HEAD START/EARLY HEAD START
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8/13/13
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), and Strategic Teacher Education Program (STEP) or the Texas Early Education Model (TEEM) project, and will receive a copy of the job description.

2. Annual in-service training will readdress appropriate teaching behaviors, Head Start Performance Standards, and Day Care Minimum Standards.

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, Developmentally Appropriate Practices Checklist, and the annual Region 16 Employee Performance Appraisal Program Support Staff Evaluation.

**INTERACTIONS**

_(Teaching staff should meet these criteria and should encourage other adults to meet these criteria)_

- All classroom staff will be actively engaged with the children at all times, both in the classroom and on the playground.
- 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.
Appropriate Teaching Behaviors
Page 2

- 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.

- Speak with individual children in a friendly, courteous manner.

- Use children’s names when talking to them and call children by name.

- Include children in conversations, describe actions, experiences and events, listen to children’s comments and suggestions.

- Speak at the child’s level.

- Talk with individual children and encourage language use.

- Treat children of all races, religions, family backgrounds, and cultures equally with respect and consideration.

- Talk positively about each child’s physical characteristics and cultural heritage.

- Use language/materials free from stereotyping (ethnic/sex).

- Encourage children to talk about themselves.

- React to teasing or rejecting among children by intervening to discuss similarities and differences.

- Provide children of both sexes with equal opportunities to take part in all activities.

- Value positive levels of noise and activity involving both girls and boys.

- Avoid dividing class by gender.

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

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

- Adult voices do not dominate the overall sound.

- Ensure that the children are generally comfortable, relaxed, happy, and involved in play and other activities.
Appropriate Teaching Behaviors
Page 3

- Ensure that the classroom has a relaxed, spontaneous atmosphere not overly structured.
- Ensure that there is an absence of shouting, crying, or fighting.
- Help children deal with anger, sadness, and frustration by comforting, identifying, reflecting feelings, and helping children use words.
- 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 responses.
- Encourage appropriate behaviors, such as cooperation, helping, taking turns, and talking to solve problems.
- Encourage children to cooperate in small groups.
- Ask open-ended questions.
- Join in children’s play.
- Provide assistance in solving problems.
- Respect the child’s right not to participate in some activities.
- Pick up on activities that children start, or interests that children show.

DISCIPLINE

- Use positive approaches to discipline.
- Use redirection to help children behave constructively.
- Describe the situation and encourage children to evaluate the problem, rather than imposing solutions.
- Apply logical or natural consequences in problem situations.
- **DO NOT** use physical punishment or other negative discipline methods that hurt, frighten, or humiliate children.
- Avoid negative verbalizations.
- **Never** withhold food or beverage as a discipline device.
- Be proactive and plan ahead to prevent behavior problems.

Appropriate Teaching Behaviors
• Encourage appropriate behavior.

• Staff and children work together to develop consistent, clear rules. Discuss the rules to make sure the children understand them.

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 pop-beads, pegboards, lacing cards, stacking rings, etc.

• Science materials

• Health and nutrition materials

• Picture books and records, tapes, CD’s and musical instruments

• Art materials including fingerpaint, tempra paint, and watercolors, crayons, scissors, paste, and modeling clay

• Dramatic play materials such as dolls, dress-up clothes and 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

Appropriate Teaching Behaviors
• 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.
Appropriate Teaching Behaviors
Page 6

• 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

• 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-alouds, reading extensions, and curriculum activities, etc.) and 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.

• 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.
Appropriate Teaching Behaviors
Page 7

• Staff is flexible enough to change planned or routine activities to follow needs or interests of the children.

• “Waiting” time between activities is short and well-managed.

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

• Self-help skills are encouraged as children are ready.

• Routines are tailored to children’s needs and rhythms as much as possible.

• 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.

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.
• Staff uses children’s names frequently in songs and games.

• Staff displays children’s work and photos of children and their families.

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

• Staff provides many opportunities for children to initiate activities, develop and demonstrate control of their bodies and self-help skills.

• Children are free to move from one activity to another and initiate their own ideas for play.

• Staff encourages sharing, caring, and helping, such as making cards for a sick child or caring for pets.

• Staff and children discuss and explore ways to respond to biased comments and behaviors.

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

• Staff discusses daily and weekly routines in terms of time concepts, and seasons of the year.

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

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

• Staff creates opportunities to use numbers, and counting objects.

• Children take walks around the building or neighborhood.

• Staff encourages water and sand play.

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

• Staff provides time for conversation; ask questions which require more than a one-word answer.

• Staff encourages learning by adding more information to what a child says.

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

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

• Children do musical activities such as singing, listening to music, and playing instruments.
Appropriate Teaching Behaviors
Page 9

- Most art activities are offered as an exploratory process rather than to produce a product.
- Staff encourages children’s interest in writing (scribbling, drawing, copying, and inventing own spelling) through the use of journals and self-exploration.
- Staff provides creative movement activities using activity songs, obstacle courses, etc.
- Staff talks about visiting doctor, dentist, and other health services before the visit/service occurs.
- Children do creative art activities such as brush painting, drawing, collages, and modeling clay.
- Celebrate holidays of various cultures reflected in the group.
- Invite parents and other visitors to share arts, crafts, music, dress, and stories of various cultures.
- 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 and other adults are invited to share culture.
- Children are familiarized with health services prior to delivery.
- Children participate in learning activities to effect selection and enjoyment of food.

PARENT INVOLVEMENT

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

• 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.
Policy:

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.
Policy:

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.
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.
**Subject:** School Readiness - Child Outcomes Data Analysis  
**Program:** Head Start/Early Head Start  
**Policy Council Approval:** PENDING  
**Section:** Education  
**Date Revised:** July 11, 2013

**Regulation Reference:** Improving Head Start for School Readiness Act of 2007, Section 641A(a)(1)(B)

**Policy:**
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 Team 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.

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 Governing Body.

7. School readiness child outcome data will be used along with other results of the self-assessment and community assessment to develop program goals.
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
   - Story time
   - Mealtime/Snacks
   - Outdoor play, weather permitting

   **Early Head Start**
   - Gross motor activities
   - Individualized lessons and activities
   - Free choice of activities
   - Quiet time activities
   - Dental Hygiene
   - Mealtime/Snacks
   - Diapering/Toileting
   - Outdoor play, weather permitting

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 specialist or Head Start Early Childhood Principal to be filed.

4. The Head Start/Early Head Start teacher will post the daily schedule in a conspicuous place 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:

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.
Policy:

All Head Start classroom curriculums are developmentally appropriate and in alignment with the Head Start Early Learning Framework and Texas Pre-Kindergarten Curriculum Guidelines.

The Early Head Start curriculum is based on the child’s needs and interests, input from the child’s parents and caregivers, National Association for the Education of Young Children (NAEYC), Creative Curriculum, Program for Infant/Toddler Caregivers (PITC) and other materials that are developmentally appropriate that support the implementation of the Early Head Start curriculum document.

Procedure:

1. For Head Start the Texas Pre-Kindergarten Guidelines integrate the following educational components:
   a. Social and Emotional Development
   b. Language and Communication
   c. Emergent Literacy – Reading Domain
   d. Emergent Literacy - Writing
   e. Mathematics Domain
   f. Science Domain
   g. Social Studies Domain
   h. Fine Arts Domain
   i. Physical Development Domain
   j. Technology Applications Domain

2. For Head Start the Early Learning Framework integrate the following domains:
   a. Language Development
   b. Literacy
   c. Mathematics
   d. Science
   e. Creative Arts
   f. Social and Emotional Development
   g. Approaches to Learning
   h. Physical Health and Development
   i. Logic and Reasoning
   j. Social Studies
   k. English Language Learner

3. Head Start/Early Head Start will follow a curriculum that is a written plan 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 Head Start/Early Head Start curriculum document on the following pages.
Policy:

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 also have the opportunity for input into the curriculum through home visits, and parent-teacher conferences.

2. Parents are invited to volunteer in the classroom and assist in implementation of the curriculum whenever possible.

3. The Policy Council, which includes parents, reviews, revises, and approves the curriculum.
Curriculum means a written plan 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.

Based on input from parents and teachers...

(I) The Goals for Children’s Development and Learning are as Follows:

A. To help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life;
B. To build secure relationships among teachers, parents, and children;
C. To strengthen parent/teacher/home visitor communication resulting in secure relationships and the enhancement of children’s development;
D. To provide an emotionally supportive atmosphere which allows children to explore the environment according to their developmental levels;
E. To develop a safe and interesting place for learning which allows children to take risks while exploring their new environment;
F. To provide opportunities for children to explore a variety of sensory and motor experiences with support and stimulation from teachers and family members;
G. To support the social and emotional development of children by encouraging the development of self-awareness, autonomy, and self expression;
H. To support the emerging language skills of children by providing daily opportunities for each child to interact with others and to express himself/herself freely;
I. To promote the physical development of children by supporting the development of gross motor skills;
J. To create opportunities for fine motor development that encourage the control and coordination of small, specialized motions such as using the eyes, mouth, hands, and feet;
K. To meet the individual needs and interests of the children served while respecting cultural diversity and supporting inclusion of children with disabilities.
L. To be consistent with Head Start Performance Standards and follow sound child development principles.

(II) The Experiences Through Which They Achieve These Goals

AND

(III) What Staff and Parents Do to Help Children Achieve These Goals

A. The following takes place to help children gain the social competence, skills and confidence necessary to be prepared to succeed in their present environment and with later responsibilities in school and life:

1. Teachers and home visitors are grounded in the cognitive, social, and emotional experiences in which children are naturally interested.
2. Teachers and home visitors provide continuous opportunities for children of all abilities to experience success.
3. Teachers and home visitors increase the complexity and challenge of activities as children develop.
4. Teachers and home visitors follow the Head Start Child Outcomes Framework’s 8 domains and 13 indicators as well as the Texas Prekindergarten Curriculum Guidelines for three and four-year-old children.

B. The following takes place to build secure relationships among teachers, home visitors, parents and children:

1. In Early Head Start...
   a. A teacher and home visitor is assigned to each child and continues with that child throughout the time that the child is in the program.
   b. Teachers and home visitors hold infants as appropriate to feed them when they are hungry and comfort them when they are distressed.
   c. Teachers and home visitors interact with infants and toddlers by gently holding, talking, and gesturing with them.

2. In Head Start and Early Head Start...
   a. Teachers and home visitors acknowledge each parent and child by greeting them upon arrival and saying good-bye to the parents and children upon departure.
   b. Teachers and home visitors smile at the parents and children as appropriate.
   c. Parents acknowledge Teachers and home visitors by greeting them upon arrival and saying good-bye to the Teachers and home visitors upon departure.
   d. Teachers and home visitors and other staff make home visits to get to know the parents and children.
   e. Center-based teachers eat with the children and share the same menu to the extent possible.

C. The following takes place to strengthen parent/teacher/home visitor communication resulting in secure relationships among teachers/home visitors, parents and children and the enhancement of the children’s development:

1. In Early Head Start...
   a. Parents communicate with teachers/home visitors by giving answers to the questions in the Parent Interview form that gives any important information regarding the care of the child.
   b. Center-based parents participate in parent/teacher conferences (quarterly) to gather input, to fill out the Family Conference Form and to discuss the child’s progress from the previous months.
   c. Home-based parents participate in parent/home visitor conferences (weekly) to gather input, and to discuss the child’s progress from the previous week.
   d. Home-based parents show their participation in the home visit by signing the weekly lesson plan and by receiving a copy.

2. In Head Start...
   a. A take-home folder is sent home weekly with opportunity for communication between classroom and home. (home visitors give home-based parents the same information.)
   b. Four parent/teacher conferences are conducted each year for center-based families.

3. In Head Start and Early Head Start...
   a. Teachers conduct home visits for center-based families at least twice a year to discuss their child’s development and education.
   b. Parents are given opportunity with each administration of the screening and assessment to give input from observations at home.
c. An on-going assessment is used and results are discussed at parent/teacher/home visitor conferences where the parent has an opportunity for comments on the assessment.

d. Parents may schedule conferences with center-based teachers whenever necessary.

e. Teachers/home visitors discuss with the parent the child’s daily activities and routines. Center-based teachers use “Daily Communication Sheets” to inform parents of daily activities and routines.

f. A take-home library is provided in each classroom for additional literacy opportunities to be shared at home. Home visitors leave books in the home weekly.

g. Monthly parent committees are held to provide training and business meetings for parents.

h. Parents are invited into the classroom and Group Socialization Activities to volunteer to share experiences from work or culture.

i. Parents are invited to become integrally involved in the development of the program’s curriculum and approach to child development and education by…
   - helping plan the weekly lessons in the home-based program option
   - giving input into the child’s lessons at the parent/teacher conferences
   - giving input into the Head Start/Early Head Start Curriculum while serving on the Policy Council Education Sub Committee (made up of parents, community representatives and education staff).

D. The following takes place to provide an emotionally supportive atmosphere which allows the children to explore the environment according to their developmental level:

   1. Teachers/home visitors are grounded in the cognitive, social, and emotional experiences in which children are naturally interested.
   2. Teachers/home visitors plan an activity or address a skill at least once a week in the area of emotional development.
   3. Teachers/home visitors observe carefully as children engage in activities, and watch for opportunities to extend their thinking and range of interests, and to develop their problem-solving skills.
   4. Teachers/home visitors support and encourage infants, toddlers and preschoolers to learn by observing them as they interact with the environment.
   5. Teachers provide an emotionally secure and physically safe environment that allows mobile infants and toddlers to explore and develop independence and control.
   6. Home visitors teach and encourage parents to provide the experiences mentioned in # 5 above.

E. The following takes place to develop a safe and interesting place for learning which allows children to take risks while exploring their new environment:

   1. Teachers provide a safe environment by:
      - childproofing the room with plug covers, placing cords out of reach, etc.
      - providing appropriate supervision so that children can take risks
   2. Teachers provide an interesting place for learning by:
      - encouraging free choice of materials available on child-size shelf or at child’s level
      - arranging the room, changing or rotating objects to stimulate and challenge children
      - providing age-appropriate developmentally appropriate manipulatives
   3. Home visitors encourage and teach parents to provide the experience mentioned in #1 and 2.
4. Parents along with teachers/home visitors identify learning opportunities in the home, including how to adapt activities and household routines in response to children’s interests, strengths, and needs.

F. The following takes place to provide opportunities for children to explore a variety of sensory and motor experiences with support and stimulation from teachers/home visitors and family members:
   1. Teachers/home visitors and parents are trained that children learn holistically and from “hands on” experiences.
   2. Teachers/home visitors are provided several activity books with activities relating to the senses.
   3. Teachers/home visitors encourage movement and playfulness.
   4. Teachers/home visitors engage infants, toddlers and preschoolers through their senses with physical contact, making sounds, feeling textures, and tasting or smelling foods.
   5. Teachers change the area of play by moving infants from one area or position to another.
   6. Teachers change or rotate objects to stimulate and challenge children.
   7. Teachers interact face to face during all kinds of routine activities, including diapering, toileting and feeding times.
   8. Home visitors teach and encourage parents to provide the experience mentioned in #5, #6 and #7 above.

G. The following takes place to support the social and emotional development of children by encouraging the development of self-awareness, autonomy, and self expression:
   1. Center-based teachers allow and enable children to independently use toilet facilities when it is developmentally appropriate and when efforts to encourage toilet training are supported by the parents.
   2. Center-based parents are encouraged to share information about the child’s experiences with toileting at home and about their preferences and concerns.
   3. Home visitors support and encourage parents with their individual styles in toilet training.
   4. Teachers/home visitors ...
      • affirm each child as an individual;
      • respond to the child’s sense of pleasure in his or her own successes;
      • establish face-to-face contact and engage in playful exchanges of sounds and simple games;
      • respond to children’s behaviors associated with fears or needs; and
      • develop activities that match children’s developmental levels and honor their preferences.
   5. Teachers assist children when tasks become frustrating, rather than by doing the tasks for them and home visitors model this approach for parents.
   6. Teachers/home visitors recognize developmental milestones that indicate children’s changing need for independence.
   7. Teachers/home visitors nurture the individuality of infants, toddlers and preschoolers by giving them choices and by providing opportunities for them to do things for themselves.
   8. Center-based children have a space of their own to keep personal belongings.

H. The following takes place to support the emerging language skills of children by providing daily opportunities for each child to interact with others and to express himself/herself freely:
   1. Teachers/home visitors engage children in the use of verbal and nonverbal methods of communication.
2. Center-based teachers provide opportunities for appropriate interactions with peers and in daily activities, such as at meal times; home visitors likewise at Group Socialization Activities (GSA’s).
3. Center-based teachers use descriptive language and behaviors during routine activities, such as diapering and toileting, to build a foundation for the use of language; home visitors teach and encourage parents the same.
4. Teachers/home visitors respond to young children’s first attempts at conversation by expanding on their vocalizations or gestures, and vocabulary.
5. Teachers/home visitors read stories, sing songs, recite rhymes and encourage children to hold and manipulate books.

I. The following takes place to promote the physical development of children by supporting the development of gross motor skills:
   1. Teachers/home visitors allow children to play with and explore objects in a safe environment.
   2. Teachers/home visitors bring objects and activities to young infants.
   3. Center-based teachers provide open and accessible indoor and outdoor space for children to practice skills, such as crawling, walking, and reaching activities and other gross motor activities.
   4. Home visitors provide indoor and outdoor activities and encourage the parents to do the same.

J. The following takes place to create opportunities for fine motor development that encourages the control and coordination of small, specialized motions such as using the eyes, mouth, hands, and feet:
   1. Teachers/home visitors provide activities and materials that involve grasping, dropping, pulling, pushing, throwing, touching, and mouthing.
   2. Teachers/home visitors provide opportunities for hand-eye coordination, such as fitting objects into a hole in a box, and self-feeding.
   3. Teachers/home visitors provide developmentally opportunities to develop early writing skills.

K. The following takes place to meet the individual needs and interests of the children served while respecting cultural diversity and supporting inclusion of children with disabilities:
   1. Teachers/home visitors demonstrate through actions a genuine respect for each child’s family, culture, and life-style.
   2. Teachers/home visitors provide an environment that reflects the cultures of all children in the program in an integrated, natural way.
   3. Teachers/home visitors foster children’s primary language, while supporting the continued development of English.
   4. Teachers/home visitors avoid activities and materials that stereotype or limit children according to their gender, age, disability, race, ethnicity, or family composition.
   5. Teachers/home visitors model respect and help children demonstrate appreciation of others.
   6. Teachers/home visitors plan for variation in ability levels and individual interests in all activities.
   7. Parents along with teachers/home visitors identify learning opportunities in the home, including how to adapt activities and household routines in response to children’s interests, strengths, and needs.
   8. Parents are involved in sharing observations with staff concerning children’s developmental patterns and behavior to help individualize the approach in the home visit and in the program setting.
9. Teachers/home visitors are trained and supported by staff to equip them with the skills necessary to educate and care for children with disabilities.

L. In order to be consistent with Head Start Performance Standards and to follow sound child development principles, the following takes place:

M. The Head Start program meets the Texas Prekindergarten Curriculum Guidelines for three and four-year-old children and meets the Head Start Child Outcomes Framework. The teachers cite references from the Ongoing Assessment and Individual Learning Plan on their lesson plans.

1. Head Start/Early Head Start central office staff conducts formal and informal observations as they visit the classrooms and make home visits.


3. The approach of Region 16 Education Service Center, Head Start, and Early Head Start is based on the developmentally appropriate practices found in the standards of National Association for the Education of Young Children (NAEYC), High Scope, Center for Improving the Readiness of Children for Learning and Education (CIRCLE), Texas Early Education Model (TEEM) and the Program for Infant/Toddler Caregivers (PITC) as well as the Developmentally Appropriate Teaching Practices document.

(IV) The Materials Needed to Support the Implementation of the Curriculum

**EARLY HEAD START PLANNING RESOURCES**

1. *Active Learning for Infants and Active Learning for Ones and Active Learning for Twos*  

2. *Games to Play with Babies and Games to Play with Toddlers and Games to Play with Two Year Olds*  

3. *Hawaii Early Learning Profile Activity Guide*  

4. *Hawaii Early Learning Profile At Home*  


7. *The Complete Resource Book for Infants*  
8. *The Complete Resource Book for Toddlers and Twos*  
Pam Schiller (2003), Gryphon House, Beltsville, Maryland.

9. *The Complete Learning Spaces Book for Infants and Toddlers*  
Rebecca Isbell and Christy Isbell. Gryphon House, Beltsville, Maryland


**EARLY HEAD START APPROACH TO EDUCATION REFERENCES**


4. *The Creative Curriculum for Infants and Toddlers*  

5. *Parents as Teachers*  
Jane Kostelc, Debbie Koprowksi (1999) Parents as Teachers National Center, Inc., St. Louis, MO

6. *Florida State Curriculum*  

(IV) The Materials Needed to Support the Implementation of the Curriculum

**HEAD START CURRICULUM ACTIVITY RESOURCES**

1. *Galileo Pre-K Assessment and Curriculum*

2. *DLM Early Childhood Express*  

3. *Head Start/PreKindergarten Curriculum Guide*  
Jeanine Avery, Sally Benefield, Sherry Gill, Julie Yock, Rhonda Rogers, Cheri Sherley, Joanne Storm. Region 16 Education Service Center and the Amarillo Independent School District, Amarillo Texas.
3. The Letter People Curriculum  

4. Peabody Early Experiences Kit  
Lloyd Dunn, Lillie Chun, Doris Crowell, Leota Dunn, Lynne Grossman Halevi, and Eleanor Yackel. AGS, Circle Pines, MN.

5. Prekindergarten Curriculum Guidelines Activity Notebook and Cascade  
Cheri Sherley, Debbie Emery, Diane Hinders, Dinah Burnett, Dorothy Thurlow, Gay Seals, Jeanine Jeanine Avery, Jill Rogers, Regina Wootten, Sheila Harris, Head Start Education Advisory Committee. Region 16 Education Service Center Head Start, Amarillo Texas. Updated annually by Policy Council Education Sub-committee.


Committee for Children

www.cfchildren.org.

10. Devereux Early Childhood Assessment (DECA) Program.  
Devereux Early Childhood Initiative. DECA@devereuxchildhood.org.

11. Picturing America

**HEAD START CURRICULUM GENERAL REFERENCE**

1. Developmentally Appropriate Practice in Early Childhood Programs, revised edition.  
Sue Bredekamp, and Carol Copple, Editors, NAEYC.

2. Educating Young Children  

3. Teaching Preschoolers: It Looks Like This ...In Pictures.  
J.G. Stone, NAEYC.

4. Texas Pre-K Guidelines

**Other Educational Resources Available for Check Out in Central Office.**
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. The teacher will write the breakfast, lunch, and snack menu in the appropriate box. After eating each meal, the amount eaten will be written in the box.

5. The teacher will write special achievements or milestones in the “Notes to Parents” section. This area shall also be used to denote health problems observed, such as seizures or fever.

6. The yellow copy of the Daily Communication Sheet will be filed in the child’s notebook.
Subject: Developmental Progress and Ongoing Assessment  
Section: Education  
Program: Head Start/Early Head Start  
Date Revised: March 30, 2012  
Policy Council Approval: May 2, 2012

Regulation Reference: 45 CFR Part(s): 1304.21, 1304.51(i)(2)

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, Acuscreen 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 assessment 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
Policy:

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. 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.

2. 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 Galileo.

3. The coordinated services specialist or Head Start principal 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 Galileo.

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 Galileo.

2. The Head Start coordinated services specialist will meet with each home educator to discuss any concerns and to provide support for children that might be at risk for delay.

3. As new students enroll, the home educators will screen him/her, and record the results in Galileo.
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.
Policy Council Approval: January 16, 2013

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

Policy:

Classroom teaching staff and parents may plan a special “end-of-year” celebration for children.

Procedure:

1. Within the last two weeks of school or the end of the program year, Head Start/Early Head Start classroom staff may determine the dates and times of individual classroom or school/center-wide celebrations.

2. Teaching staff and parents may jointly plan a brief program, guiding children to share songs and/or activities they have learned while in Head Start/Early Head Start. Activities must not require drilling as part of preparation.

3. **Head Start** classroom staff and parents may choose to have an awards ceremony to recognize the following: attendance, reading, parent volunteers, etc. Head Start will not purchase or print certificates to be given in recognition.

4. Because children under the age of three do not have an understanding of awards, **Early Head Start** classroom staff and parents may choose to have an awards ceremony to recognize parent participation in the following: attendance, reading, parent volunteers, etc.

5. The end-of-the year celebration must not be based on a graduation format. The graduation attire is not developmentally appropriate for young children and symbolizes the completion of education, not the beginning. Therefore, the use of caps, gowns and diplomas is strictly forbidden.
Policy:

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 socialization activities per month for each child (a minimum of 16 each year for Head Start and a minimum of 2 each year for Early Head Start). The purpose of the home-based group socialization activity (GSA) is to provide a group setting for children and their parents to experience peer group interaction through age appropriate activities in a Head Start/Early Head Start classroom, community facility, home, or on a field trip.

Procedure:

1. At the beginning of each program year, home-based parents and home educators will decide on the day of the week and time of the GSA for the year. This information will be for scheduling purposes but can be changed at any time with parent input at each group socialization activity.

2. Each family will be notified of the date, time and place chosen for each GSA.

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

4. Activities must be designed so that parents to accompany their children to the group socialization activities to observe, to participate as volunteers or to engage in activities designed specifically for the parents and children.

5. Home educators will ensure parent engagement by asking and discussing with parents their preferences for topics and activities for the GSA’s. This feedback can then be used to plan future GSA’s. Home educators will also encourage parents to lead parts of the GSA depending on each family’ availability and resources.

6. The home educators will ensure the room is set up and ready to receive families at least 10 minutes prior to the beginning of the session.

7. All home educators will engage and interact with the children and/or parents at all times during each GSA.

8. All home educators will remain with the parents and children until all participants have left.

9. All home educators will help with the clean-up after the GSA.
10. All group socialization activities cancelled by the Head Start/Early Head Start program will be made up by home educators when necessary to meet the minimums stated above.

11. Because GSAs take 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.

12. Home educators will share in the responsibility of ordering the food, assisting the parent representative in making arrangements for rooms and speakers, and making the flyers. At a joint meeting with all the home educators, 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.

13. Each home educator will be responsible for contacting the families served regarding attendance at GSAs.
**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.

**Head Start**

1. The following items will be covered during the **Head Start** initial home visit:
   
   **Amarillo Centers**
   
   a. Emergency Consent/Contact for Enrolled Children (HS.03)
   b. Authorization to Pick-Up List (HS.81)
   c. Form 1531 Texas Department of Agriculture Child Nutrition Application Program (for over-income)
   d. Parent Handbook (with center policies)
   e. Social/Emotional/Behavioral Questionnaire (HS.44)
   f. Volunteer Information Sheet (HS.15)
   g. Pedestrian Safety Information (HS.68)
   h. 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)  
e. DECA – Parent Rating form

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 Head Start.

Early Head Start

1. At the initial home visit initial paperwork is required by the program for a new child, (see timelines for forms completed).

2. All documentation is kept in the child’s classroom notebook or in the online documentation system used by the program (ie. Galileo).

3. The Early Head Start program year begins on July 1st and ends on June 30th. However, since Early Head Start continues all year long, teachers will visit each family in the home every six months beginning with the initial home visit date. These home visits will include the following:  
   • Reporting and discussing the child’s progress by reviewing the on-going assessment results with the parent  
   • Review of the Developmental screening  
   • Reporting on child’s DECA Assessment

4. 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 **48 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. The home educator will conduct the Early Head Start developmental screening or the Head Start Acuscreen.

3. After the screening is completed, the home educator will begin using the Parents as Teachers Born To Learn™ Milestones In Development as the on-going assessment.

4. The home educator will complete a lesson plan weekly with the parent according to the established Parents as Teachers Born To Learn™ curriculum.

5. The home educator, who also assumes family services responsibilities, will address and document the following items, at least monthly: Education, Family Literacy, Health/Safety, Medical/Dental, Multicultural, Nutrition, Parent Involvement, Social Services, and FPA Needs and Interest Survey.

6. 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.
Regulation Reference: 45 CFR Part(s): 1304.21 (a)(2)(i);1304.21 (a)(2)(iii)

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. All 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.

4. Permanent book collections are provided for each classroom, and additional books are available for checkout from the school/center and local public libraries.

5. The books on display will be read and used with the children to stimulate interest and independent book handling.

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.
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 the center director, coordinated services specialists or Head Start 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 Family Conference Form or the online ongoing assessment from 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, which is under lock and key.

**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
      and parent input, will develop a lesson plan based on the needs of the child in the
      following categories: Listening, Talking, Reading Readiness, Writing, Math Skills,
      Attention Span, Social/emotional, and Fine and Gross Motor.
   4. The home educator will enter all documentation electronically into the Visit Tracker
      Web-based Family Contact Management system and any other online
      documentation system used by the program.
   5. Lesson plans will be monitored by Early Head Start home-based supervisor and/or
      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 will be in Merlin and in the child’s folder.

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:
   - Discuss with the parent(s) of the child’s progress
   - Continue to gather input from the parent(s) for the Family Conference Form
   - Update the Emergency Consent/Contact for Enrolled Children (HS.03)
   - Update Authorized Pick Up form (HS.81)
   - Other updates as required by their center principal or director.
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, interschool 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.
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.
**Policy**

Classroom schedules will be organized to include small group activities.

**Procedure:**

1. Each schedule will include small group activities daily.

2. Small group activities will be age and developmentally appropriate.
Policy:

In order to ensure that classrooms are adequately and appropriately furnished, supplies may be ordered on an as-needed basis during the year.

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.

4. In Amarillo, the teacher completes the Head Start order form and returns it to the principal.

5. In the regional schools, supplies are requested when the coordinated services specialist visit the classroom. Teachers may also request supplies by emailing the coordinated services specialist.

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 (green):
   - 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

The above items are available for delivery to the centers in a week if the green supply list is turned in every Wednesday. (See Purchasing Procedures EHS/Administration)
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 (purple) 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 (green) 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 education 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 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
Policy:

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.
Transition in and out of Head Start

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

**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. A transition packet is provided to the parents at the joint meeting which includes the creation of the Individual Transition Form and helpful resources for the child to be successful in the process.

3. /Home Educators/FSA will encourage and assist parents to register their children for the next location/placement.

4. /Home Educators/FSA 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. Teachers will be trained annually on transitioning children into and out of Early Head Start.

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

7. The month the child transitions, family services staff will meet with the family to provide information on services provided (Transition Summary).

8. Agency staff will hold records for 6 months following the child’s transition to the receiving program prior to archiving.
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 Head Start principal, Head Start coordinated services specialist or Early Head Start 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 approved by the Head Start center manager, Head Start early childhood principal, or Head Start coordinated services specialist prior to showing them.

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.