HEAD START/EARLY HEAD START
EDUCATION POLICIES

Appropriate Teaching Behaviors ....................................................................................................................... ED-1
Child Development and Educational Approach for Infants and Toddlers –
  Environments ................................................................................................................................................ ED-10
Child Development and Educational Approach for Infants and Toddlers –
  Physical Development ............................................................................................................................... ED-11
Child Development and Educational Approach for Infants and Toddlers –
  Secure Relationships .................................................................................................................................. ED-12
Child Development and Educational Approach for Preschoolers .............................................................. ED-13
Classroom Daily Schedule ............................................................................................................................. ED-14
Classroom Inventory Maintenance .................................................................................................................. ED-15
Curriculum ........................................................................................................................................................ ED-16
Curriculum Development ................................................................................................................................ ED-17
Daily Communication Sheet .......................................................................................................................... ED-18
Developmental Progress and Ongoing Assessment ...................................................................................... ED-19
Developmental Screening, Early Head Start ................................................................................................ ED-21
Developmental Screening, Head Start ......................................................................................................... ED-22
Developmentally Appropriate Practices ...................................................................................................... ED-23
Fire-Tornado Drill Report .............................................................................................................................. ED-25
Group Socialization Activities ..................................................................................................................... ED-26
Home Visits .................................................................................................................................................... ED-28
Home-Based Home Visits ............................................................................................................................. ED-30
Information for Parents about Classroom Procedures ................................................................................. ED-31
Labeling .......................................................................................................................................................... ED-32
Learning Centers ............................................................................................................................................ ED-33
Lesson Plans ................................................................................................................................................... ED-37
Outdoor Play and Materials ............................................................................................................................ ED-39
Parent/Teacher Conferences ........................................................................................................................ ED-40
Playground Safety ........................................................................................................................................... ED-41
Playground Supervision ................................................................................................................................ ED-43
Portfolios ........................................................................................................................................................ ED-44
School Readiness - Child Outcomes Data Analysis ...................................................................................... ED-45
Supply Request ............................................................................................................................................... ED-46
Take-Home Library ........................................................................................................................................ ED-48
Transition in and out of Head Start .............................................................................................................. ED-49
Transition out of Early Head Start ............................................................................................................. ED-50
Use of Children’s Videos in the Classroom ................................................................................................. ED-51
**Policy:**

The teaching staff will demonstrate appropriate teaching behaviors as defined by the Performance Standards, Day Care Minimum Standards, and Appropriate Teaching Behaviors.

**Procedure:**

1. The teaching staff will receive training in appropriate teaching behaviors, Head Start Performance Standards, Day Care Minimum Standards (Amarillo staff only), Strategic Teacher Education Program (STEP) or the Texas School Ready! (TSR!), and the Classroom Assessment Scoring System (CLASS).

2. Annual in-service training will readdress appropriate teaching behaviors, Head Start Performance Standards, Day Care Minimum Standards, and Classroom Assessment Scoring System (CLASS).

3. Teachers will be supported through regular visits by Coordinated Services Specialists and Head Start center principals.

4. Successful, appropriate teaching behaviors will be evaluated through formal and informal observations, Classroom Assessment Scoring System, and the annual Region 16 Employee Performance Appraisal Program Support Staff Evaluation.

**BEST PRACTICES**

All classroom staff will be actively engaged with the children at all times, both in the classroom and on the playground.

Routine tasks are used as an opportunity for pleasant conversation and playful interaction to bring about children’s learning.

Be aware of the activities of the entire group at all times: staff position themselves strategically and look up often from involvement.

Observe each child without interrupting the child’s activity.

Avoid dividing class by gender and provide both sexes with equal opportunities to take part in all activities.

Encourage independence in children as they are ready, such as dressing, picking up toys, setting the table, and acquiring self-help skills.
Join in children’s activities.

Art activities are offered as an exploratory process rather than to produce a product.

**Emotional Support**

- Smile, touch, and hold children.
- Talk with and listen to individual children during activities and routines (arriving, departing, and eating).
- Actively seek meaningful conversations with children.
- Listen and respond with attention and respect to the children.
- Respond to children’s questions and requests.
- Speak with individual children in a friendly, courteous manner.
- Staff uses children’s names when talking to them, and when singing songs and playing games.
- Speak at the child’s level.
- Treat children of all races, religions, family backgrounds, and cultures equally with respect and consideration. Talk positively about each child’s individuality.
- Staff displays children’ work and photos of children and their families in the classroom.
- Encourage children to talk about themselves.
- React to teasing or rejecting among children by intervening to discuss similarities and differences. Staff and children discuss and explore ways to respond to biased comments and behaviors.
- Help children deal with anger, sadness, and frustration by comforting, identifying, reflecting feelings, and helping children use words.
- Encourages student talk, so that adult voices do not dominate the overall sound.
- Ensure that the classroom has a relaxed, spontaneous atmosphere and that the children are generally comfortable, relaxed, happy, and involved in play and other activities.
- Respect the child’s right not to participate in some activities.
- Pick up on activities that children start, or interests that children show. Staff provides many opportunities for children to initiate activities develop and demonstrate control of their bodies and self-help skills.
• Staff is flexible enough to change planned or routine activities to follow the needs or interests of the children.

• **DO NOT** use physical punishment of other negative discipline methods that hurt, frighten, or humiliate children.

• Avoid negative verbalizations.

• **Never** withhold food or beverage as a means of discipline.

**CLASSROOM ORGANIZATION**

• Use positive approaches to discipline.

• Be proactive and plan ahead to prevent problem situations.

• Use redirection to help children behave constructively.

• Describe the situation and encourage children to evaluate the problem, rather than imposing solutions.

• Encourage children to talk about feelings and ideas, instead of solving problems with force, intervene quickly when children’s responses to each other become physical and discuss the inappropriateness of such response. Talk to the children about a better response to the situation.

• Apply logical or natural consequences in problem situations.

• Ensure the overall sound of the group is pleasant most of the time, including happy laughter, excitement, busy activity, and relaxed talking.

• Encourage appropriate behaviors, such as cooperation, sharing, helping, taking turns and talking to solve problems.

• Encourage appropriate behavior.

• Staff and children work together to develop consistent, clear rules. Discuss the rules to make sure the children understand them. “Waiting” times and transition times are short and well-managed.

• Routines and tailored to children’s needs to the extent possible.

**INSTRUCTIONAL SUPPORT**

• Ask open-ended questions

• Staff provides ample time for conversation, asking open-ended questions and allowing children to answer and express their thoughts.

• Include children in conversations, describe actions, experiences, events, and listen to children’s comments and suggestions.
• Talk with children individually and encourage language use.

• Staff encourages learning, by adding more information to what the child says to encourage language development.

• Activities, interactions, and materials provide time for children to talk to each other, adults, and to use new and interesting words.

• Children are encouraged to talk about events and objects in their environment.

• Staff encourages children to draw pictures and tell stories about self, family and cultural practices.

• Staff and children read books and poems, tell experience stories, talk about pictures, and write down experiences.

• Staff uses flannel boards, puppets, songs and finger plays.

• Children observe natural events such as seeds growing, life cycle of animals, and seasonal changes of trees and flowers.

• Children take nature walks.

• Staff encourages sand and water play.

• Staff creates opportunities to use numbers and counting.

• Classroom celebrates holidays of various cultures reflected in the group.

MATERIALS AND SUPPLIES
Classrooms will contain and staff will encourage use of:

• Books, dolls, toys, dress-up props, photos, pictures, and music that reflect the children’s own race and culture

• Models, props, and visual images that counter traditional sex-role limitations (such as female firefighters, male nurses)

• Multicultural, non-sexist, non-stereotypical pictures, dolls, books, and materials

• Blocks and accessories

• Puzzles and manipulative toys, such as, pegboards, lacing cards, stacking rings, etc.

• Science materials
• Health and nutrition materials
• Picture books, records, tapes, CD’s and musical instruments
• Art materials including fingerpaint, tempra paint, watercolors, crayons, scissors, paste, and modeling clay
• Dramatic play materials such as dolls, dress-up clothes, props, child-sized furniture, and puppets
• Sand and water toys
• Activities and materials for creative movement
• Activities and materials for sorting, classifying, and labeling
• New materials periodically added to classroom
• Sufficient quantity of materials and equipment is provided to avoid problems with sharing or waiting
• Materials organized consistently on low, open shelves
• Extra materials accessible to staff to add variety to usual activities
• Materials rotated and adapted to maintain children’s interest
• Equipment and materials that are safe, durable and in good condition, stored in a safe place and kept in an orderly fashion when not in use
• Equipment and materials accessible, attractive and inviting to children
• Equipment and materials designed to provide a variety of learning experiences and encourage experimentation and exploration

**CLASSROOM APPEARANCE AND ROOM ARRANGEMENT**

• There is an *absence* of adult-made models, patterns, and pre-drawn forms.
• There is enough usable space indoors so children are not crowded.
• Space is arranged to accommodate children individually, in small groups, and in a large group.
• There is a space for children to play/work alone or with a friend, yet staff can easily supervise.
• Materials are easily accessible to children.
• Materials and supplies are arranged in an orderly manner.

• A letter wall should be accessible to children and used throughout the day. It must be placed in alphabetical order at child’s eye level and should include children’s names as well as other meaningful words.

• Books and writing materials are provided in every center and are easily accessible to children.

• Learning centers are easily recognized and the theme is evident throughout the centers.

• Learning centers include: Construction; Pretend and learn; Creativity station; Math and Science; ABC; Writer’s corner; Library/Listening

• Quiet and active areas are separated.

• Sand and water play are available on regular occasions.

• There are clear pathways for children to move from one area to another without disturbing activities.

• Areas are organized for easy supervision by staff.

• There is individual space for each child’s belongings, including extra clothing, artwork, reminders to take work home, etc.

• There is a place for each child to hang clothing.

• Children’s projects and artwork is displayed at eye level for children.

• Child-sized furniture and soft elements such as rugs, cushions, soft toys, etc. are provided.

• Sound-absorbing materials such as ceiling tile and rugs are used to cut down noise.

• Learning environment reflects language and culture of the center’s enrollment and community.

DAILY ACTIVITIES, AS DEFINED BY THE HEAD START PERFORMANCE STANDARDS

• Activities observed follow written lesson plans.

• Children play outdoors each day, weather permitting, and are encouraged to use large/small muscles.
• The daily schedule provides for alternative periods of quiet and active play. Daily activities include individual instruction (centers), small group instruction (read-a-louds, reading extensions, and curriculum activities, etc.), large group instruction (music and movement, greeting, morning message, etc.)

• More than one option for group activity (individual, small group, large group) is available most of the day.

• A balance of large muscle, small muscle activities is provided each day.

• A balance of child-initiated/staff-initiated activity is provided, while limiting the amount of time spent in large group, staff-initiated activity.

• Children are provided ample time for learning center play.

• Staff provides time for dancing, movement activities, and creative dramatics.

• Children do musical activities such as singing, listening to music and playing instruments.

• Children do creative art activities such as painting, drawing, collages, and clay.

• Children are given a signal to prepare them for transitions.

• Children are not required to move as a group from one activity to another.

• To avoid waiting, the new activity is prepared before the transition from the completed activity.

• Staff will adjust schedule to changes in weather or other unexpected situations in a relaxed way.

**HEALTH AND NUTRITION**

• Children are served a variety of nutritious foods each day.

• Quantities of food served conform to recommended amounts.

• Size and number of servings reflect individual needs (extra servings allowed).

• Sufficient time is allowed for children to eat.

• Children eat in small groups (during meal and/or snack).

• Staff eats with the children.

• Staff eats the same food as the children.

• Conversation is allowed at mealtime about child’s interests.
• Children are involved in activities related to meal service (set table, serve food, clean-up, etc.)

• Chairs, tables, and eating utensils are suitable for preschool age children.

• Children with disabilities are provided adaptive techniques and utensils.

• Children brush teeth each day.

• Children wash hands as needed.

• Children are familiarized with health services prior to delivery. Staff talks about visiting the doctor or dentist and other health services before the visit/service occurs.

CURRICULUM

• Activities, plans, and/or materials are developmentally appropriate.

• Activities, interactions, and materials provide time for children to talk to each other and to adults and to use new and interesting vocabulary and ideas.

• Curriculum includes activities for labeling, classifying, and sorting objects by shape, color, and size.

• Classroom plans reflect activities designed to meet children’s needs.

• Comprehensive health education is integrated into daily curriculum.

• Nutrition experiences are regularly scheduled.

• Curriculum includes daily activities to support the development of phonological awareness through language play, finger plays, songs, rhythmic activities, predictable text, etc.

PARENT ENGAGEMENT

• Parents are encouraged to visit, volunteer, and eat meals with children, etc. at all times.

• Parents and other adults are invited to share aspects such as art, crafts, music, dress and stories of their culture.

• Parents are encouraged to take children to health exams.

• Home health/hygiene is practiced/encouraged.

• Parents are provided with training/information.

• Information about menus and nutrition activities are shared regularly with parents.
• Families receive nutrition education.

• Parents serve as resource persons.

• Parent training is provided in activities that can be used in the home to reinforce learning.

• Parent training in child development and behavioral developmental programs is provided. Parents and staff share information about the child regularly through home visits and parent conferences.

• Staff shares information about the child with parents regularly.

• Take-home activities are sent home regularly.

• Parent newsletters are sent home regularly.

• Parents are given opportunities and training for various activities.

• Parents are encouraged to give input.

• Parents are made to feel worthwhile.

**MISCELLANEOUS**

• Whenever possible, a person is available who speaks the language of each child.

• Staff includes persons who speak the primary language of the children and are knowledgeable about their heritage.
The Early Head Start program must support the social and emotional development of infants and toddlers by promoting a safe and secure environment and by supporting emerging communication skills.

Procedure:

1. **Safe and Secure Environment** – The Early Head Start program will promote an environment that encourages the development of self-awareness, autonomy, and self-expression. The Early Head Start teachers will:
   
a. Affirm each child as an individual;
b. Respond to the child’s sense of pleasure in his/her own successes;
c. Establish face to face contact and engage in playful exchanges of sounds and simple games;
d. Use pictures and photographs of infants and toddlers with their families;
e. Respond to children’s behaviors associated with fears or needs; and
f. Develop activities that match children’s developmental levels and honor their preferences.

2. **Emerging Communication Skills** – The Early Head Start program will support the emerging communication skills of infants and toddlers by providing daily opportunities for each child to interact with others and to express him or herself freely. The Early Head Start teachers will:
   
a. Engage children in the use of verbal and nonverbal methods of communication;
b. Provide opportunities for appropriate interactions with peers and in daily activities such as meal times;
c. Use descriptive language and behaviors during routine activities, such as diapering, to build a foundation for the use of language;
d. Respond to young children’s first attempts at conversation by expanding on their vocalizations or gestures; and

e. Read stories, sing songs, recite rhymes, and encourage children to hold and manipulate books.
The Early Head Start program must promote the physical development of infants and toddlers by providing gross motor, fine motor, and sensory experiences.

**Procedure:**

1. **Gross Motor** – The Early Head Start program will support the development of the physical skills of infants and toddlers including gross motor skills, such as grasping, pulling, pushing, crawling, walking, and climbing. The Early Head Start teachers will:
   a. Assist children when tasks become frustrating, rather than by doing the tasks for them;
   b. Recognize developmental milestones that indicate children’s changing needs for independence;
   c. Allow infants and toddlers to play with and explore objects in a safe environment;
   d. Bring objects and activities to young infants; and
   e. Provide open and accessible indoor and outdoor space for children to practice skills, such as crawling, walking, and reaching activities.

2. **Fine Motor** – The Early Head Start program will create opportunities for fine motor development that encourage the control and coordination of small, specialized motions, using the eyes, mouth, hands, and feet. The Early Head Start teachers will:
   a. Provide activities and materials that involve grasping, dropping, pulling, pushing, throwing, touching, and mouthing;
   b. Provide opportunities for hand-eye coordination, such as fitting objects into a hole in a box, and self-feeding; and
   c. Provide opportunities for infants and toddlers to interact.

3. **Sensory and Motor Experiences** – The Early Head Start program will provide opportunities for each child to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members. The Early Head Start teachers will:
   a. Change the area of play by moving infants from one area or position to another;
   b. Change or rotate objects to stimulate and challenge infants and toddlers;
   c. Encourage movement and playfulness;
   d. Engage infants and toddlers through their senses by using physical contact, making sounds, having them feel textures and taste or smell foods.
   e. Interact face to face during all kinds of routine activities including diapering and feeding times.
Policy:

In center-based settings for infants and toddlers, the Early Head Start program must encourage the development of secure relationships as well as the development of trust and emotional security so each child can explore the environment according to his or her developmental level.

Procedure:

1. Development of Secure Relationships – The Early Head Start program will encourage the development of secure relationships in center-based settings for infants and toddlers through consistent teachers who have an understanding of the culture of the child’s family.
   a. Each Early Head Start teacher, when possible, will be assigned as the primary caregiver for four children until each child reaches the age of three years.
   b. Teachers will be trained in the diversity of families and caregiving styles.
   c. Whenever possible, teachers will be hired who speak the child’s primary language.
   d. Classroom visuals will depict multicultural scenes.

2. Trust and Emotional Security – The Early Head Start program will encourage trust and emotional security by having the Early Head Start teachers do the following:
   a. Feed infants when they are hungry and comfort them when they are distressed.
   b. Support and encourage infants to learn by observing them as they interact with the environment.
   c. Interact with infants and toddlers by gently holding, talking, and gesturing with them.
   d. Provide an emotionally secure and physically safe environment that allows mobile infants and toddlers to explore and to develop independence and self-control.
   e. Nurture the individuality of infants and toddlers by giving them choices and by providing opportunities for them to do things for themselves.
Policy:

The Head Start program, in collaboration with the parents, implements a research-based curriculum.

Procedure:

1. The selected/developed curriculum:
   a. Supports each child’s individual pattern of development and learning.
   b. Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age-appropriate literacy, numeracy, reasoning, problem solving and decision-making skills, which form a foundation for school readiness and later school success.
   c. Integrates all educational aspects of the health, nutrition, and mental health services into program activities.
   d. Ensures that the program environment helps children develop emotional security and skills in building in social relationships.
   e. Enhances each child’s understanding of self as an individual and as a member of a group.
   f. Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning.
   g. Provides individual and small group experiences both indoors and outdoors.

2. Staff uses a variety of strategies to promote and support children’s learning and developmental progress based on the observations and ongoing assessment of each child.
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:

<table>
<thead>
<tr>
<th>Head Start</th>
<th>Early Head Start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washing hands</td>
<td>Washing hands</td>
</tr>
<tr>
<td>Brushing teeth</td>
<td>Brushing teeth</td>
</tr>
<tr>
<td>Large group activities</td>
<td>Large group activities</td>
</tr>
<tr>
<td>Small group activities</td>
<td>Small group activities</td>
</tr>
<tr>
<td>Individualization</td>
<td>Free choice of activities</td>
</tr>
<tr>
<td>Center time</td>
<td>Gross motor activities</td>
</tr>
<tr>
<td>Gross motor activities</td>
<td>Language and literacy activities</td>
</tr>
<tr>
<td>Story time</td>
<td>Mealtime/Snack</td>
</tr>
<tr>
<td>Mealtime/Snacks</td>
<td></td>
</tr>
<tr>
<td>Outdoor play, weather permitting</td>
<td></td>
</tr>
</tbody>
</table>

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 Coordinated Services Specialists or Head Start Early Childhood Principal 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).
Policy Council Approval: March 23, 2016

Regulation Reference: 45 CFR Part(s): 1304.53(a)(7)

Policy:

Teaching staff will be responsible for maintaining supplies and equipment.

Procedure:

1. Teaching staff will report broken or missing items to the Coordinated Services Specialist.

2. The Coordinated Services Specialist will order new items.

3. Equipment, toys, and furniture must be stored in a safe and orderly fashion when not in use.

4. All equipment labeled with an inventory tag cannot be moved out of the classroom without a transfer form attached.
The Head Start and Early Head Start curriculum is scientifically researched, age appropriate, and in alignment with the Head Start Early Learning Framework and the Texas Pre-Kindergarten Curriculum Guidelines, and the Infant/Toddler Early Learning Guidelines, respectively. Head Start and Early Head Start Home Based instruction is supported by the Parents as Teachers curriculum.

<table>
<thead>
<tr>
<th>Head Start Early Learning Framework Domains</th>
<th>Texas Pre-Kindergarten Curriculum Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Approaches to learning</td>
<td>• Social and Emotional Development</td>
</tr>
<tr>
<td>• Social and Emotional Development</td>
<td>• Language and Communication</td>
</tr>
<tr>
<td>• Language and Communication</td>
<td>• Emergent Literacy – Reading</td>
</tr>
<tr>
<td>• Literacy</td>
<td>• Emergent Literacy-Writing</td>
</tr>
<tr>
<td>• Mathematics Development</td>
<td>• Mathematics</td>
</tr>
<tr>
<td>• Scientific Reasoning</td>
<td>• Science</td>
</tr>
<tr>
<td>• Perceptual, Motor, and Physical</td>
<td>• Social Studies</td>
</tr>
<tr>
<td>Development</td>
<td>• Fine Arts</td>
</tr>
<tr>
<td></td>
<td>• Physical Development and Health</td>
</tr>
<tr>
<td></td>
<td>• Technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Head Start</th>
<th>Texas Infant Toddler Early Learning Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Approaches to Learning</td>
<td>• Social and Emotional Development</td>
</tr>
<tr>
<td>• Social and Emotional Development</td>
<td>• Language and Communication Development</td>
</tr>
<tr>
<td>• Language and Communication</td>
<td>• Cognitive Development</td>
</tr>
<tr>
<td>• Cognition</td>
<td>• Physical Health and Motor Development</td>
</tr>
<tr>
<td>• Perceptual, Motor, and Physical</td>
<td></td>
</tr>
<tr>
<td>Development</td>
<td></td>
</tr>
</tbody>
</table>

Head Start and Early Head Start will follow a written curriculum that includes:

(I) The goals for children’s development and learning;

(II) The experiences through which they achieve these goals;

(III) What staff and parents do to help children achieve these goals; and

(IV) The materials needed to support the implementation of the curriculum.

See the curriculum document on the following pages.
Head Start/Early Head Start parents are invited to become integrally involved in the development of the program's curriculum and approach to child development and education.

Procedure:

1. Parents will be given opportunities for input into the curriculum through home visits, and parent-teacher conferences.

2. Parents will be given opportunities to increase their child observation skills and share information to help plan instruction experience.
Policy:

In order to keep the parents informed about their child’s day in Early Head Start, the teacher will complete a Daily Communication Sheet for each child.

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 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.

5. The teacher will write special 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.
Policy:

Ongoing observations and assessments will be maintained on each child’s growth and development for the purpose of planning activities to meet individual needs. This assessment will also provide integration of the educational aspects of other Head Start/Early Head Start content areas into the daily education services program and will be used for parent/teacher conferences.

Procedure:

1. For children birth to 3, the teacher will review the educational goals of the child with the parent using the ongoing assessment and obtain the parent’s input during the initial home visit.

2. Classroom staff or home educators will actively observe and record, in an on-going manner, all children by using Galileo Development Scales, Teaching Strategies Gold, Acuscreen and ASQ results, anecdotal records, portfolios, and the ongoing assessment instrument.

3. Classroom staff or home educators will record on-going observations, assessment, and outcomes of each child on the ongoing assessment instrument.

4. The staff will use the observation information:
   a. To guide planning and/or modify individual child activities
   b. To assess a child’s progress
   c. To review the child’s progress with and obtain information from the parent during the parent/teacher conferences and the home visit.

5. The child’s teacher in center-based programs must make no less than two home visits per program year to the home of each enrolled child. In addition to the home visits, the classroom teacher will meet with the parents no less than two times per year to review the child’s growth and development. At these staff/parent conferences, individual child outcomes will be discussed using the ongoing assessment instrument.

6. The home educator will set aside a designated home visit at least two times a year to review the child’s growth and development. Individual child outcomes will be discussed with the parent using the ongoing assessment.
7. The staff will update Galileo and Teaching Strategies Gold assessments regularly. The Coordinated Services Specialist or principal will meet with each teacher/home educator to discuss any child outcome concerns. The assessment data will be submitted to the Head Start principal at baseline, at mid-point and at the end of the program year.

8. The assessment data on child outcomes will be compiled and analyzed based on patterns of progress for groups of children over time as they receive services through the program year. Results from the analysis of child outcomes will be reported to the policy council, ESC Board, and Head Start staff members in August as part of the overall program self-assessment system.

9. Child outcome results will be considered in the planning for program improvement including:
   - Enhanced staff training
   - Mentoring and supervision
   - Improvements in curriculum
   - Reallocation of program resources
   - Involvement of volunteers and community partners
   - New efforts to support families in enhancing children’s learning and development
In collaboration with each child’s parent and within 45 calendar days of the child’s entry into the program, Early Head Start staff will complete the Developmental screening tool to determine a child’s developmental levels.

**Procedure:**

**Center-based and Home-based Program Options:**

1. The developmental screening tool (ASQ) will be completed at the initial home visit in collaboration with the child’s parent.

2. Results which indicate a possible developmental delay will be discussed with the parent and a referral to a Part C provider will be made with parental permission if indicated. A retest may be scheduled instead of a referral if applicable. Those results will be evaluated by EHS staff with the parent to indicate a referral to a Part C provider as appropriate.

3. Scores indicating a possible delay may be referred to a Part C provider with parent permission or rescreened in 60 days.

4. The teacher will record the results and rescreening results in ChildPlus.

5. A copy of the scored screening instrument and, if applicable, a copy of the ECI referral form, will be kept in the child’s folder.
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.

Procedure:

Head Start Center-based Program Option

1. A trained classroom staff member will administer the Acuscreen to each child within 45 days of his/her enrollment.

2. The teacher will complete and score the Acuscreen and record the screening date and results in ChildPlus.

3. The Coordinated Services Specialist or Head Start Early Childhood Principals will review the Acuscreen results and begin the application process to provide support for children that may be at risk for a delay related to their content area.

4. As new students enroll, classroom teachers will screen them, and record the results in ChildPlus.

Head Start Home-Based Program Option

1. A trained home educator will administer the Acuscreen 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 Head Start Coordinated 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 educators will screen him/her, and record the results in ChildPlus.
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 through the use of 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.
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.
Fire drills, tornado drills, and lock down drills will be conducted as required by Minimum Standards for Child Care Centers or the Texas Education Code to maintain licensing and assure the safety of children and adults.

Procedure:

Region 16 ESC Head Start/Early Head Start Operated Centers

1. The teacher will post fire evacuation routes and tornado emergency procedures in a conspicuous place (near the door) in each classroom.

2. Collaborating Head Start/Early Head Start child care centers, including satellite centers will follow procedures for fire and tornado drill as outlined in Minimum Standards for Child Care Centers.

3. Each Head Start Early Childhood Principal will arrange a schedule to ensure that fire drills are conducted monthly, and tornado drills and lock down drills are conducted every three months.

4. Each drill will be documented on a fire drill, lock down drill or tornado drill report.

5. The report will be filed in the center office.

Head Start Classrooms in school districts:

1. Public schools will follow procedures for fire and tornado drills as outlined in the Texas Education Code.
Policy:

The Head Start/Early Head Start program must provide, at a minimum, two group socializations per month for each child (a minimum of 16 each year for Head Start and a minimum of 24 each year for Early Head Start). The purpose of the home-based group socializations is to provide a group setting for children and their parents to experience peer group interaction through age appropriate activities and support child development by strengthening the parent-child relationship.

Procedure:

1. At the beginning of each program year, home educators with home-based parent input, will decide on the Group Socialization days and times that are most convenient. This information will be for scheduling purposes but can be changed at any time with parent input.

2. Families will be notified of the upcoming socializations prior to the scheduled date and time. Home educators will contact families to promote the socialization and encourage attendance.

3. The Head Start/Early Head Start program will provide snacks/meals, approved by the Nutritionist, to the children during socializations.

4. All socialization experiences are planned to address child development, parenting, and the parent-child relationship while allowing parent opportunities to interact and network with other families.

5. Socialization activities will be planned using a research based curriculum such as Parents as Teachers or Creative Curriculum.

6. Activities will be designed to encourage parents to observe and interact with their children while focusing on child development activities that parents and children can enjoy together. Activities will be appropriate for the ages and developmental levels of children in the program.

7. Home educators will promote parent engagement by socializations and offering parents opportunities to assist in the socialization process.

8. Home educators will engage and interact with the children and/or parents at all times and will consistently model strategies for engaging and supporting development during parent-child activities throughout the socializations.
9. All socializations cancelled by the Head Start/Early Head Start program will be made up by home educators when necessary to meet the minimums stated above.

10. Due to time for preparation, implementation and clean-up, home educators will not schedule any home visits before or after the GSA. Exceptions will be discussed with the supervisor.

11. Home educators will share in the responsibility of ordering the food, making arrangements for rooms, speakers, and flyers. These responsibilities will be assigned to each home educator for the program year or they will be rotated at a designated time throughout the program year.
Policy:

The child’s teacher in the center-based program must make no less than **two home visits** per program year to the home of each enrolled child, unless the parents expressly forbid such visits, in accordance with the requirements. Other staff working with the family must make or join home visits, as appropriate.

**Requirements** state that Head Start/Early Head Start must develop and implement a system that actively encourages parents to participate in two home visits annually for each child enrolled in a center-based program option. These visits must be initiated and carried out by the child’s teacher. The child may not be dropped from the program if the parents will not participate in the visits.

**Procedure:**

**Head Start/Early Head Start**

1. Head Start teachers will schedule and conduct an initial and a culminating home visit with each child. Early Head Start teachers will schedule and conduct an initial home visit and continue every six months until the child transitions out of the Early Head Start program.

2. Teachers will schedule, with the parents an initial home visit upon the enrollment of a child in the Head Start/Early Head Start program.

3. The educational purpose of this visit is for the teacher, child and family to begin to build a working relationship.

4. Home visit documentation needs to be entered into ChildPlus. If the home visit has been cancelled for any reason, documentation concerning the cancelled home visit must be entered and dated in the “Notes” section under the “Education” tab.

**Head Start**

1. The following items will be covered during the **Head Start** initial home visit:

   **Amarillo Centers**

   a. Child Admission Form (HS.122A)
   b. Form 1531 Texas Department of Agriculture Child Nutrition Application Program (for over-income)
   c. Parent Handbook (with center policies)
   d. Social/Emotional/Behavioral Questionnaire (HS.44)
Home Visits
Page 2

e. Volunteer Information Sheet (HS.15)
f. Pedestrian Safety Information (HS.68)
g. DECA – Parent Rating form

Regional Programs

a. Parent Handbook
b. Social/Emotional/Behavioral Questionnaire (HS.44)
c. Volunteer Information Sheet (HS.15)
d. Pedestrian Safety Information (HS.68)

Early Head Start

a. Child Admission Form (HS.122A)
b. Parent Handbook
c. Social/Emotional/Behavioral Questionnaire (HS.44)
d. Child Nutrition History (HS.47) or Infant nutrition History (EHS.03)
e. Child Dental Plan and Informed Consent (HS.34)
f. Classroom Home Visit/Parent Documentation (HS.121)
g. Parent Interview Form (EHS.21)
h. Release of Information (HS.09)

The Release of Information (HS.09) must be completed with the following information before parent signature: name of Agency/Provider Agency, address, city, state, zip, phone, and fax. If it is for a physician select: most recent well check record, Lead/Hemoglobin date and results, immunizations. If it is for a dentist: most recent dental exam record.

2. Teachers will schedule, with the parents, a culminating home visit at the end of the school year.
   a. During this visit, the summary of services will be discussed.
   b. Teachers and parents will discuss the child’s transition out of Early Head Start/Head Start.
   c. Documentation will be entered into ChildPlus.

3. Documentation of home visits will be made as follows:
   • The Home Visit Record will be proof of the teacher’s home visits. The parent will sign and date this paper during each home visit. The teacher will also sign and date each box upon each visit.
   • The Final Home Visit by the teacher will be documented by the parent’s signature in the box entitled “Final Home Visit” on the Home Visit Record page.
Policy:

The child’s home educator in the year-round home-based program must schedule no less than **46 visits per year** to the home of each enrolled child, unless the parents expressly forbids such visits, in accordance with the requirements. The child’s home educator in the school year home-based program must schedule no less than **32 visits per year** to the home of each enrolled child, unless the parents expressly forbids such visits, in accordance with the requirements.

Procedure:

1. In Head Start and Early Head Start, the home educator conducts the initial home visit.

2. After the initial home visit is completed, the home educator will begin using the Parents as Teachers foundational curriculum for lesson planning and the Teaching Strategies Gold as the on-going assessment.

3. The home educator will complete a lesson plan weekly with the parent according to the established Parents as Teachers foundational curriculum.

4. The home educator, who also provides family services, will discuss and document the following items: Education, Family Literacy, Health/Safety, Medical/Dental, Nutrition, Family Engagement, Social Services, and Strength, Needs and Goals of families according to Family Partnership Agreement.

5. The home educator will continue to visit each family once a week for 1 ½ hours carrying out the home-based program option as stated in the Head Start Performance Standards.
Policy:

Every parent will receive information about the Head Start or Early Head Start center/classroom procedures when the child enrolls in the program or at the time of the first home visit.

Procedure:

1. Head Start and Early Head Start children that are enrolled at Nelson, Cleveland, Caprock, and/or Palo Duro will receive a copy of Center Handbook Policies for Parents.

2. Parents receiving the Center Handbook Policies for Parents will be given the original signed Attendance Expectations page from the front of the book. The copy will be filed in the child’s folder.

3. All other children enrolled in Head Start or Early Head Start will receive a copy of the Parent Handbook.
Policy:

The Head Start/Early Head Start program will provide for the development of each child’s cognitive and language skills by supporting emerging literacy development through providing a print rich environment and labeling according to the developmental level of the children.

Procedure:

Because labeling in preschool classrooms helps children move toward reading and assists in maintaining order, teachers will label items in the classroom using the following guidelines:

1. In order to provide a print-rich environment, suggestions for labeling include:
   a. Place each child’s name and picture on a cubby where the child can store personal items;
   b. Label each learning center;
   c. Have objectives listed and posted at adult level on the learning center signs;
   d. Label various learning materials and objects of special interest in the classroom;
   e. Make labels as needed in children’s pretend play; and
   f. Label shelving for appropriate items (pictures of the items can also be used).
   g. Labels will incorporate proper upper and lowercase usage.

2. Because creative labeling that is appropriate supports children’s intellectual development, teachers of infants and toddlers will be encouraged to label using pictures and fewer printed signs. However, all teachers will maintain a print rich environment with appropriate print at children’s eye level.
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.
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.
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.
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.
Policy:

Lesson plans will be used in every Head Start/Early Head Start program option.

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

1. Each teaching team will develop a weekly lesson plan. Plans are written on an approved lesson plan form.

2. The teacher will encourage ongoing input from the parent(s) regarding their needs, interests and parent desires for their child’s learning.

3. Weekly lesson plans should include skills from the ongoing assessment instrument and should be developmentally appropriate. Individualization based on student progress will be noted on the lesson plan. All available screenings and assessments will be used to individualize plan for child.

4. Based on each child’s key developmental needs and interests, teachers will incorporate activities to support develop and include these within the group plan.

5. Lesson plans should be available in the classroom and available for viewing.

6. Lesson plans will be submitted to Coordinated Services Specialists or Head Start Early Childhood Principal on a regular basis.

**Early Head Start Center Based Lesson Plans**

1. Quarterly, the teacher will discuss the child’s progress with the parent using the online ongoing assessment in addition to ongoing informal classroom conversations with parents.

2. The teacher will keep the original Family Conference form filed in the child’s Early Head Start notebook.

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

1. The home educator will follow the home lesson process of Parents As Teachers as follows:
   A. Rapport – building
Lesson Plans
Page 2

B. Lesson and Observation, with each parent the home educator will share:
   1. Developmental characteristics of the child.
   2. Rationale to support the activity (Brain research, etc.)
   3. Lesson activities will be carried out according to the lesson plan.
   3. Observations regarding child’s skills.

C. Parent-child Activity
   1. The parent and home educator will choose and write a parent-child activity or
      follow-up activity based on the needs of the child.
   2. The home educator will model and practice the activity with the parent and child in
      the home.
   3. The home educators will leave a copy of the lesson for the parent to use to
      implement and practice the lesson during the week.

D. Discussion
   1. Parent Participation
      a. The parent will share observations from the previous week’s home lesson
         and/or “homework” activity.
      b. The parent will sign and date the lesson plan, indicating participation in the
         current home lesson/visit.
   2. Review
      a. The home educator will discuss the past week’s lesson and/or activity.

3. Weekly, the home educator utilizing, Parents as Teachers, TX Pre-K Guidelines,
   DECA, TX Infant/Toddler Early Learning Guidelines and parent input, will develop a
   lesson plan based on the needs of the child in the following categories: Head Start,
   Early Head Start, Approaches to Learning, Intellectual, Social/Emotional, Language,
   and Fine/Gross Motor.

4. The home educator will enter all documentation electronically into the Visit Tracker
   Web-based Family Contact Management system and/or any other online
   documentation system used by the program.

5. Lesson plans will be monitored by Coordinated Services Specialist.
Policy:

In center-based settings, the Head Start/Early 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 support the development of gross motor skills. The daily schedule will include outdoor play.

Procedure:

1. Along with the permanent structures on the playground, there will be an assortment of developmentally appropriate equipment.

2. Teachers will take a fanny pack with first aid supplies to the playground during outdoor play. (See Playground Supervision policy.)

3. Each day the teacher will assist children in returning the 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, and etc.

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, wood-working tools, etc. All materials will be developmentally appropriate for infants, toddlers and young children.
Policy:

Head Start/Early Head Start teachers in center-based programs will conduct Parent/Teacher conferences, as needed, but no less than two per program year, to enhance the knowledge and understanding of both staff and parents of the educational and developmental progress and activities of children in the program.

Procedure:

Head Start/Early Head Start

1. There will be an initial home visit conducted by the teacher within the first forty-five days of the child’s enrollment. The results of the screening and the child’s beginning progress will be discussed.

2. Teachers in center based programs must conduct parent/teacher conferences as needed, but no less than two per program year. These conferences are documented on the Parent Conference Form and in ChildPlus under the “Education” tab.

3. During the parent/teacher conferences, the teacher will inform the parent of the child’s progress using the developmental screening and assessment, portfolios and anecdotal records and may not take the place of daily communications.

4. During the final home visit conducted by the teacher during the last two weeks of school, the transition folder will be discussed with the parent. This folder has a summary of the child’s education.

5. At each Parent/Teacher Conference, the teacher will do the following:
   a. Discuss with the parent(s) of the child’s progress
   b. Continue to gather input from the parent(s) for the Family Conference Form
   c. Child Admission Form (HS.122A)
   d. Other updates as required by the Early Childhood Principal or Coordinated Services Specialists.
Policy:

The Head Start/Early Head Start playground will provide children an outdoor play area of adequate size, a minimum of 75 square feet per child, which will be monitored on a daily basis (when classes are in session) by local Head Start/Early Head Start classroom staff and regularly by the Head Start Playground Safety Inspector.

Procedure:

1. All playground equipment purchased by Head Start/Early Head Start program shall be purchased from reputable playground equipment manufacturers that comply with Head Start Performance Standards and Minimum Licensing Standards for Child Care Centers.

2. All playground equipment purchased by Head Start/Early Head Start shall be installed according to the manufacturer’s plans and specifications or, when possible, installed by representatives of the manufacturer who have been certified to install their equipment.

3. When available, the Head Start/Early Head Start program shall request proof of adequate product liability insurance from the playground equipment manufacturer.

4. All repairs made to Head Start playground equipment will be made by or under the supervision of the Head Start playground safety inspector.

5. All Early Head Start playground equipment will be maintained by the contracted child care center with input from the Head Start playground safety inspector.

6. Head Start/Early Head Start playgrounds will be inspected daily by classroom staff before taking children outside to play. Staff will be responsible to pick up any broken glass, debris from storm damage or vandalism, and insure that the play equipment is dry and ready for use.

7. Head Start/Early Head Start staff will be responsible for reporting to the proper school or center authority and to the Head Start playground safety inspector any broken or damaged Head Start/Early Head Start equipment. When notified, the playground safety inspector will work with school or center authority to correct the problem as soon as possible.
8. The Head Start playground safety inspector will make routine site visits to inspect Head Start/Early Head Start owned playground equipment. The Head Start playground safety inspector will make regular inspections at all schools, childcare centers, and Region 16 Head Start centers not to be less than three visits per year.

9. Problems identified by the playground safety inspector during routine inspection will be processed in the following manner:

   a. The playground safety inspector will repair Head Start equipment found to need maintenance at the time of inspection. The Early Head Start coordinator will be notified of maintenance needed and will relay the information to the contracted child care center director.

   b. If the necessary replacement parts are not available, the playground safety inspector will make the necessary temporary repairs to the Head Start playground equipment.

   c. When the necessary replacement parts arrive, the playground safety inspector, or a delegate working under the supervision of the playground safety inspector, will schedule a trip at the earliest opportunity to install the Head Start replacement parts.

   d. The playground safety inspector will work with the Early Head Start coordinator in purchasing necessary replacement parts for the contracted child care centers to use for maintenance and repair.

   e. If replacement parts are not available and the problem cannot be temporarily repaired, it is the responsibility of the playground safety inspector to work in cooperation with the campus principal or contracted child care center director to close the play event until replacement parts are installed.

12. Problems reported to the Head Start/Early Head Start central office by U.S. mail, inter-school mail, E-mail or by telephone will be processed in the following manner:

   a. All malfunctions and vandalism reported to the Region 16 Education Service Center Head Start office will be processed in a quick and efficient manner. The playground safety inspector, or a delegate working under his supervision, will plan a trip to the playground in question at the earliest opportunity.

   b. If the problem is serious, the playground safety inspector may at his discretion choose to work with the campus principal or contracted child care center director to close the play equipment until inspections and repairs can be implemented.
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.

Procedure:

1. 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.
Policy:

A portfolio of work will be maintained throughout the year on each child. The portfolio will contain samples of work done by the child including art, writing, and photos of activities created by the child. The portfolio will be used to assess the child’s growth and development when meeting with parents during conference periods. It will also be used when preparing progress reports.

Procedure:

1. Teachers will construct and update a portfolio for each child enrolled.

2. Examples of items include, but are not limited to, the following:
   a. Children’s drawings, paintings, and collages
   b. Children’s writing samples
   c. Anecdotal records
   d. Children’s language and writing samples

3. All portfolio items will include the child’s name and date the work was done.

4. The teacher will use the portfolio as a source of information of ongoing assessment and when meeting with parents.

5. At the end of the year, the teacher will include items from the portfolio with the transition folder along with instructions to share them with the child’s next teacher.
Region 16 Head Start/Early Head Start will analyze data on school readiness child outcomes that centers on patterns of progress for groups of children over time as they receive services through the program year to ensure school readiness.

Procedure:

1. Data analysis will compare progress at the beginning of the program year, at the mid-point of the program year, and at the completion of the program year.

2. The Coordinated Services Specialists will review data in November, February, and June to analyze school readiness child outcomes.

3. Data will be derived from the Assessment Technology Incorporated (ATI) Galileo On-line Curriculum and Assessment System and Teaching Strategies GOLD Checkpoints.

4. Reports will be analyzed:
   - By program
   - By center
   - By age
   - By class type (half-day sessions and full-day sessions)
   - By domains
   - By primary language
   - By ethnicity
   - By noted trends from year to year

5. Data will drive instruction and provide information for resource placement, training needs and other program requirements to ensure high levels of learning for all students.

6. The results of the school readiness child outcome data will be presented annually to the Head Start Policy Council and to the ESC board

7. School readiness child outcome data will be used along with other results of the self-assessment and community assessment to develop program goals and revise program plans, policies and procedures.
Policy:

In order 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.

2. The Coordinated Services Specialist 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 central office until needed by the classrooms.

EARLY HEAD START

1. Early Head Start teachers are provided with a designated amount of tissues and gloves for each month. 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 supplies for the classroom that are needed for special lesson plans. If these items are simple, have an educational purpose and can be purchased at the store, the EHS teacher will fill out the Special Request Form being sure to write down the purpose of the item.
3. 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.
   
   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.

4. 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 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
To facilitate growth and development in the area of 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 olds, the teachers will submit a tally sheet recording the number of books read by each child to the Coordinated Services Specialist 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.
Subject: Transition in and out of Head Start  
Section: Education  
Program: Head Start  
Date Revised: December 7, 2011  
Policy Council Approval: January 18, 2012  

Regulation Reference: 45 CFR Part(s): 1304.40(2)(3)  

Policy:  
Every effort will be made to facilitate children’s transition from their current placement into and out of Head Start.  

Procedure:  
1. Joint transition-related meetings will be scheduled to ensure continuity and ease when transitioning families.  
2. A transition folder is provided to the parents at the final home visit. The transition folder will consist of:  
   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)  
3. Teachers/home visitors will encourage parents to register their children for the next year.  
4. Teachers/home visitors will encourage parent participation in “open house” programs provided by the next schools. Parents of children with disabilities will be made aware of and encouraged to attend orientation sessions designed specifically for parent of children with disabilities.  
5. Teachers will be trained annually on transitioning children into and out of Head Start.  
6. Home visits are conducted to assist in transitioning children into and out of Head Start.
Policy:

Every effort will be made to facilitate a smooth transition from a child’s current placement out of the Early Head Start program, to a preschool opportunity of the families’ choice.

Procedure:

1. Joint transition-related meetings will be scheduled to ensure continuity and family support when transitioning families out of the program beginning at the 30th month of a child’s age.

2. Transition information is provided to the parents at the joint meeting which includes helpful resources to support the child and family in success through the process. Documentation of the discussions should be made in the data system under “Family Services”.

3. Teacher/Home Educators/Family Services Staff will encourage and assist parents to apply and register their children for the next location/placement.

4. Teachers/Home Educators/Family Services Staff will encourage parent participation in “open house” programs provided by the next schools/programs. Parents of children with disabilities will be made aware of and encouraged to attend orientation sessions designed specifically for parent of children with disabilities through their service providers.

5. Staff will be trained annually on transitioning children into and out of Early Head Start.

6. Home visits or group meetings are conducted in the spring to assist/equip in transitioning children into and out of Head Start/Early Head Start.

7. The month the child transitions, Home Educators, Teachers or Family Services Staff will meet with the family to provide information on development and progress using Family Conference Form (TS GOLD). A copy should be given to the parent.

8. Agency staff will hold records for 6 months following the child’s transition to the receiving program prior to archiving.
Policy Council Approval: March 23, 2016

Regulation Reference: 45 CFR Part(s): 1304.21(a)(1)
                      40 TAC 746.2205(b); 746.2207(a),(b),(c)

Policy:

Videos for children are not appropriate for use in the classroom. In special situations when videos are deemed educationally appropriate, teachers must obtain approval from the Early Childhood Principal or the Coordinated Services Specialist prior to showing the video.

Procedure:

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.) that have been purchased by Head Start may be shown on a limited basis.

3. Other educational videos must be pre-approved by the Early Childhood Principal or Specialist.

4. If TV/video, computer or video games 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 two hours per day.

5. Activities using TV/video, computer, or video games are prohibited for children under the age of two years.