

HEAD START/EARLY HEAD START EDUCATION POLICIES

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REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject:	Child Development Associate (CDA) Renewal	Section:	Education
Program:	Head Start/Early Head Start	Date Revised:	December 16, 2019
Policy Council Approval:	February 19, 2020		

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

Policy:

All Head Start/Early Head Start staff with a Child Development Associate (CDA) credential will renew the certification prior to the expiration date.

Procedure:

1. The CDA administrative assistant will maintain records indicating expiration dates of staff CDA credentials.
2. The CDA administrative assistant will notify the candidate (Region 16 employee, Regional HS instructional aide, or Early Head Start teacher working for an Early Head Start collaborating child care center) of the expiration date of the CDA credential, advise them on renewal requirements, and email renewal packet instructions.
3. The CDA administrative assistant completes the "Letter of Recommendation" form. The "Letter of Recommendation" form is located on the HS Share/Training/CDA/CDA Renewal letter-MASTER.
4. The CDA administrative assistant and candidate complete the "Renewal Application" form. The CDA Advisor signs the Early Childhood Education Review Information.
5. After checking with the child care director/principal, the CDA administrative assistant types a letter verifying the candidate has at least 80 hours of current work experience with young children.
6. The CDA administrative assistant obtains documentation that the candidate has a minimum of 4.5 CEU's or one 3-hour college class in Early Childhood Education and has a current first aid certificate. Copies of this information are obtained from the candidate's professional development record and filed with the renewal packet.
7. The CDA administrative assistant completes a requisition form for the \$150.00 renewal fee.
8. The CDA administrative assistant submits the renewal application, required documentation, and the renewal fee to the Council for Professional Recognition.
9. Upon receipt of the renewal certificate, the candidate submits a copy of the certificate to the CDA administrative assistant. The submitted copy is filed in the candidate's training file.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Child Development Associate (CDA) Training and Credential	Section: Education
Program: Head Start/Early Head Start	Date Revised: March 25, 2019
Policy Council Approval: March 27, 2019	

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

Policy:

Head Start: 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: 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 in a childcare that collaborates with Region 16 Early Head Start through contracted services 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 Head Start/Early Head Start assists staff in acquiring the CDA credential.
2. All Head Start instructional/classroom assistants and Early Head Start teachers may enroll in seven hours of college course work or take the pre-school or infant toddler CDA online course.
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 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 representative and will be assessed.
6. Upon review by The Council for Early Childhood Professional Recognition, a Child Development Associate Credential will be either awarded or denied.
7. If the CDA credential is awarded, the employee will inform the CDA administrative assistant and submit a copy of the credential.

Child Development Associate (CDA) Training and Credential

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8. The CDA administrative assistant will submit a copy of the credential to the appropriate administrator and file a copy in the training file.
9. For Region 16 staff the Head Start Director of Direct Services will:
 - a. Complete a "Change of Employee Status" form and submits to the CFO/Controller who will approve and send to the Director of Human Resource Services.
 - b. Send a letter and a copy of the certification to the appropriate Principal.
 - c. Notify the designated administrative assistant to update the staff information database.
11. The CDA administrative assistant will file a copy of the staff member's certificate in their training file.
12. For regional staff the CDA administrative assistant will:
 - a. Send a letter with the Head Start Director of Direct Services signature to the district's business office with a copy to the campus principal informing him/her of the completion of the CDA credential and the availability of Head Start funds to support an increase in pay.
 - b. File a copy in the regional staff member's training file.
 - c. Notify the designated administrative assistant to update the staff information database.
13. 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 staff.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Classroom Daily Schedule
Program: Head Start/Early Head Start
Policy Council Approval: February 19, 2020

Section: Education
Date Revised: December 16, 2019

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

Washing hands
Brushing teeth
Large group activities
Small group activities
Center time
Gross motor activities
Mealtime/Snacks
Outdoor play, weather permitting
Music, rest/nap time, when appropriate

Early Head Start

Washing hands
Brushing teeth
Large group activities
Small group activities
Free choice of activities
Gross motor activities
Outdoor play, weather permitting
Mealtime/Snacks
Music, rest/nap time, when appropriate

2. The daily schedule is written to assure that each of the above activities is 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 Services Specialists, Early Childhood Principal or Early Head Start Coordinated Services Specialist to be filed.
4. A daily schedule will be posted in the classroom.
5. **Head Start** - The teacher will place 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.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject:	Curriculum	Section:	Education
Program:	Head Start/Early Head Start	Date Revised:	December 16, 2019
Policy Council Approval:	February 19, 2020		

<u>Regulation Reference:</u>	45 CFR Part(s):	1302.32, 1302.34(4), 1302.35
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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, Texas Pre-Kindergarten Curriculum Guidelines, and 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.
- 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: Head Start/Early Head Start
Policy Council Approval: February 19, 2020

Section: Education
Date Revised: December 16, 2019

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/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 at the top of the sheet.
2. The teacher will place the Daily Communication Sheet in such a position as to assure confidentiality.
3. 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.
4. After each meal and snack, the teacher will mark the amount eaten in the designated box on the Daily Communication Sheet.
5. The teacher will document achievements or milestones in the "Notes to Parents" section.
6. The yellow copy of the Daily Communication Sheet will be kept for three months and then shredded.
7. If using electronic applications/software instead of Daily Communication Sheet with prior approval, the teacher will follow procedures outlined by the Coordinated Service Specialist.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Developmental Screening
Program: Head Start/Early Head Start
Policy Council Approval: May 8, 2019

Section: Education
Date Revised: April 11, 2019

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 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 and Early Head Start Center-based Program Option

1. A trained classroom staff member will administer a developmental screener to each child within 45 days of his/her enrollment.
2. The teacher will complete, score and record the screening date and results in ChildPlus.
3. The Coordinated Services Specialist, Education Specialist, or Head Start Early Childhood Principals will review the results for children that may be at risk or delay. The Education Specialist or specialists will gather additional information from parents and teachers to determine a more accurate level of competency. 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) for a formal evaluation to assess the child's eligibility for services under IDEA. For children under three years of age, the specialist/principal will refer to a part C provider or rescreened in 60 days.
4. As new students enroll, classroom teachers will screen student within 45 days of enrollment and record the results in ChildPlus.
5. Will not administer screener for any student that enrolls in school with less than 45 days left in the school year or any student that enrolls after March 15 of the current school year.

Head Start and Early Head Start Home-Based Program Option

1. A trained Home Educator will administer a developmental screener to each child within 45 days of his/her enrollment. When completed, the Home Educator will score the screening and record the screening date and results in ChildPlus.
2. The Family Services Specialist will meet with each Home Educator to discuss any concerns and to provide support for children that may be at risk for delay.
3. As new students enroll, the Home Educator will screen student within 45 days of enrollment and record the results in ChildPlus.

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

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Effective Teaching Practices
Program: Head Start/Early Head Start
Policy Council Approval: February 19, 2020

Section: Education
Date Revised: December 16, 2019

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

Effective Teaching Practices:

- Nurturing and responsive practices, interactions, and environments that foster trust and emotional security.
- Environments that are communication and language rich; promote critical thinking and problem solving.
- Social, emotional, behavioral and language development.
- Provide supportive feedback for learning; motivate continued effort; and support all children’s engagement in learning experiences and activities.
- 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, schedules lesson plans, and the implementation of high-quality early learning experiences that are responsive to and build upon each child’s individual pattern of development and learning.
- Integrate child assessment data in individual and group planning.
- 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.

Dual Language Learners:

- Implement research-based teaching practices that support language development.
- Infant or toddler include teaching practices that focus on 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 do not speak home language of the child, the classroom will support the development of the home language by having 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
Policy Council Approval: February 19, 2020

Section: Education
Date Revised: December 16, 2019

Regulation Reference: 45 CFR Part(s): 1302.51 (a)(1)(3),
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. To facilitate growth and development in family literacy, a take-home library will be provided for each classroom.

Procedure:

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.
3. In classes for three and four-year-old, the teachers will submit a tally sheet recording the number of books read by each child to the Education Specialist, or Early Childhood Principal with a final tally in May.
4. A record of books read by each child will be placed in the portfolio in classes for three and four-year-old children.

Head Start procedures for tracking progress in the amount of time parents spend reading with their child as a part of the take home library process.

1. At the first home visit each year, teachers will survey parents asking the following questions:
 - a. How much time do you spend reading with your child?
 - b. How often did you read with your child?
 - c. Who reads with your child?
2. The beginning of year survey information will be compiled by Education Specialists and Early Childhood Principal to determine the program results for all 3 questions.
3. June 1st of each year, teachers will survey parents again by asking the following questions, after being in the Head Start Program for the year:
 - a. How much time do you spend reading with your child?
 - b. How often did you read with your child?
 - c. Who reads with your child?

Family Engagement in Education

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4. The end of year survey information will be compiled by the Education Specialist and Early Childhood Principal to determine the program results for all 3 questions.
5. Education Specialist and Early Childhood Principal will compare the beginning of year results to end of year results to determine growth, strengths, and concerns.
6. Education Specialist and Early Childhood Principal will analyze the results to determine necessary adjustments in training teachers, sharing information with parents, and emphasizing the purpose of the take home library.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject:	Full Day Rest Time Routine and Practices	Section:	Education
Program:	Head Start/Early Head Start	Date Revised:	April 30, 2020
Policy Council Approval:	May 6, 2020		

<u>Regulation Reference:</u>	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.

- 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.
 - Talk softly, dim the lights, and give every child a hug, a pat on the back, or a low five.
 - 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 weekly 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 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
Policy Council Approval: February 19, 2020

Section: Education
Date Revised: December 16, 2019

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:

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, except that 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 comprehensive home visit with each family for the child to discuss educational progress and transition.
3. Teachers will schedule a formal parent conference after 45 days, if feasible, to discuss the results of the screening and the child’s beginning progress in school.
4. Teachers will schedule a formal parent conference in the spring semester to discuss educational, developmental progress and activities in the program.

Early Head Start

1. Teachers will schedule and conduct an initial home visit and end of year home visit until the child transitions out of the Early Head Start program.
2. Teachers schedule the parent conferences after the fall and winter checkpoints.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject:	Learning Centers	Section:	Education
Program:	Head Start/Early Head Start	Date Revised:	February 12, 2020
Policy Council Approval:	February 19, 2020		

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

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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

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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

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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

Subject: Materials and Space for Learning

Section: Education

Program: Head Start/Early Head Start

Date Revised: December 16, 2019

Policy Council Approval: February 19, 2020

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 and physical space for indoor and outdoor environments, including functional space. 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 or missing items 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 replace items.
4. Equipment, toys, and furniture must be stored in a safe and orderly fashion when not in use.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject:	Ongoing Assessment	Section:	Education
Program:	Head Start/Early Head Start	Date Revised:	March 19, 2018
Policy Council Approval:	March 21, 2018		

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, anecdotal records, portfolios, and the ongoing assessment instrument.
- 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 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 maybe 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 meet with the parents formally two times a year to discuss progress on the school readiness goals.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Outdoor Play and Materials
Program: Head Start/Early Head Start
Policy Council Approval: May 6, 2020

Section: Education
Date Revised: April 30, 2020

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	Section: Education
Program: Head Start/Early Head Start	Date Revised: December 16, 2019
Policy Council Approval: February 19, 2020	
Governing Body Approval: March 27, 2020	

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)

HEAD START and EARLY HEAD START

1. Requests for items not on the approved Head Start or Early Head Start classroom lists must be submitted in writing to the Head Start Coordinated Services Specialist, Education Specialist. Staff at the Cleveland and Nelson Street Centers must submit the written request to the Early Childhood Principal.

2. 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

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

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

Section: Education
Date Revised: November 10, 2017
Date Reviewed: March 25, 2019

Policy Council Approval: November 15, 2017

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

Policy:

Head Start/Early Head Start staff will implement transition strategies and practices to support a successful transition for the children and families transitioning out of Early Head Start.

Procedure:

- Approximately 6 months in advance, EHS staff will identify children who will be turning 3 years of age, to ensure that the transition process begins at least six months prior to the child's third birthday.
- When the child is 30 months, Family Services Staff will schedule a transition collaboration meeting, between the family and necessary HS/EHS staff. The joint meeting discusses the child's developmental level, progress made by the family and child while in EHS, disability status, changing and current needs of the family, availability of HS, public PK, or other early childhood education services in the community that may meet family and child's needs.
- Upon conclusion of meeting, applicable EHS/HS staff will complete the EHS Transition Summary form (EHS.44). The original will be filed in the child's notebook and a copy given to the family.
- If transitioning to Head Start, proof of eligibility, provided by the family will be used to re-determine if the family qualifies for HS services.
- If re-determined eligible after completion of application, HS staff will notify family of enrollment status. If family does not qualify, the EHS staff will help support the family in identifying a new placement for their child in a public or community Early Childhood service option.
- If the child has an IFSP, additional transition services will be provided, as determined through ECI staff.
- Upon acceptance into the HS program, the EHS child's complete file will be provided to the HS Family Services Assistant, and the HS teacher will be notified to conduct an initial home visit.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Transitioning out of HS Program
Program: Head Start/Early Head Start
Policy Council Approval: January 28, 2019

Section: Education
Date Revised: December 3, 2018

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

Policy: 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. Tip for families
 - b. Parent's guide to transition
 - c. Summer activity calendar for parent/child
 - d. Items to take to school/center
 - e. 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.