

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:	February 15, 2017
Policy Council Approval:	March 22, 2017	Date Reviewed:	March 25, 2019

Regulation Reference: 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 and advise them on renewal requirements.
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 fills out 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 training file located in the Head Start master files.
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		

Regulation Reference: 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: March 27, 2019

Section: Education
Date Revised: March 21, 2019

Regulation Reference: 45 CFR Part(s): 1302.31

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 consideration given to pre-determined events such as, scheduled mealtime, and including the following segments of activity for each:

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
Language and literacy activities
Mealtime/Snack

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 Head Start daily schedule will be sent to the Head Start Education Services Specialists, Head Start Early Childhood Principal or Early Head Start Coordinated Services Specialist to be filed.
4. The Head Start/Early Head Start teacher will post the daily schedule in the classroom.
5. The Head Start 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 (Head Start only).

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Daily Communication Sheet
Program: Early Head Start
Policy Council Approval: March 27, 2019

Section: Education
Date Revised: March 25, 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 Region 16 Coordinated Service Specialists, 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 Form EHS.16 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 Form EHS.16 in such a position as to assure confidentiality.
3. The teacher will log in the proper time box, each diaper change and note if the child was dry, wet, or had a bowel movement. The same will be written for toileting.
4. After eating each meal and snack, the teacher will mark the amount eaten in the designated box on the Daily Communication Sheet Form EHS.16.
5. The teacher will write special achievements or milestones in the "Notes to Parents" section.
6. The yellow copy of the Daily Communication Sheet Form EHS.16 will be kept for three months and then shredded.
7. If using electronic applications/software instead of Daily Communication Sheet Form EHS.16, 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.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject:	Developmentally Appropriate Practices	Section:	Education
Program:	Head Start	Date Revised:	March 10, 2008
Policy Council Approval:	January 16, 2013	Date Reviewed:	March 25, 2019

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 intellectual development, social behavior, emotional balance and physical skills. The curriculum is flexible and child-centered and is designed to be a part of the total educational continuum, not a separate program.

Procedure:

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

1. **Cognitive development** includes concept formation, problem-solving, classification, communication observation, and relationships.
 - a. Language skills: This includes use of increased vocabulary to communicate orally, use of appropriate patterns of English, use of age-appropriate language, and verbalization of needs and feelings.
 - b. Intellectual skills: This includes concept formation, problem-solving, classification, communication, observation, and relationships.
 - c. Perceptual skills: This includes perception using the senses: vision, hearing, taste, smell, and touch.
2. Appropriate **social behavior** is learned as a young child functions in and as a part of a group, interacts properly with other children, takes directions from the teacher, respects the rights of others, takes turns, works cooperatively, and accepts responsibility.
3. **Emotional development** proceeds optimally as the young child gains positive attitudes toward self and others, accepts self as a person of adequacy and worth, acquires self-discipline, develops independence and initiative, grows in self-confidence and self-reliance, accepts and adjusts to success and failure, and expresses feelings in an acceptable manner.

Developmentally Appropriate Practices

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4. **Physical and motor skills** include both large and small muscle coordination. This contributes to a child's feeling of security as he begins to control himself and his environment.
 - a. **Large muscle coordination** is developed by climbing, pushing, pulling, lifting, skipping, hopping, throwing, running, jumping, dancing, and other creative movement activities.
 - b. **Small muscle coordination** is developed through manipulation of pegs, toys, and beads, assembling puzzles, building with blocks, working with tools, and painting, drawing, and gluing.

5. **Self-help skills** include developing behavior and skills that foster independence. These behaviors/skills include all areas of health and hygiene such as dressing, grooming, eating, tooth brushing, and toileting habits.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Effective Teaching Practices
Program: Head Start/Early Head Start
Policy Council Approval: March 27, 2019

Section: Education
Date Revised: March 21, 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 teaching behaviors, Head Start Performance Standards, Day Care Minimum Standards (Amarillo staff only), and the Classroom Assessment Scoring System (CLASS).
2. Annual in-service training will address effective teaching practices, Head Start Performance Standards, Day Care Minimum Standards, and Classroom Assessment Scoring System (CLASS).
3. Successful, effective teaching practices will be evaluated through formal and informal observations, Classroom Assessment Scoring and the employee appraisal.

Effective Teaching Practices:

- Emphasize nurturing and responsive practices, interactions, and environments that foster trust and emotional security
- Emphasize environments that are communication and language rich; promote critical thinking and problem solving
- Emphasize 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.

Effective Teaching Practice

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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: March 27, 2019

Section: Education
Date Revised: March 21, 2019

Regulation Reference: 45 CFR Part(s): 1302.31(b)(iv)(d), 1302.50(a)(1)(b)(1)

Policy:

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: Home Visits/Parent Conference
Program: Head Start/Early Head Start
Policy Council Approval: March 27, 2019

Section: Education
Date Revised: March 25, 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 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 culminating home visit with each 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

Date Revised: March 30, 2012

Date Reviewed: March 25, 2019

Policy Council Approval: March 23, 2016

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; Writer's Corner; Creativity Station; ABC; Library/Listening; and group meeting area.

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.
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. 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 complicated ones will be reported to the coordinated services specialist.
9. The arrangement of learning centers will not leave long, 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.
11. Boys and girls will receive equal encouragement to use all learning centers without gender stereotyping.

Learning Centers

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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. The teacher will circulate during learning center time as needed to provide guidance, interaction, enrichment, and language development. **This availability to children will ensure meeting individual child needs and 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 cozy, quiet place for curling up with a book. This center will include adequate space for book browsing by small groups or children and readers. The center will provide a comfortable atmosphere through pillows and other comfort furniture to sit and lie on.
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. Book selecting should always include books 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.
3. Permanent book collections are provided for each classroom, and additional books are available for checkout from the school/center and local public libraries.
4. The books on display will be read and used with the children to stimulate interest and independent book handling.
5. The Library and Listening center may share resources as children select books with stories on records 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.

Learning Centers

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6. Each classroom will 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 not suggest activities for the block center in any way other than through the props made available to the children.
2. Adequate floor space must be provided for construction on the floor with blocks.
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 for blocks and block accessories will be provided to support independent access and to enhance the learning potential at cleanup time as children classify and make relationships regarding size and shapes.

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, magnets, magnifying glasses, scales, stethoscope, binoculars, globe, and related books and writing materials.
4. The sand/water table with accessories may be located near the Math/Science center.

Pretend and Learn Center:

1. The goal for the pretend and learn center is that children will learn about the world by acting out their understanding of the roles of people in their world. Adults provide the props, but allow children to pretend on their own.
2. The goal for the pretend and learn center is that children will learn about the world by acting out their understanding of the roles of people in their world. Adults provide the props, but allow children to pretend on their own.

Learning Centers

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3. The pretend play center will include items, such as:
 - a. Furnishings that simulate a home
 - b. Other areas for pretending, such as stores, medical or dental offices, post offices, etc., can be set up in this center or in another space in the room to go along with the theme for the week. Dress up clothes or costumes, associated with a variety of occupations and circumstances may be included in this center.
 - c. 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 Station

1. The Creativity Station should contain a variety of materials that children can use for creative expression. The five basic activities that should be supported by materials are painting, drawing, collage, clay, and construction. **No teacher-made models are to be provided for children.**
2. Materials should be stored so that children can use them as independently as possible.
3. The Creativity Station should be near a water source if possible.
4. The Creativity Station 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.**
6. Theme books and appropriate writing materials will be available for children’s use.

Writer’s Corner:

This area will include a variety of pencils, markers, paper, and examples of manuscript letters. In addition, writing experiences should be encouraged by placing writing supplies in all learning center areas. Journals could be added to this center.

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: March 19, 2018

Date Reviewed: March 25, 2019

Policy Council Approval: March 21, 2018

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, or Early Childhood Principal.
3. The Coordinated Services Specialist, Education Specialist, or Early Childhood Principal will order new 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
Program: Head Start/Early Head Start
Policy Council Approval: March 21, 2018

Section: Education
Date Revised: March 19, 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: Playground Supervision
Program: Head Start/Early Head Start
Policy Council Approval: May 8, 2019
Governing Body Approval: June 28, 2019

Section: Education
Date Revised: April 10, 2019

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

Policy:

Head Start/Early Head Start staff will provide adequate 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. At least two designated staff members will be with Head Start/Early Head Start children while they are on the playground. Required Head Start/Early Head Start child/staff ratios will be maintained on the playground.
2. Head Start/Early Head Start staff and parent volunteers will guide outdoor play.
3. Head Start/Early Head Start staff and parent volunteers will station themselves around the playground where children will always be within their field of vision.
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. Microshield (for CPR),
 - e. Facial tissues,
 - f. Roll of adhesive tape, and
 - g. Anti-septic towelettes.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Supply Request
Program: Head Start/Early Head Start
Policy Council Approval: March 27, 2019

Section: Education
Date Revised: March 21, 2019

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 Coordinated Services Specialist, Education Specialist, or Early Childhood Principal.
2. The Educations Specialist, or Early Childhood Principal will review and determine whether the request can be fulfilled based on the appropriateness, cost and feasibility of the request.
3. Additional classroom supplies, and materials are stored at the Head Start office/Cleveland until needed by the classrooms.

EARLY HEAD START – Cleveland and Nelson

1. Early Head Start teachers are provided with a designated amount of tissues and gloves for each month. Early Head Start – All centers - teachers may request the following approved items that EHS keeps in stock by filling out the Classroom Supplies Form:
 - Art Supplies: Construction paper, markers, crayons, paint (8 basic colors), drawing paper, play dough, etc.
 - Early Head Start Forms: Lesson Plans, In-Kind, child progress notes, EHS Daily Communication Sheets, etc.
 - Batteries: AA, AAA and C
 - Pencils
 - Ink Pens
 - Toothbrushes
 - Toothpaste
2. Early Head Start teachers may request the following types of approved classroom supplies from Region 16 approved companies:
 - Classroom items such as manipulatives, toys or any large equipment or furniture
 - Infants/Toddlers’ music such as CDs and cassettes
 - Infants/Toddlers’ books, etc.

Supply Request

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Items ordered from a catalog must be written on the Requisition form with the catalog name, address, page number, item number, price and a DETAILED description of the item. The teacher requesting the item must sign at the bottom of the page.

3. The Early Head Start Coordinator along with the 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.

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, or Early Head Start Family Advocate. 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:	Transition Training	Section:	Education
Program:	Head Start/Early Head Start	Date Revised:	March 21, 2019
Policy Council Approval:	March 27, 2019		

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/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 the Future" – A Parent's Guide to Transition
 - b. Parent's list of items needed for entrance into the next appropriate program
 - c. A calendar of summer activities
 - d. Receipt of Transition folder
 - e. Information to prepare parents to exercise their rights and responsibilities concerning the education of their children in the school setting.
4. Family Service Assistant will let parent know that the Child Health Summary and details are available upon request.

Instructions for Transition Folder:

1. Receipt of Transition Folder
 - Go over the form in detail with the parent.
 - Parent signs the form.
 - You sign and date the form.
 - The yellow copy stays in the child's Region 16 ESC folder.
 - The white copy remains in the child's transition folder.

REGION 16 EDUCATION SERVICE CENTER
Head Start/Early Head Start

Subject: Transitioning out of the EHS Program

Section: Education

Program: Early Head Start

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	Section:	Education
Program:	Head Start	Date Revised:	December 3, 2018
Policy Council Approval:	January 28, 2019		

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 visitors 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 visitors 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.