDA) Training and Credential

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7. If the CDA credential is awarded, the employee will inform the CDA Administrative Assistant and submit a copy of the credential.
8. The CDA Administrative Assistant will file a copy of the credential in the candidates training file.
9. For Region 16:
  - a. The CDA Administrative Assistant will notify the Director of Direct Services and the appropriate administrative assistant of the CDA completion.
    - The Director of Direct Services will notify the Business Office of the staff member's completion.
    - The appropriate administrative assistant will update the staff information in data base.
  - b. The CDA Administrative Assistant will file the certificate in the candidate's training file.
10. For regional:
  - a. The CDA Administrative Assistant will notify the Director of Direct Services and the appropriate administrative assistant of CDA completion.
    - The Director of Direct Services will notify the Business Office of the staff member's completion.
    - The appropriate administrative assistant will update the staff information in data base.
  - b. The CDA Administrative Assistant will file the certificate in the candidates training file.
  - c. It is the determination of the district if they choose to pay the additional \$300.00 for CDA to their staff.
11. If the CDA credential is denied, the employee will work with the CDA Administrative Assistant to prepare for reassessment as soon as possible, based on recommendations from the candidate's Principal, Director, and/or staff.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Classroom Daily Schedule  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.31 (1) (ii)

**Policy:**

An appropriate daily schedule for an early childhood classroom should allow a balance of various activities.

**Procedure:**

1. Head Start/Early Head Start teachers will prepare a daily schedule with intentionally planned developmentally appropriate activities that will include the following:

**Head Start**

Personal Hygiene  
Large group activities  
Small group activities  
Learning Centers  
Gross motor activities  
Mealtime/Snacks  
Outdoor play, weather permitting  
Music  
Rest/nap time (suggested 60-90 min. block)

**Early Head Start**

Personal Hygiene  
Large group activities  
Small group activities  
Free choice of activities  
Gross/Fine motor activities  
Outdoor play, weather permitting  
Mealtime/Snacks  
Music and movement  
Rest/nap time, when appropriate

2. The daily schedule is written with the curriculums recommended schedule in mind. This ensures that each of the above activities are included and that a balance and flow of various activities is scheduled.
3. A copy of the daily schedule will be sent by the teacher or director to the Education Specialists, Early Childhood Principal or Early Head Start Specialist to be filed.
4. A current daily schedule will be posted in the classroom.
5. **Head Start** - The teacher will utilize a pictorial daily schedule in the classroom at children's eye level. The teacher will refer children to the chart and assist them in understanding what activity is to come next.
6. **Early Head Start** – Directors will send current teacher planning schedule to the Early Head Start Administrative Assistant.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Curriculum  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.32, 1302.34(4), 1302.35

**Policy:**

The Head Start and Early Head Start program must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements as appropriate, that:

- Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation
- Are aligned with the Head Start Early Learning Outcomes Framework, and the Texas Pre-Kindergarten Curriculum Guidelines, or the Infant/Toddler Learning Guidelines
- Have an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn.
- Support staff to effectively implement curricula and at a minimum monitor curriculum implementation and fidelity, provide support, feedback, and supervision for continuous improvement of implementation through the system of training and professional development. Instructional plans will reflect the use of activities, strategies and materials from the state adopted curriculum, 80% of the time.
- The program must allow parents the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program.

**Home Base**

- Promotes the parent's role as the child's teacher through experiences focused on the parent-child relationship and, as appropriate, the family's traditions, culture, values, and beliefs.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Daily Communication Sheet  
**Program:** Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.34(b)(2)

**Policy:**

To keep the parents informed about their child's day in Early Head Start, the teacher will complete a Daily Communication Sheet form (EHS.16) for each child. With prior approval from Coordinated Services Specialist, sites will be allowed to use electronic applications and/or software to share this same information.

**Procedure:**

1. At the start of each day, the teacher will begin the Daily Communication Sheet by filling out the child's name, date, and center/caregiver.
2. The teacher will document the time of, each diaper change/check and note if the child was dry, wet, or had a bowel movement. The same will be written for toileting.
3. After each meal and snack, the teacher will mark the amount eaten in the designated box on the Daily Communication Sheet form (EHS.16).
4. The teacher will document achievements or milestones in the appropriate section.
5. The white copy will be sent home daily. The yellow copy will be kept onsite for three months and then shredded.
6. If using electronic applications/software instead of Daily Communication Sheet form (EHS.16) with prior approval, the teacher must include the same information as above.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

Subject: Developmental Screening  
Program: Head Start/Early Head Start

Section: Education  
Date Revised: April 20, 2021

Policy Council Approval: May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.33(a) (1)(2)(3), 1302.35 (f)

**Policy:**

In collaboration with each child's parent and within 45 calendar days of the child's entry into the program, the Head Start and Early Head Start staff will conduct a brief standardized developmental screening to indicate if a child may need further evaluation to determine whether the child has a potential delay or disability.

**Procedure:**

**Head Start**

1. A trained classroom staff member will administer a developmental screener to each child, no earlier than 20 days of enrollment and no later than 35 days of enrollment.
2. The teacher will complete, score, and record the screening results in the data management system and in the screener system.
3. The teacher will share with parents at initial parent conference and document in the data management system under Education-Events-Add Event-1st Parent Conference-Event Notes (time stamp and note parent conference and that results were shared).
4. A team of specialist will review the results for children that may be at risk. The team of specialist will gather input and recommendation for child before meeting. If a delay or disability is suspected the specialist/principal will refer to the local agency responsible for implementing Individuals with Disabilities Education Act (IDEA).
5. As new students enroll, steps 1 – 4 above will apply and are to be completed.
6. We will not administer screener for any student that enrolls in school with less than 20 days left in the school year.

**Early Head Start**

1. A trained classroom staff member will administer a developmental screener.

**New Student Timeline:**

- Teacher will administer between 20-35 days of enrollment.
- Teacher, director, and/or assigned person will enter as an event in data management system between 35-45 days of enrollment.
- Data will be analyzed by a team of specialist in August yearly. (Students enrolling throughout the year will be met on monthly.)



#### Returning Student Timeline:

- Teacher will administer 2 weeks prior to the final/2nd home visit of the program year.
  - Teacher, director, and/or assigned person will enter as an event in data management system by May 1st.
  - Data will be analyzed by a team of specialist in June yearly.
2. Teacher will complete, score, and record the results in the data management system and in the screener system. Teacher will complete the screener along with the parents using one of the following options:
    - Preferred – Teacher completes the entire assessment. Teacher will share results with parent/s, if parent/s disagree or have concerns, the teacher will ask the parent to complete an additional ASQ-3. If scores are vastly different, then the teacher will give copies of both parent and teacher assessment to the Disability Specialist.
    - The teacher will complete the parts/questions that he/she can answer. The teacher will ask the parent/s for help on those the teacher is unable to answer.
    - Teacher and parent/s meet and complete screener together.
    - The teacher will share with parents within 2 weeks from completion of screener.
  3. The teacher will share with parents at initial parent conference and document in the data management system under Education-Events-Add Event-1st parent conference-event notes (time stamp and note parent conference and that results were shared).
  4. A team of specialists will review the results for children that may be at risk. The team of specialists will gather input and recommendation for child before meeting. If a delay or disability is suspected the specialist/principal will refer to the local agency responsible for implementing Individuals with Disabilities Act (IDEA).
  5. As new students enroll, steps 1 – 4 above will apply and are to be completed.

#### Head Start and Early Head Start Home-Based Program Option

1. A trained Home Educator will administer with the parent a developmental screener to each child within 45 days of his/her enrollment. When completed, the Home Educator will score and record the screening date and results in the data management system. The Home Educator will review the results of the screener within 2 weeks of giving the screener.
2. The team of specialist will meet with the Home Educator to discuss the screener results and how to provide support for children that may be at risk.
3. As new students enroll, the Home Educator and parent will screen student within 45 days of enrollment, record the results in data management system, and review results with parents within 2 weeks. The Home Educator will notify the team of specialist to review new screener results.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:**      **Developmentally Appropriate  
Practices**

**Section:**        **Education**  
**Date Revised:**    **April 20, 2021**

**Program:**      **Head Start/Early Head Start**

**Policy Council Approval:**    **May 5, 2021**

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**Regulation Reference:**      45 CFR Part(s):                      1302.31(b)(1)(iv)

**Policy:**

A developmentally appropriate educational program for young children is composed of both **concrete** and **abstract** experiences that provide knowledge of themselves and the world around them. The Head Start program helps young children develop basic skills, concepts, knowledge, and attitudes in the important areas of cognitive, social and emotional behavior, and physical skills. The Head Start Early Learning Outcomes Framework: Ages Birth to five is a guide to foster implementation of effective teaching and program practices.

**Procedure:**

The daily lesson plans for each class will include activities that foster development of the skills listed below.

1. **Approaches to learning** - focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning.
  - Emotional and behavioral self-regulation
  - Cognitive self-regulation
  - Initiative and curiosity
  - Creativity
  
2. **Social & Emotional Development** - Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.
  - Relationships with adults
  - Relationships with other children
  - Emotional functioning
  - Sense of identity and belonging
  
3. **Language and Literacy** - Communication is fundamental to the human experience, and language and literacy are essential to children's learning.
  - Vocabulary
  - Communication and speaking
  - Attending and understanding
  - Phonological Awareness
  - Print and Alphabet knowledge
  - Comprehension and text structure
  - Writing

## Developmentally Appropriate Practices

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4. **Cognition** - Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world.
  - Counting and Cardinality
  - Operations and Algebraic thinking
  - Measurement
  - Geometry and Spatial Sense
  - Scientific Inquiry
  - Reasoning and Problem-Solving
5. **Perceptual, motor, and physical development** - is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.
  - Gross Motor
  - Fine Motor
  - Health, Safety, and Nutrition

### Technology use in the classroom:

1. Commercial entertainment videos (i.e., Lion King, Snow White, etc.) are not considered developmentally appropriate for the early childhood classroom.
2. Educational videos (i.e., Bright Smiles, Food Groupies, etc.) may be shown on a limited basis.
3. Other educational videos must be pre-approved by the Early Childhood Principal or Specialist.
4. If video, computer games, or tablet apps are used as an activity for children, staff must ensure that they:
  - Are related to the planned activities:
  - Are age-appropriate; and
  - Do not exceed one hour per day, within the Head Start classroom
5. Activities using TV/video, computer, or video games are prohibited for Early Head Start children.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Effective Teaching Practices  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.31(b)(1)(2)

**Policy:**

The teaching staff will provide responsive care, effective teaching, and an organized learning environment that promotes healthy development and children’s skill growth aligned with the Head Start Early Learning Outcomes Framework: Birth to Five, including children with disabilities and integrate child assessment data in individual and group planning.

**Procedure:**

1. The teaching staff will receive training in appropriate standards, curricula, assessment, and observation tools.
2. The teaching staff will implement/reflect on the trainings listed above.
3. This process will ensure effective teaching practices continue to be practiced and built upon in the classroom.

**Effective Teaching Practices:**

The following effective teaching practices will be monitored through formal and informal observations.

- Nurturing and responsive practices, interactions, and environments that foster trust and emotional security (CLASS - emotional support).
- Environments that are communication and language rich; promote critical thinking and problem solving (CLASS - instructional support).
- Language development that reflects social, emotional, behavioral, and self-regulation (CLASS – emotional support).
- Provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities (CLASS – teacher sensitivity).
- Focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework; ages Birth to Five, by aligning with and using the Framework and the curricula to direct planning of organized activities, schedule lesson plans, and implementing high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning (CLASS – teacher sensitivity).

## Effective Teaching Practice

### Page 2

- Utilize child assessment data to guide individual and group planning (CLASS - instructional support).
- Include developmentally appropriate learning experiences in language, literacy, social and emotional development, math, science, social studies, creative arts, and physical development that are focused toward achieving progress outlined in the Head Start Early Learning Outcome Framework: ages Birth to Five (CLASS – overall).

### Dual Language Learners:

- Implement research-based teaching practices that support language development.
- For infants or toddlers include teaching practices that support home language and expose the child to English.
- For preschool include teaching practices that focus on English acquisition and development in home language.
- If staff does not speak home language of the child, the classroom will support the development of the home language through the use of meaningful, culturally, and linguistically appropriate materials.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Family Engagement in Education  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.51(a)(1), 1302.34(a)

**Policy:**

Center-based and family childcare programs must structure education and child development services to recognize parents' roles as children's lifelong educators. A program must provide shared responsibility with parents for children's early learning and development and implement family engagement strategies.

**Procedure:**

**Head Start:**

To facilitate growth and development in family literacy, a take-home library will be provided for each classroom.

1. Teachers will maintain a supply of take-home books.
2. Teachers will set up a system for checking out books regularly in their classroom and keep documentation.
3. The documentation of books read by each child will be placed in the child's portfolio in classes for three and four-year-old children.

**Early Head Start:**

To facilitate growth and development in family engagement the following will be provided quarterly to the families.

- Research based parenting curriculum with resources that align with the Head Start Early Learning Outcomes Framework that are designed to support families in extending their child's learning from the classroom.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Full Day Rest Time Routine  
and Practices  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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<b><u>Regulation Reference:</u></b>	45 CFR Part(s):	1302.31(e)(1)
	State of Texas Minimum Standards for Child Care Centers	746.2907
	Caring for Our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, Fourth Edition NAEYC, Dec/Jan 2017	3.3.0.4, 5.4.5.1

**Policy:**

A program must implement an intentional, age appropriate approach to accommodate children's need to nap or rest, and that, for preschool age children in a program that operates for 6 hours or longer per day:

- Provides a regular time every day.
- Children are encouraged, but not forced to rest or nap.
- Program must provide alternative quiet learning activities for children who do not need or want to rest or nap.
- Children will be supervised during rest time and maintain staff ratios. Staff supervises by sound and by frequent visual checks.

**Procedure:**

**Rest Time as part of the daily schedule:**

The daily routine will include a regularly scheduled rest period (suggested block of 60-90 minutes).

- Staff will maintain a consistent rest time routine.
  - Cot/mat placement will be consistent from day to day, as much as possible.
  - When appropriate, children will assist with setting up for rest time.
  - Guide children to go to the bathroom prior to laying down to rest.
  - To the extent possible, staff will schedule calming activities before rest time to help prepare children's bodies for rest time.
  - Encourage them gently and quietly in this routine.
  - Staff will create a calm environment by using quiet voices, dimming lights, playing calm, soothing music or read a story with a calm voice.
  - You must provide alternative quiet learning activities to children who are awake after resting or sleeping for 30 minutes.

## Full Day Rest Time Routine and Practices

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#### Cleaning and care of cots/mats and bedding:

- Each cot or mat will be washable.
- Cots or mats must be cleaned daily with a disinfectant solution and rinsed with clear water and allowed to air dry. In addition to weekly cleanings, any time the mat is soiled with bodily fluids or after a child's illness the mats need to be cleaned.
- Cleaning, sanitizing, and disinfecting products should not be used in close proximity to children and adequate ventilation should be made during use.
- Bedding (i.e. blankets) that touches a child's skin should be cleaned weekly. In addition to any time that the mat is soiled with bodily fluids or after a child's illness, the bedding (i.e. blankets) shall be sent home to be cleaned.

#### Storage of mats/cots and of bedding:

- Each child who is resting shall have individual bedding consisting of a blanket or a sheet.
- Children may bring blankets for rest time should be of a type that can be washed.
- Each child's bedding should be kept separate from other children's bedding, on the cot/mat or stored in individually labeled bins, cubbies, or bags.
- The sleeping surfaces of one child's rest equipment should not come in contact with the sleeping surfaces of another child's rest equipment during storage.

#### Sleep and Rest Areas:

- Facilities should have an assigned individual cot or mat for each child who spends more than six hours a day at the facility.
- Cots or mats in which children are sleeping/resting on, should be placed at least three feet apart. If the room used for sleeping cannot accommodate three feet of spacing between children, it is recommended for caregivers/teachers to space children as far as possible from one another and/or alternate children's head to feet.



**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Home Visits/Parent Conference  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.34(b)(7)

**Policy:**

As part of family engagement in education services, the teacher will conduct at least two home visits and two formal parent conferences per program year for each family.

**Procedure:**

No matter the date of enrollment, every child will receive 2 home visits and 2 parent conferences per school year.

**Head Start**

1. Teachers will schedule an initial home visit before the program year begins, if feasible, to engage the parents in the child's learning and development. Such visits may take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff.
2. Teachers will schedule a second home visit with each family for the child to discuss educational progress and transition by completing Classroom Home Visit/Parent Conference Documentation form HS.121A and A Star and A Wish form HS.121B.
3. Teachers will schedule an initial formal parent conference after the 45-day screener is completed, if feasible, to discuss the results of the screening and the child's baseline data if available.
4. Teachers will schedule a second formal parent conference in the spring semester to discuss progress/concerns and activities in the program.

**Early Head Start**

1. Teachers will schedule and conduct an initial home visit and end of year home visit each program year until the child transitions out of the Early Head Start program. (Initial home visit will use the Initial Home Visit Parent Interview form EHS.21 and keep in notebook.)
2. Teachers shall include the following at parent conferences/home visits and document on the Classroom Home Visit/Parent Conference Documentation form EHS.121 and in the data management system.
  - Current developmental progress from assessment data.
  - Screener results that may not have been discussed yet.
  - Any concerns or important feedback.
  - Any applicable parenting support from curriculum.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Learning Centers  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** February 12, 2020

**Policy Council Approval:** February 19, 2020

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**Regulation Reference:** 45 CFR Part(s): 1302.31(d)

**Policy:**

Classrooms will be organized to include the following suggested learning centers: Math and Science, Pretend and Learn, Construction, Writing, Creativity Center, ABC, and Library/Listening.

**Procedure:**

**Establishing Learning Center Areas:**

1. The learning center area will be clearly defined through placement of furniture and dividers.
2. Learning center areas will be labeled with appropriate words, pictures, and/or symbols and labels should be at children's eye level.
3. The arrangement of work and play areas should make maximum use of the space available and should creatively take into account any fixed features or special limitations of the room. Teachers will be aware of potential hazards, such as heating units or electrical outlets, when arranging furniture or displaying paper materials.
4. Noisy centers will be located away from quiet centers whenever possible.
5. Materials will be stored in an orderly fashion and accessible in order to promote independence.
6. All centers will have an adequate variety of materials and materials will be rotated regularly to stimulate interest.
7. Materials not intended for free access will be stored out of children's reach or in locked cabinets, rather than on open shelves.
8. Materials will be checked regularly to be sure they are in good repair. Teaching staff will make simple repairs; more extensive repair needs will be reported to the center principal and/or education specialist.
9. The arrangement of learning centers will not leave large, open spaces that invite running in the classroom.
10. Flow of traffic in the classroom will be observed carefully and adaptations in room arrangement made as needed.

## Learning Centers

### Page 2

11. Boys and girls will receive equal encouragement to use all learning centers without gender stereotyping.
12. Management systems are in place in order for students to experience maximum learning and classroom success.

### Using Learning Centers:

1. The daily schedule will provide as much time as possible for children to use the learning centers. Learning centers are most effective when children are given generous blocks of time during which to use these work/play areas. The daily schedule will allow for a minimum of 45 minutes for learning center use, and it is conceivable that children might work productively in centers for as long as 90 minutes. Children will be allowed the time and support to finish the activities they begin and when ready, allowed to move into another learning center and select another activity.
2. Teacher introduces, describes, or models opportunities and expectations available before going to centers, (e.g.) demonstrate how to use a new center activity, review existing activities/materials).
3. The teacher will circulate and interact during learning center time to provide guidance, enrichment, and language development. **This availability to children will ensure meeting individual child needs and a time to observe and document the progress of the children.**

### CONSIDERATIONS FOR SPECIFIC LEARNING CENTERS

#### Library/Listening:

1. The Library/Listening center should be a, quiet place for children to read and explore books and stories. This center will include adequate space for book browsing by small groups or individuals. The center will provide a comfortable and pleasant atmosphere.
2. The Library/Listening center should contain a selection of carefully chosen sturdy books with a variety of stories, attractive illustrations, and simple, familiar plots. These should be chosen from the best of books available for young children and should include some books that are so familiar the children can "read" them, as well as less familiar ones. The selection should include books of different genres and those that contain characters from and information on the cultures of the children included in the group, as well as children's books written by authors who are of the same culture as children in the group.
3. Books will be neatly displayed, with covers visible to facilitate easy identification and selection. Books displayed will be rotated periodically to encourage interest.

## Learning Centers

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4. Permanent book collections are provided for each classroom, and additional books are available for checkout from the school/center and local public libraries.
5. The books on display will be read and used with the children to stimulate interest and independent book handling.
6. The Library and Listening center may share resources as children select books with stories on CDs or tapes that the children can listen to as they look at the books. Puppets and a puppet theater may also be available as children choose to act out stories.
7. Each classroom may have a CD player, tape recorder, headsets, and a selection of tapes and CD's, which will include both stories and musical experiences.

### Construction Center:

1. In the Construction center children explore and learn spatial and mathematical concepts and build their own settings in which to pretend. Teachers should suggest activities that integrate themes, materials and/or props.
2. Adequate floor space must be provided for the construction center.
3. The Construction center will include wooden unit blocks, block accessories (people, animals, transportation toys, traffic signs) and sturdy materials such as packing material, rug samples, spools, along with books, maps, and writing materials and other unusual finds with construction potential.
4. Orderly storage space and labels for blocks and block accessories will be provided to support independent access and to enhance the learning potential at cleanup time.
5. Theme books and appropriate writing materials will be available for student use.

### Math/Science Center:

1. Materials in the Math/Science center should allow children to develop small muscles and fine motor skills; eye-hand coordination; number, color, and spatial concepts; and problem-solving skills.
2. The Math/Science center should always contain a large variety of items, which invite investigation and experimentation. These items will be rotated regularly to stimulate children's interest and exploration, and may include items related to themes or seasons, in addition to basic items.
3. Materials that might be used in this center are various types of measuring devices, clocks, timers, non-breakable thermometers, large magnets, magnifying glasses, scales, stethoscope, binoculars, globe, and related books and writing materials.

## Learning Centers

### Page 4

4. The sand/water table with accessories may be located near the Math/Science center.
5. Theme books and appropriate writing materials will be available for student use.

### Pretend and Learn Center:

1. The goal for the pretend and learn center is to provide opportunities for children to learn about occupations, their community, and cultures of the world.
2. The pretend and learn center will include items, such as:
  - a. Furnishings that simulate a home
  - b. Other settings for exploration might include, stores, medical or dental offices, post offices, vet clinics, emergency responder settings (hospital, fire station, police station, ambulance). Settings should be linked to the themes found in adopted curriculum. Dress up clothes or costumes, associated with a variety of occupations and circumstances may be included in this center.
  - c. When being used, the dolls and doll clothes must be kept clean. The children should be allowed to bathe the dolls and wash the doll clothes when they are dirty.
  - d. Theme books and appropriate writing materials

### Creativity Center

1. The Creativity Center should contain a variety of materials that children can use for creative expression and that foster independent participation. The activities should be supported by using the following materials: painting, drawing, collage, clay, play dough and construction. Teacher should provide guidance however this center is also the place where students explore the use of glue, scissors, and other art supplies independently.
2. Materials should be labeled, stored and available so that children can use them as independently as possible.
3. The Creativity Center should be near a water source if possible.
4. The Creativity Center will include a variety of surfaces on which to paint, draw, or glue such as various types and colors of paper, such as "paper" bark from trees, smooth stones, etc.
5. A variety of items that the children can manipulate will include paints, finger-paints, pencils, crayons, washable markers, colored pencils, scissors, and chalk. **Coloring sheets or black-line masters are not acceptable.**

## **Learning Centers**

### **Page 5**

6. Children's artwork should be displayed at their eye level, when possible.
7. The creative process, not the outcome, should be the focus of the activity.
8. Theme books and appropriate writing materials will be available for children's use.

### **Writing Center:**

1. The writing center will include a variety of writing materials, such as, pencils, markers, paper, pens, stationary, chalk/white boards, envelopes, clip boards, scissors, and tape. Writing experiences should be encouraged by placing writing supplies in all learning center areas. In addition to guided journal writing, journals could be added to this center.
2. Children's names, vocabulary words, environmental print and other writing models should be available to students in the writing center
3. Books will be available for children's use.

### **ABC Center:**

1. The ABC Center provides opportunities for children to identify, write, organize, and manipulate letter and sounds.
2. ABC Center will include a variety of materials such as, alphabet stamps, magnetic letters, magna doodles, markers and dry erase boards, chalk, and chalk boards.
3. Books will be available for children's use.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

<b>Subject:</b> Lesson Plans	<b>Section:</b> Education
<b>Program:</b> Head Start/Early Head Start	<b>Date Revised:</b> April 20, 2021
<b>Policy Council Approval:</b> May 5, 2021	

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**Regulation Reference:** 45 CFR Part(s): 1302.31(b)(ii), 1302.31(c)

**Policy:**

Teaching practices will focus on promoting growth in the developmental progressions described in the Head Start Early Learning Outcomes Framework: Ages Birth to Five by direct planning of organized activities, schedules, and lesson plans.

**Procedure:**

1. Must include developmentally appropriate learning experiences in language, literacy, social emotional learning, math, science, social studies, creative arts, and physical development.
2. Should include both teacher directed and child-initiated activities.
3. Must include opportunities for individual, small group, large group, quiet learning activities, and the utilization of the 7 super learning centers (creative station, pretend and learn, math and science, construction, writing, library, and ABC).
4. Will include higher-level vocabulary and higher-level questioning related to curriculum.
5. Planned and purposeful transitions must be included and utilized.
6. Instructional plans will reflect the use of activities, strategies, and materials from the state adopted curriculum, 80% of the time.
7. Lesson plans are expected to be sent to the Education Specialist the week prior to instruction.

**Head Start/Early Head Start Lesson Plans:**

1. Each teaching team will develop a weekly lesson plan, that focuses on achieving progress outlined in the Head Start Early Learning Outcomes Framework: Ages Birth to Five.
2. Weekly lesson plans should include skills from the ongoing assessment instrument and should be developmentally appropriate.
3. Based on each child's individual development, teachers will incorporate activities to support child's need within the lesson plan.
4. Current lesson plans should be available in the classroom and available for viewing.
5. Lesson plans will be submitted to the Head Start Education Specialist, or Head Start Early Childhood Principal on a weekly basis. EHS: Lesson plans must always be current and posted.

## Lesson Plans

### Page 2

6. For a preschool age dual language learner, lesson plans include teaching practices that focus on both English language acquisition and the continued development of the home language.

#### **Head Start/Early Head Start Procedure for the Home-Based Lesson Plans:**

1. The Home Educator will follow the home lesson process of the Parents as Teachers curriculum by addressing the three key areas of parent-child interaction, child development and family well-being.
2. Home Educators will be trained and certified using the Parents as Teachers Foundational curriculum and the 3-K curriculum.
3. Individualization based on available screenings, ongoing assessment, developmental need, and parent input will be used to develop lesson plans.
4. Home Educators will begin lessons by completing the Foundational Personal Visits with families.
5. Once the Foundational Personal Visits have been completed, the Home Educator will continue lessons using Persona Visit Guides.
6. The Home Educator will enter all documentation weekly in the online documentation system used by the program.
7. Lesson plans will be monitored by the Home-Based Coach.



**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Materials and Space for Learning  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 21, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.31(d)

**Policy:**

To support the curriculum and learning environment, Head Start and Early Head Start must provide age-appropriate equipment, materials, supplies, functional space, and physical space for indoor and outdoor environments. Equipment, supplies, materials, and space must be accessible to children with disabilities with allowable accommodations.

**Procedure:**

1. Supplies, materials, equipment, and learning environment must be changed intentionally and periodically to support children's interests, development, and learning.
2. Teaching staff will report broken, missing, or needed items in writing to the Coordinated Services Specialist, Education Specialist, Early Childhood Principal, or Director.
3. The Coordinated Services Specialist, Education Specialist, Early Childhood Principal, or Director will notify the Education Coordinator.
4. Equipment, toys, and furniture must be stored in a safe and orderly fashion when not in use.
5. Materials not intended for free access will be stored out of children's reach rather than on open shelves or turned shelves.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Ongoing Assessment  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.33 (b)

**Policy:**

Ongoing observations and assessments will be conducted for each child to provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Child Outcomes Framework: Birth to Five

**Procedure:**

- Observations and assessments will be used to determine a child's strengths and needs, inform, and adjust strategies to better support individualized learning and improve teaching practices in center based and improve home visit strategies with parents in home-based models.
- Classroom staff or home educators will actively observe and record, in an on-going manner, all children by using a standardized, structured ongoing assessment. (Head Start will also utilize student portfolios)
- If a program serves a child who speaks a language other than English, a program must use qualified bilingual staff contractor or consultant to:
  - a. Assess language skills in English and in child's home language
  - b. Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development skills
  - c. Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer screening or assessment
  - d. If a program serves a child who speaks a language other than English, and no one is able to test in their language a program must use an interpreter with a qualified staff member/parent to conduct screening and assessments
  - e. If a program serves a child who speaks a language other than English and can demonstrate that there is not a qualified bilingual staff person or interpreter, then screenings and assessment may be conducted in English. In such case, a program must also gather and use other information including structured observations over time and information gathered in a child's home language from the family.
- The teacher/home educator will discuss the child's learning progress throughout the year; the teacher will conduct 2 formal parent conferences and 2 formal home visits a year to discuss progress on the school readiness goals.

**Ongoing Assessment**  
**Page 2**

**Early Head Start**

Individual student progress will be documented weekly in the areas of:

- Social Emotional
- Physical
- Cognitive
- Language
- Literacy
- Math

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Outdoor Play and Materials  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 30, 2020

**Policy Council Approval:** May 6, 2020

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**Regulation Reference:** 45 CFR Part(s): 1302.31(c)(2); 1302.31 (e)(4)

**Policy:**

In center-based settings, the Head Start program must promote each child's physical development by providing sufficient time, outdoor space, equipment, materials and adult guidance for active play and movement that promotes healthy development and children's skill growth aligned with the Head Start Early Learning Outcomes Framework.

The daily schedule will include outdoor play.

**Procedure:**

1. When inclement weather prohibits outdoor play, the staff will provide gross motor activities in an alternate location.
2. Staff will take a first aid kit to the playground during outdoor play. (See Playground Safety.)
3. Each day staff & students will return materials to the appropriate storage area.
4. Some classroom experiences can be provided in outdoor environments with proper preparation and materials – examples: easel painting, music experiences, snack time, story time, water play, etc. Staff shall promote children's active play by modeling safe use of outdoor materials and equipment while participating in children's activities, as well as supervising and keeping children safe at all times.
5. For Head Start children ages three to five, the following items are recommended for use on the playground: jump ropes, balls, tossing games, shovels, buckets and pails, parachute, etc. All materials will be developmentally appropriate for young children.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Playground Supervision  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** December 16, 2019

**Policy Council Approval:** February 19, 2020  
**Governing Body Approval:** March 27, 2020

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**Regulation Reference:** 45 CFR Part(s): 1302.31(c)(d)

**Policy:**

Head Start/Early Head Start staff will provide active supervision to ensure the safety of Head Start/Early Head Start children while on the playground. All staff will follow procedures as outlined in the Significant Incident Reporting policy.

**Procedure:**

1. Required Head Start/Early Head Start child/staff ratios will be maintained on the playground.
2. Head Start/Early Head Start staff and/or parent volunteers will guide outdoor play.
3. Head Start/Early Head Start staff and/or parent volunteers will station themselves around the playground where children will always be within their field of vision. i.e., zoning.
4. Head Start/Early Head Start staff will receive training and will remain current in First Aid and pediatric CPR techniques.
5. While on the playground, Head Start/Early Head Start staff members will carry first aid kits, at least one per classroom. The Head Start/Early Head Start first aid kit will contain the following items:
  - a. Latex gloves,
  - b. Non-sterile gauze pads,
  - c. Assorted Band-Aids,
  - d. Micro shield (for CPR),
  - e. Facial tissues,
  - f. Roll of adhesive tape, and
  - g. Anti-septic towelettes.
  - h. Emergency Notebooks (Early Head Start Only)

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Portfolios  
**Program:** Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.33 (b) (1-2), 1304.31(b)

**Policy:**

A program must conduct standardized and structured assessments, which may be observation-based or direct for each child that provide ongoing information to evaluate the child's developmental level and progress in outcomes aligned to the goals described in the Head Start Early Learning Outcomes Framework.

**Procedure:**

1. Teachers will construct and update a portfolio for each child enrolled.
2. The following items will be included:
  - a. Monthly creative art samples (drawings, paintings, collages)
  - b. Monthly child writing samples
  - c. Self-portrait (4 times a year)
  - d. Child name writing samples (4 times a year)
  - e. Monthly written dictation of child's picture/writing.

Other items that may be included, but not limited to:

- Anecdotal records
- Children Learning Institute (CLI) data reports
- "A Star and a Wish" form HS.121(B)

3. All portfolio items will include the child's name and date the work was done.
4. The teacher will use the portfolio as documentation of ongoing assessment and may share with parents, throughout the year
5. At the end of the year, the teacher will present the portfolio, and transition folder to the parents.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Supply Request  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2011

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.31(d)

**Policy:**

To ensure that classrooms are adequately and appropriately furnished, supplies will be ordered during the year, as funds allow.

**Procedure:**

**HEAD START**

1. Head Start teachers may request supplies, as needed through the Education Specialist or Early Childhood Principal.
2. The Education Coordinator will review and determine whether the request can be fulfilled based on the appropriateness, cost, and feasibility of the request.
3. Requests for items not on the approved Head Start classroom lists must be submitted in writing to the Education Specialist. Staff at the Cleveland and Nelson Street Centers must submit the written request to the Early Childhood Principal.
4. The request must contain the following:
  - name of teacher and school/center
  - item requested
  - brief explanation of how and why the item will be used in the classroom
  - justification information indicated

**EARLY HEAD START**

1. Early Head Start teachers may request age-appropriate approved items in writing. Specific items must include:
  - company name
  - product name
  - item number
  - teacher name
  - school/center
  - and justification for need
2. The Education Coordinator along with the Coordinated Services Specialist and staff member in charge of inventory will review and determine whether the request can be fulfilled based on the appropriateness, cost, and feasibility of the request.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Transition Training  
**Program:** Head Start/Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.70(a), 1302.71, 1302.72

**Policy:**

Designated staff from each Head Start/Early Head Start site will attend training on transition into and out of the Head Start and Early Head Start program annually.

**Procedure:**

1. The Early Childhood Principal and Education Specialists in conjunction with the administrative team and other specialists will establish the transition training schedule and format.
2. The Early Childhood Principal and Education Specialists will be responsible for consultants, agendas, handouts, registrations and evaluations for training on transition.
3. In the spring, staff will receive transition packets to distribute to Head Start parents at the final home visit. The packets will include the following:
  - a. "Journey to a Successful Education" form (I-HS.23) – A Parent's Guide to Transition
  - b. A calendar of summer activities
  - c. Receipt of Transition Folder form (I-HS.13)
  - d. Information to prepare parents to exercise their rights and responsibilities concerning the education of their children in the school setting. (FERPA)
4. Family Service Assistant will let parent know that the Child Health Summary and details are available upon request.



**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Transitioning out of the EHS Program  
**Program:** Early Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.71 (a, b, c, d, e)

**Policy:**

Early Head Start staff will implement transition strategies and practices from annual transition training to support a successful transition for the children and families transitioning out of Early Head Start. The Cleveland Center staff will follow the Education Procedure - EHS Transition Flow Chart-Cleveland.

**Procedure:**

Regional Sites:

On the 15th of each month, the Family Services staff will run report 2025-Enrollment Priority from the data management system and include enrolled, name, age, birthdate. This report will assist staff identifying which children need to begin the transition process and to analyze where children are in the transition process.

At 30 Months:

1. When a child turns 30 months, the Family Services staff will create the transition event in the data management system and do the following:
  - change the status to "In Process".
  - inform the teacher and nurse of the need to complete their respective sections in the data management system.
  - completes the Family Services section in the data management system.

By 31 Months:

1. The teacher has completed the developmental section in the data management system.
2. Health or Family Services has completed the health section in the data management system.
3. The Family Services staff has completed the disability section in the data management system and reached out to the Disability Specialist for assistance if the child is currently receiving ECI services.

By 32 Months:

1. The teacher and Family Services staff meet with the parent to have the transition meeting and do the following:
  - Go over the levels and information.
  - Inform the parent that a Head Start application is needed if the child needs to go to Head Start.

## Transitioning out of the EHS Program

### Page 2

#### By 33 Months:

1. The Family Services staff complete the Head Start application and inform the parents of the child's eligibility.
  - If the child is eligible, inform ERSEA staff to begin looking for available slots.
  - If the child is NOT eligible, the Family Services staff inform the parent and document the day the parent was informed.
  - Will assist the parent in finding alternate care for the child.

#### By 35 Months:

1. The Family Services staff will review the event for completion and will change the status in the data management system from "In Process" to "Complete" and save.

**REGION 16 EDUCATION SERVICE CENTER**  
**Head Start/Early Head Start**

**Subject:** Transitioning out of HS Program  
**Program:** Head Start

**Section:** Education  
**Date Revised:** April 20, 2021

**Policy Council Approval:** May 5, 2021

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**Regulation Reference:** 45 CFR Part(s): 1302.71 (a-c, e)

**Policy:**

The Head Start staff will implement transition strategies to support a successful transition to pre-kindergarten and kindergarten.

**Procedure:**

- At the end of the year home visit, teachers will meet with parents and discuss child's progress on school readiness goals.
- Teachers will provide parents with a transition folder and discuss the following:
  - a. Journey to a Successful Education form (I-HS.23) - parent's guide to transition
  - b. Summer activity calendar for parent/child
  - c. Family Education Rights and Privacy Act (FERPA)
- Teachers/Home Educators will encourage parents to register their children for the next year and provide information for pre-k and kindergarten registration for their child's home school.
- Teachers/Home Educators will encourage parent participation in "open house" programs provided by the next schools. Parents of children with disabilities will be encouraged to exercise their rights and responsibilities concerning the education of their children in the elementary school setting, including supports available to children with disabilities and various options for their child to participate.

Instructions for Transition Folder:

Receipt of Transition Folder

- Go over the form in detail with the parent/s
- Parent/s will sign form
- You will sign and date form
- A copy may be given to parent/s