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REVISED SUMMER 2005
EDUCATIONAL PROGRAM

Educational Program Overview

HEAD START of Greater Inc. provides young children from birth through preschool age from low-income families with free, high quality child development services. Head Start children explore and learn in a healthy, nurturing environment, while building self-confidence and social skills. Also, they receive complete medical and dental services. Children with special needs are welcomed into the program and receive individual attention from Special Services staff. Children leave Head Start with a strong foundation for successful learning in school.

Mission Statement

HEAD START of Greater Dallas provides children with the foundation of skills and knowledge they need to be successful in school and life and fosters self-reliant families and communities.
HEAD START of Greater Dallas' Educational Philosophy

HEAD START of Greater Dallas adheres to the philosophy that parents are the prime educators of their children. The Educational Program provides parents with the opportunity to increase their knowledge of child growth and development, an opportunity to learn additional parenting skills, and, also an opportunity to learn how to work more effectively with their own children.

Head Start works to enrich children with a learning environment and varied experiences appropriate to their age, stage of development and cultural background, which will help them to develop socially, intellectually, physically and emotionally.

Before a teacher can guide the daily activities of a Head Start classroom, he or she must clearly understand the philosophy of the program. Since 1965, Head Start has provided early childhood education opportunities for zero to five year old children whose families are economically disadvantaged. Head Start Program Goals state that:

A. The Head Start Program is based on the premise that all children share certain educational needs, and that children of low-income families, in particular can benefit from a comprehensive developmental program to meet those needs. The Head Start Program approach is based on the philosophy that:

1. A child can benefit most from a comprehensive, interdisciplinary program to foster development and remedy problems as expressed in a broad range of services.

2. The child's entire family, as well as the community, must be involved.
The program should maximize the strengths and unique experiences of each child. The family, which is perceived as the principle influence on the child's development, must be a direct participant in the program. Local communities are allowed latitude in developing creative program designs so long as the basic goals, objectives and standards of a comprehensive program are adhered to.

B. The overall goal of the Head Start Program is to bring about a greater degree of social and intellectual competence in children of low-income families. By social competence, we mean the child’s effectiveness in dealing with both his/her present environment and later responsibilities in school life. Social competence takes into account the interrelatedness of cognitive and intellectual development, physical and mental health, nutritional needs and other factors that enable a developmental approach to helping children achieve social and intellectual competence. To the accomplishment of this goal, Head Start objectives and performance standards provide for:

1. The improvement of the child's health and physical abilities, including appropriate steps to correct present physical and mental problems and to enhance every child's access to an adequate diet, and the improvement of the family's attitude toward future health care and physical abilities.

2. The encouragement of self-confidence, spontaneity, curiosity and moreover, self-discipline will assist in the development of the child's social and emotional health.
Educational Programs

HEAD START of Greater Dallas offers two types of educational programs for young children:

I. Early Head Start
   A. The Early Head Start program provides comprehensive services to pregnant women, infants, and children under age three.
   B. Individualized services for each child ensure a healthy and successful start in life.
   C. Pregnant women receive medical and other support services during their pregnancy and after the baby arrive.
   D. Early Head Start staff
      1. Program Director
      2. Education Coordinators (two)
      3. Early Head Start Teachers
      4. Family Advocates
      5. Pediatric nurse
      6. Disabilities and Mental Health Specialists
      7. Other support staff

II. Head Start for Preschoolers
    A. There are 25 Head Start centers located throughout Dallas County.
    B. The centers are open from 7:00 a.m. to 5:30 p.m.
    C. Head Start staff
       1. Site-Manager
2. Education Specialists I or Education Specialists II
3. Classroom Teachers
   a. Teacher II (Lead Teacher)
   b. Teacher III (Teacher Assistant)
   d. Other support staff

GENERAL TIME LINE

August: Begin LAP-D Screen with returning children (Screen All children within 45 days of entry). For each child complete an Information from Assessment and Observation Form based on the LAP-D Screen. The Education Specialist will assist the teachers. Place the form in the child’s Portfolio.

July- September

Begin Home Visits (LAP-D Screen or LAP-3 Pre Assessment report from previous year). Give forms to Education Specialist as visits are completed.

August - September

LAP-3 Pre Assessment completed for each child.

For each child print Individual Outcomes by Domain Report, complete information from the Assessment and Observation Form and use for individual planning. Place in each child’s Portfolio. Data entered in data base by Education Specialist or Teacher.

November

Fall Parent /Teacher Conference (LAP-3 Pre Assessment).
Give forms to Education Specialist.

December-January

LAP-3 mid Assessment completed for each child.

For each child print Individual Outcomes by Domain report, complete an Information from Assessment and Observation Form use for individual planning. Place in child’s Portfolio. Portfolio reviewed by Education Specialist. Data recorded in LAP-3 Profile.
data base by Education Specialist or Teacher.

February-
March
Spring Home Visits (LAP-3 mid Assessment Parent Report)
Give forms to Education Specialist.

April:  **Week of the Young Child**

April-May
Spring Parent/Teacher Conference
Give forms to Education Specialist
Education Specialist delivers necessary forms to Transition

April/May
LAP-3 Post Assessment completed for each child.
For each print *Individual Outcomes by Domain report*, complete an *Information from Assessment and Observation Form* and use for individual planning. Place in each child’s Portfolio. Data entered in data base by Education Specialist or Teacher.

Yearly
**Parent Education Conference** (For All Head Start Parents)

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**EDUCATION ADVISORY COMMITTEE**

1. This committee is comprised of Head Start staff, Head Start parents, and other professionals in the child development community.

2. The purpose is to act as a resource for enhancing the educational program.

3. Educational materials are reviewed, revised and established by this committee.

4. The Education Service Delivery Plan is also reviewed and updated by the committee.
CURRICULUM ELEMENTS

THE THEMATIC APPROACH

1. In the early childhood classroom, the thematic approach is a method of organizing learning materials and activities.

2. This approach supports two key teaching components: 1) information and 2) skill opportunity. Information encompasses the details about the theme that the teacher shares with the classroom. A skill opportunity is any activity provided to the children that helps them reach developmental milestones.
3. This Thematic Guide is designed to work with the other resource guides in the HEAD START of Greater Dallas, Inc. curriculum.

4. The Thematic Guide is organized into twelve thematic units.

5. Each unit is outlined to include: concepts, objectives, vocabulary, open-ended questions, learning activities, book lists, songs finger plays, poems, parent involvement activities, health/nutrition activities, and mental health activities.


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**THE THEMATIC GUIDE**

1. Head Start currently uses a locally designed thematic based curriculum.

2. Children are able to learn through a holistic approach developed around a central theme.

3. The Thematic Guide is the curriculum resource developed by the Education Advisory Committee and the Education Component.
4. The Thematic Guide is organized into twelve thematic units. An additional unit is included to address Children and Parent Pedestrian safety. This unit will be used by all classrooms the first weeks of school in August.

5. Each unit is outlined to include concepts, objectives, vocabulary, open-ended questions, learning activities, book lists, songs, finger plays, poems, parent involvement activities, health/nutrition activities, and mental health activities.


7. HEAD START of Greater Dallas uses a different theme each month of the school year.

8. The monthly themes utilized by Head Start are organized into weekly themes, concepts, and suggested activities.

9. Each week teachers are to select a theme, which relates to the monthly theme for their lesson plan.

10. Once the weekly theme and concept(s) have been identified the teacher should develop the objectives of the lesson plan.

11. The objective of the lesson plan is a statement of what the teacher intends the children to learn about the concept(s).

THEMATIC UNITS

<table>
<thead>
<tr>
<th>August</th>
<th>Introduction to School/Parent Child Pedestrian Safety (3rd and 4th week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Theme</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>September</td>
<td>Self, May Family, My Home</td>
</tr>
<tr>
<td>October</td>
<td>Occupations, Fall</td>
</tr>
<tr>
<td>November</td>
<td>Environment</td>
</tr>
<tr>
<td>December</td>
<td>Transportation</td>
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<tr>
<td>January</td>
<td>Food, Winter</td>
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<tr>
<td>February</td>
<td>Communication</td>
</tr>
<tr>
<td>March</td>
<td>Weather, Safety</td>
</tr>
<tr>
<td>April</td>
<td>Plants, Spring</td>
</tr>
<tr>
<td>May</td>
<td>Animals</td>
</tr>
<tr>
<td>June</td>
<td>Health, Summer</td>
</tr>
<tr>
<td>July</td>
<td>Vacation</td>
</tr>
</tbody>
</table>

**How to Use the Thematic Guide**

**Step 1.** Locate the Monthly Theme  
The monthly theme is located in italics below the month.  
The monthly theme does not need to be stated on the weekly lesson plan.

**Step 2.** Select a Weekly Theme  
Suggested weekly themes are listed under the heading “Theme.”  
Teachers are not limited to these suggested themes.
Step 3. Identify Concepts
Concepts are listed under the heading “Concepts.”
These are the concepts to be presented to the children.

Step 4. Write the Weekly Objectives
Example objectives are listed within each Thematic Unit.
This is a statement that measures what the children will learn about the concept.

**APPROPRIATE**
August Example: Monthly Theme: Introduction to School
Weekly Theme: Getting to Know my School
Concept: What is School?
Objectives:
1). Children will learn classroom rules and the names of 3 learning centers.
2). Children will learn teachers’ names.
3). Children will identify where their classroom and the playground are.

**INAPPROPRIATE**
August Example: Monthly Theme: Introduction to School
Weekly Theme: School is Fun
Concept: School is a fun place to be with your friends.
Objectives:
1). Children will learn to mind the teachers.
2). Children will learn about the school building.
3). Children will learn about their new friends.

**LANGUAGE ENRICHMENT ACTIVITIES PROGRAM**

1. Learning Enrichment Activities Program (LEAP) is a multi-sensory language program that focuses on pre-academic skills in language development in order to prepare four year olds for success in Kindergarten.
2. LEAP was developed by Southern Methodist University.

3. The teachers also integrate specific skills from the on-going assessment and other identified needs (from the Home Visits/Parents or Special Services) to address the individual needs of each child in the class.

4. Other resources are used to provide specific skills, activities and enrichment to strengthen the learning experiences for the children.

LEARNING ACCOMPLISHMENT PROFILE THIRD EDITION
(LAP-3 ASSESSMENT) & THE PORTFOLIO

1. The LAP-3 Assessment is kept in an individual portfolio for each child. The Portfolio contains additional anecdotal notes and child-created materials.
2. The Learning Accomplishment Profile Third Edition (LAP-3) is an ongoing documentation of the child's observed abilities and is used continuously to evaluate the child's progress. Lesson Plans and anecdotal notes are developed according to the skill or concepts yet to be achieved.

3. Parents/Guardians have access to their child's portfolio. Confidentiality must be maintained.

4. The LAP-3 is to be completed by an informal assessment process in the classroom and through daily observations of the child.

   a. Each child has an individual portfolio, which is kept in the classroom. The teacher assigns a number for the child, listed on the front of the portfolio. This number is also used for lesson planning.
   b. The anecdotal notes consist of written narratives of the child's observed daily activities; what the child does and says (physical attributes and verbal expressions). The parent/guardian also has the opportunity to make any notations of the child's development.
   c. Samples of the child's work are kept on a continuous basis (at least once a month). This need to be kept in the portfolio for the duration of the program year. At the end of the program year the child's work should be given to the parent. This should be done after the teacher has selected samples that will be included in the transition folder (see Transition Folder).
   d. The portfolio is kept in the classroom, taken on home visits, and the papers are filed in the child's blue Family File at the close of the school year.

Developmental Screening
LEARNING ACCOMPLISHMENT PROFILE NORMED SCREENS
(LAP-D SCREENS)

1. LAP-D is an individually administered developmental screening designed to screen young children ages 3.0 through 5.0.

2. All children are screened within the first 45 days of the child’s entry of the program by the classroom teacher.

3. The results of the screenings are used by the teacher to begin individual planning for each child as well as identify children that may need a more in depth assessment to address special needs.

4. It is the responsibility of the Teacher, Education Specialist, Special Services Specialists and the Site Manager to ensure screenings are completed and reviewed and filed in the child’s permanent folder.

5. The DIAL 3 Parent Questionnaire is a major component of the screening process. The Site Manager and Education Specialist should get the parent to complete this information at enrollment. The information should be shared with the appropriate support staff that works with the families.

6. The results of the screening are reviewed with the parents during the Parent Conference or home visit.
EARLY CHILDHOOD EDUCATIONAL PRINCIPLES

APPROPRIATE PRACTICES

1. Head Start requires that teachers use developmentally appropriate practices in the classroom at all times.

2. According to the National Association for the Education of Young Children (NAEYC) guidelines, developmental appropriateness has two parts:
   A. First, that activities and expectations in the classroom are age appropriate. This means that the learning environment and learning experiences are planned particularly for an age group. For Head Start and Early Head Start the age group includes children from zero to five years of age;
   B. Second, teachers must recognize that each child is a unique person and that learning should incorporate experiences which are individually appropriate, not only matching a child's abilities but challenging them as well.

3. Certain atmosphere should be observed in the classroom.
   A. For example, the learning environment in a Head Start classroom should be colorful and (engage young children's interest.)
   B. Bulletin boards, pictures, and artwork should be placed at children's eye level.
   C. Activities and experiences must be planned in a way that encourages children to participate.
   D. At this age, children should be given hands-on direct experiences with a variety of materials and manipulative.
   E. Children remember a surprising amount of what is touched, explored, and experienced.

4. Because children develop differently and at different stages, careful observation, evaluation, and planning must be done to meet individual needs.

5. In keeping activities appropriate, be sure that activities are relevant to the children's interest.

6. Children have time to experiment with what they are learning or working on.
7. Children are encouraged to learn from their own self-directed problem solving.

8. Children are given choices in joining an activity.

MULTICULTURAL PRINCIPLES

1. Every individual is rooted in culture.

2. The cultural groups represented in the communities and families of each Head Start program are the primary sources for culturally relevant programming.

3. Culturally relevant and diverse programming requires learning accurate information about the culture of different groups and discarding stereotypes.

4. Addressing cultural relevance in making curriculum choices is a necessary, developmentally appropriate practice.

5. Every individual has the right to maintain his or her own identity while acquiring the skills required functioning in our diverse society.

6. Effective programs for children with limited English speaking ability require continued development of the primary language while the acquisition of English is facilitated.

7. Culturally relevant programming requires staff that reflects the community and families served.

8. Multicultural programming for children enables children to develop an awareness of, respect for, and appreciation of individual cultural differences. It is beneficial to all children.

9. Culturally relevant and diverse programming examines and challenges institutional and personal biases.

10. Culturally relevant and diverse programming and practices are incorporated in all content areas and services.
THE VALUE OF PLAY

1. Play serves many purposes for the young child.

2. Children learn through play.

3. Play is an outlet of communication where the toys act as the child's words and play becomes the child's language.

4. Below are some ways in which children benefit from play:
   A. Play is the way the child explores and orients himself to the actual world of space and time, of things, animals, structures and people.
   B. Play is a self-chosen activity.
   C. Through play repetition, children develop their skills.
   D. As they become more competent, they begin to seek new and more advanced experiences.
   E. Play serves as a means of self-assertion through which a child can declare his needs.

5. Play helps each child to develop social relationships and skills.
   A. He or she learns to use play materials and equipment;
   B. Share and cooperate;
   C. Lead and to follow;
   D. Request information;
   E. Gain confidence and a positive self-image.
   F. Communicate and become aware of differences and similarities among his or her peers.
GUIDANCE

1. Classroom rules and limits are established early in the year.
2. Adult authority is established without threat to the children, but more related to trust.
3. The ultimate goal is to give children an opportunity to develop into self-controlled, self-disciplined individuals.
4. The classroom management techniques must be geared toward the age level and individuality of each child.
5. The teachers plan ahead by providing a physical environment, which will prevent problems before they occur.
6. This planning includes room arrangements, adequate materials, and developmentally appropriate activities.
7. Teachers are also encouraged to reinforce appropriate behaviors such as touching, eye contact, smiling, and positive statements to the children.
8. Positive redirection is used to distract a child from an inappropriate behavior, thus giving the child an alternative action.
9. "I" statements are used to verbalize a redirection and to avoid a defensive reaction.
10. Time Out is used to defuse a situation in which the child has harmed another child, himself, a teacher, or equipment.
11. Time out is given after the child has a chance to correct the behavior.
12. The child is isolated from the situation but remains in full view of the teacher.
13. This gives the child an opportunity to become calm and deal with his/her thoughts and feelings in a safe manner.
14. The time allotted is comparable to the child's age not exceeding five minutes.
15. Once the allotted time has passed, the child has the opportunity to work through the situation with teacher assistance.
16. The time allotted is comparable to the age not exceeding five minutes.
17. If extreme behaviors persist, they should be referred to Special Services.
(See Appendix D...to review HEAD START of Greater Dallas, Inc.’s Child Discipline Policy. Page one of the policy statement should be posted in the classroom.

THE TEACHING TEAM

1. There is a Site Manager, an Education Specialist in each center to address the educational needs of the teachers. An Education Coordinator assigned to the Triad is also available to the Centers.

2. In the remaining classes, there are Teacher II's and Teacher III's.

3. The Teacher II and III lead the classroom in a team approach.

4. Every classroom has a teacher assistant, or Teacher III.

5. Classrooms usually have fifteen to twenty children.

6. A ratio of no more than ten children to every one adult is maintained through the teaching staff, parents, and substitutes.

7. Whenever possible parents and other volunteers are used to lower the ratios.

8. This staff population allows for the needs of children who require individual and small group attention to be met, and also for the needs of parents to be involved.

9. The efforts of both parents and volunteers are counted on in meeting the twenty- percent in-kind that local communities must furnish in order for the program to qualify for federal funds.

10. Thus, this arrangement is of benefit to children, parents, teachers, and community.
Inclusion for Special Needs Children

Physical Arrangement Adaptations for Special Needs Children:
1. If physically handicapped children are to be enrolled, remove physical barriers for wheelchair access, and provide wider paths for movement through the room.
2. For visually impaired children, reduce the amount of visual information in each area. Remove patterned background on displays. Keep materials in the same place in each area.
3. Hearing-impaired children are helped by more visual stimulation and reduced auditory distraction. Carpet on shelves, mats or pads on work areas will decrease noise level.

Center Adaptations for Special Needs Children:
1. Playground: the playground is one of the most natural places to include children with special needs. Make minor adjustments and special needs children can participate in planned activities. For example, a child in a wheelchair can hit a ball off a tee with a lightweight bat and a partner can run the bases in his place.
2. Sand and Water: this is a favorite area for special needs children and does not need a lot of adaptation. Use large utensils that are easy to grasp. Match the difficulty of the activity to the child’s level of functioning.
3. Cooking/Nutrition: every child can participate in cooking activities through equal access. Cooking trays can be affixed to wheelchairs and adaptive utensils can be bought or made. Sensory-impaired children can be paired with other children who can “read” or demonstrate desired behaviors.
4. Table Games: Special needs children often display delays, omissions or regression in motor skills. Provide materials and activities to enhance their level of attainment. Give children time to explore and practice. Reduce the task to small steps. Assist only when necessary. Allow for failure, multiple attempts and lots of repetition. Be constantly aware of safety.
5. Library: few adaptations needed, but be sensitive to individual differences and find books that include all interest levels as well as stories about children with special needs.
6. Woodworking: encourage special needs children to accomplish as many large and small motor activities as they can. Modify the workbench to allow wheelchair access.
7. Dramatic Play: this center is easily adapted for special needs children. Be sure traffic patterns are wide and clear. Use props that can be easily identified through touch and
keep things in the same place to make them easy to find. Use familiar and realistic props to help all children with special needs express themselves through play.

8. Music: the magic of music allows all children to learn and have fun with rhythm, movement, sounds and music games. The activities can be therapeutic, promote a positive self-concept and be relaxing and fun.

9. Art: focus on the process rather than the product. Do not emphasize realistic drawings, Non-loop scissors and knobbed crayons are available for children with motor impairments. Markers require less pressure to produce results. Substitute texture and tactile activities (collages, modeling); use white figures on a black background. Outlining the borders of the paper in black marker may aid a child with visual perception difficulties. Gluing yarn on paper may substitute for drawing. Art activities can be therapeutic for children with emotional problems.

10. Blocks: Many handicapped children are able to play on the floor. Visually impaired children may require accessories that have conspicuous textures and sounds; learning disabled and mentally retarded children may need more time for hands on activities. Ask parents for suggestions while making it clear that you are determined to insure every child’s participation.

**End of Year Celebrations**

The National Association for the Education of Young Children (NAEYC), a strong proponent of developmentally appropriate programs, defines developmental appropriateness as having two dimensions: age and individuality. Programs need to be geared to children’s ages and developmental levels as well as to individual differences.

**What makes preschool graduations developmentally inappropriate?**

1. Too much time spent practicing. Hours of practice rob children of valuable time to engage in a variety of more appropriate activities.
2. Too much emphasis placed on a “perfect product.” The process rather that the product, is what is important for children.
3. Too much time waiting with nothing to do. Having to wait for long periods leads to frustration and anti-social behavior. This behavior is sometimes interpreted by the caregivers as “children misbehaving” when children simply need to have their needs for rest and play met.
4. Too much importance placed on the meaning of “graduation.” The concept of graduation has little meaning, and therefore, little importance for children. Children need hands-on activities that are real and relevant to their experiences.
5. Too many expectations for adult-like behavior. Waiting for long periods, being still, and being quiet is expecting too much of a child who needs to move around and be actively involved.
6. Too much emphasis placed on passive participation. Children are expected to do as they are told, keep still and stay in line. With such a lack of active participation, little learning is taking place. Whatever learning is taking place id probably negative.
7. Too great an opportunity for embarrassment and humiliation for children. Adults often refer to children as “cute” when they are standing in front of a large audience, although children may actually be in tears, frighten or shy.
POLICIES AND PROCEDURES

BASIC CLASSROOM DAILY SCHEDULE

7:00 a.m. - 8:30 a.m.  Arrival; Morning Activities
8:30 a.m. - 9:00 a.m.  Breakfast
9:00 a.m. - 9:15 a.m.  Thematic Circle
9:15 a.m. - 10:15 a.m. Learning Center Activities
10:15 a.m. - 10:30 a.m. Small Group
10:30 a.m. - 11:00 a.m. Outside/Active Play
11:00 a.m. - 11:10 a.m. Cool Down, Transitioning
11:10 a.m. - 11:35 a.m. Small Circle
11:35 a.m. - 12:00 a.m. Language Circle
12:00 p.m. – 12:30 p.m.  Mealtime

12:30 a.m. - 2:25 p.m.  Relaxation, Nap

2:25 p.m. – 2:55 p.m.  Thematic Review/Small Group

3:00 p.m. - 3:30 p.m.  Snack

3:45 p.m. – 4:00 p.m.  Read Aloud

4:00 p.m. -4:30 p.m.  Outside/Active Play

4:30 p.m. – 5:30 p.m.  P.M. Learning Center Activities

This is a sample schedule. Each teacher must adjust this schedule to fit the needs of the children and center.

ROOM ARRANGEMENT

1. Make sure that traffic patterns are clearly defined and that traffic flows freely and limits running.

2. Separate noisy or active areas from quiet areas.

3. Store materials and equipment near the center in which they will be used and allow children to have access to use all materials.

4. Learning centers should be clearly labeled and defined by low shelves or partitions.

5. Materials within a center should be labeled with words and pictures on the shelves to help the children identify where items belong and to associate items with printed words.

6. Place centers, which require light near windows.

7. Messy activities, such as water play and art, should be placed in uncarpeted areas and near a sink when possible.

8. Centers should be arranged so as to allow the teachers to see all the children from any point in the classroom.
9. Teacher materials should be stored separately out of the room and off children's shelves.

LEARNING CENTERS

1. The classroom is divided into "interest centers" or "learning centers".

2. These divisions encourage specific kinds of learning within each activity center.

3. The kinds and number of learning centers will vary slightly according to the size of the room and the number, ages, and interests of the children.

4. The weekly themes as well as culturally relevant items are present throughout the learning centers. Learning centers include:

   Learning Centers
   Library Center:
   A. The Library Center is a quiet area.
   B. It should be located as far away from the noisy areas of the classroom as possible.
   C. The area should be blocked off from disturbances by low shelves or partitions.
   D. A small corner of the room with pillows, a beanbag, or comfortable chair will make this area inviting.
E. Additionally this area should have a shelf to display books available to the children.
F. Remember to stand books upright with the covers showing so that the children will be drawn to look through them.
G. Torn books or books without covers should be removed and replaced.
H. The books present in this area should be changed periodically.
I. A variety of real life stories as well as fantasy books should be present.
J. Some books available should also relate to the current theme.

Math Center:
A. This center houses puzzles, beads, and pegboards, counting games and other manipulative that may include teacher-made activities.
B. There should be a shelf for storing the materials and a small table and chairs for the children to use while working in this area.

Science Center:
A. The Science Center should be a busy area full of things for the children to examine, manipulate, and explore.
B. Space to display leaves, animals, and rock collections, sound cans and other scientific items such as scales and rulers.
C. Plants, aquariums, and items that float and sink are all part of this learning center.
D. It should be located near any available source of light, water, and electricity.

Art Center:
A. The Art Center should be located in an uncarpeted area, near a sink if possible, to provide for easy clean up.
B. Shelves are needed to house paints, clay, brushes, paper, and the many materials needed for arts.
C. Creativity is encouraged. Items are stored so that children may select the materials they want to work with.

Block Center:
A. This center should be located away from the flow of traffic from other areas to prevent disturbances.
B. There should be plenty of shelves to provide adequate storage of the blocks and props.
C. Since block play is usually noisy, this center should be located as far away as possible from the Library Center.
C. Carpeting is needed in this area to help absorb the noise.
Dramatic Play Center:
A. Since the Dramatic Play Center involves role-playing, it should be located in the area of the room assigned to noisy activities.
B. The center should contain equipment and materials, which will encourage the children to try out many roles.
C. Clothing, including a variety:
   a. Hats and uniforms
   b. Child-sized kitchens
   c. Household furnishings to motivate children to recreate familiar situations.
D. Role-playing can be expanded by changing the props in this center to suggest different kinds of play throughout the year.
E. Make a few changes, this center can become:
   a. A doctor’s office
   b. Beauty shop
   c. Grocery store
   d. Restaurant

Computer Center:
A. The Computer Center contains an actual computer, typewriters and calculators.
B. This center may be placed near or in the quiet center groupings.

Music Center:
A. Records, a record player, rhythm instruments, music files, scarves, streamers, and song books are kept in this area.
B. It should be located near an electrical outlet and near the noisy centers.
C. Tape recorders are often used to play special tapes or music or to allow the children to create and replay their own.

Woodworking Center:
A. The Woodworking Center involves a workbench that is placed near a noisy area of the room that is closely supervised by an adult.
B. Nails, screws, bolt, and nuts are stored in separate containers, as are wood, hammers and saws.
C. Styrofoam, soft wood pieces, and other similar materials should be plentiful.

Sand/Water Center:
A. This center is flexible in that it can provide an area for children to manipulate sand with various objects or it can be altered to provide an area for children to explore water play.
B. Gravel, colored water, dirt, and other items may also be used.

Writing Centers
A. Children should feel that their writings are meaningful and valued. Give the children easy access to writing materials to help them learn pre-reading skills.

B. Children should find ample materials such as:
   - paper
   - pencils (of all sizes)
   - typewriters
   - envelopes
   - stamps
   - letters

C. In addition to the writing center, there should be a "sign in sheet" for children to sign their names when they enter the classroom.

D. Children should have opportunities to see their teacher write her name, a list, the roll etc. to advance their understanding of print.

 ADDITIONAL INDOOR SPACE

In addition to the learning centers previously described, space is provided for large group activities in which all of the children participate.

This area must be large enough to accommodate group games, circle time, movement, and dancing. Lockers or "cubbies" provide each child with a place for his or her personal items. These are usually located near the entrance to the classroom. The lockers are labeled with the child's name and/or symbol.
DAILY ROUTINES

This information is primarily applies to Head Start center staff (teachers, coordinators), although all agency employees whose position requires their presence in the centers at any time should be familiar with these general guidelines.

1. The children in the centers should always hold priority over any personal or staff business. The atmosphere should be one in which the adults express joy at having the opportunity to be with the children.
2. Each child should be greeted individually each morning by both the staff member responsible for check-in and his/her classroom teacher(s).

3. Teachers should be free from all other responsibilities, duties and personal business during the morning hours. This is prime teaching time. To this end:
   a. The Site Manager should schedule all conferences, meetings, etc., during the afternoons while children are napping.
   b. Staff will not be called to accept telephone calls during working hours, with the exception of emergencies.
   c. All necessary personal calls are to be made during the employee's break time and will be limited to five minutes in length.
   d. Coffee, sodas, cigarettes, etc., should be saved for break times only in designated areas; they are never to be consumed in front of the children.

4. Meal Service
   a. Meals are to be served family style (bowls uncovered and placed in the center of the table with spoons in place for serving).
   b. The exception is for foods that are too heavy or hot.
   c. Hot foods can be left on the cart to cool.
   d. Ones that are too heavy may be served with limited assistance from the teacher.
   e. Teachers should help children learn to set the tables.
   f. The goal is for children to complete the task unassisted.
   g. Teachers are to sit with the children during the meal so they will learn how to pass food.
   h. Teachers should talk with children during mealtime and also encourage children to talk amongst themselves.
   i. Children should not be rushed through their meal.
   j. Children should be allowed thirty minutes to finish eating.
5. In classrooms where children are combined during breakfast (for one reason or another) they should be separated into their individual classrooms as soon after breakfast as possible.

6. No child should be forced to remain idle for more that 2-3 minutes.

7. A set of names tags should be kept on hand in each classroom for use when a new adult participates in classroom activities.

8. This is easier on the children as well as the volunteer.

9. These tags could also be used at the beginning of the school year to assist health personnel when children go on medical/dental appointments.

10. When children are moving from one room to another, one teacher should always remain at the front of the group and another teacher in the back in order to maintain control.

11. All broken equipment should be removed or repaired immediately.

12. Allow children to share in the concern and care for missing parts and observe minor repairs.

13. The children should be taught to take care of their classroom's supplies and put items away when they are through with them.

14. Adults should NEVER discuss a child in front of ANY other children.

15. Adults should stoop down (or sit in a chair) to a child's level when speaking to him/her.

16. Children's clothing should always be protected while they are involved in messy artwork.

17. Smocks and large, old shirts should be available.

18. Teachers should always pre-prepare for each day's activities so that children will not have to wait for supplies to be gathered.

19. Materials should be gathered either the previous afternoon or early the same morning.

20. If children are too rowdy during a particular activity, the activity and its presentation need to be evaluated.

21. Individual conferences with each teaching team should be held concerning daily schedules.

22. A copy of the lesson plan should be posted in the classroom.
23. An identical schedule should be posted in the classroom.

24. The teacher and teacher assistant should work as a team.

25. The teacher and assistant teacher should have shared responsibilities never one teacher having all the duties however, the overall classroom management is the teacher's responsibility.

26. Smooth operation of a classroom is the direct result of a cooperative team effort and open communication.

27. If one feels that he/she is being unfairly given all the work, this needs to be brought to the attention of the other teacher in the room.

28. If this is ineffective, the matter should be discussed in conference with the Site Manager and the Education Specialist. Beyond this, other supervisors will become involved.

DAILY EXAMINATION OF CHILDREN PROCEDURE

1. The Site Manager or person appointed by the Site Manager will examine each child before the adult leaves the child in the center, (preferably in the Site Coordinator's office).
2. The person performing the exam should greet the child and the adult in a friendly manner.

3. He/she should note the child’s general appearance:
   a. Is the child crying, sleepy, tired, etc.?
   b. You might ask the child how he/she feels.

4. Do not hesitate to touch the child, but be gentle.

5. Does the child have sores or other skin problems?

6. If the child has extra wrappings, encourage and help the child remove the garments.

5. The adult must remain for the completion of the examination.

6. In the following conditions, send the child home:
   a. Fever,
   b. Unexplained rash,
   c. Open draining sores,
   d. Head lice,
   e. Severe sore throats and severe coughing, or
   f. Any of the communicable diseases.

7. Document observations on the Check-In form. Remember that the young child is a human being with rights and feelings.
   a. Avoid making the child feel "bad" by talking negatively to the child or to the parents.
   b. If the child has to be sent home, remember that this might be a hardship for the family.

   TRANSITIONS

1. Head Start works to make every experience for the child an educational one.
2. The simple task of changing from one activity to another is an opportunity for learning.

3. Songs, finger plays, and simple games are used to transition the children from activity to activity or from place to place.

4. Head Start does not promote children standing in a straight and/or silent line.

5. Such an expectation is not developmentally appropriate for the children at Head Start except during the last months in preparation for kindergarten.

6. Creative songs, finger plays, and games serve to transition as well as provide continuous educational learning experiences for the children.
The program encourages respect of all children in all activities of the classroom.

a. **Restroom procedures are supervised by adults at all times.** Teachers encouraged to allow children to use the restroom individually or in small groups. Children will be separated by gender as they enter into the restroom. Children should be encouraged to complete their task and return to the classroom as quickly as possible. **Groups of children should not line up to use the toilets.**

b. The restroom procedures facilitate personal hygiene and independence. Hand washing, zipping and buttoning independently, flushing, and taking turns allows children to develop their personal skills. Teachers and Parents are encouraged to communicate frequently concerning this developmental learning process.

c. Teachers remain in the rest room to assist and guide the children when needed.
MEAL TIME

1. Meals are served family style with the children as helpers setting the table. Children pass food from child-size bowls and serve themselves. They are responsible for cleaning up spills, scraping their plates, putting their trash in the garbage can and washing off the table.

2. Children are encouraged to taste all foods but not forced to eat anything. Teacher's model appropriate family style behaviors, including tasting all foods.

3. No other food will be allowed in the classroom unless it is for a cooking or nutrition activity.

4. Food is not used as a reward or punishment.

5. If dessert type foods (fruit) are served, they may be eaten at any time during the meal.

6. Conversation is encouraged during mealtime.
TOOTHBRUSH PROCEDURES

1. Children are required to brush their teeth after each meal.

2. Therefore, children will brush their teeth after the breakfast and lunch meal.

3. On the day of their “birthday celebration,” the children will also need to brush their teeth after this activity.

4. Each child will be given a plastic cup which the teacher will dispense a small amount of an ADA approved toothpaste on the bottom of the cup.

5. Each child will utilize his/her toothbrush to manipulate the toothpaste on the individual toothbrush.

6. Afterwards, the child will rinse his/her mouth with water using the plastic cup.

7. The cup must be discarded after use.

8. No more than two children at a time should be at the sink brushing his/her teeth.

9. The other children can participate in other activities while waiting.

10. Toothbrushes are air dried and stored appropriately. To prevent cross contamination, toothbrushes are at least three inches apart.

11. The teacher should print child's name on their toothbrush.

12. Teachers should brush their teeth at least once a day to model proper and routine brushing.
OUTDOOR PROCEDURE

1. The playground is checked daily before the children are allowed to go outside.

2. Things to look for include: broken equipment, stray animals, and harmful trash (glass, cans, needles, etc.).

3. There is one hour scheduled for outdoor time, 30 minutes in the morning and 30 minutes in the afternoon.

4. Planned outside activities come before free play.

5. There are at least two teachers on the playground at all times.

6. Teachers are to keep moving and to interact with the children.

7. The classroom schedule is followed to prevent too many children on the playground at one time.

8. During nice weather, it is permissible for indoor activities to be done outdoors.
TEACHING FILES

PICTURE FILES

a. Each teacher must keep an individual picture file.

b. This file consists of different pictures mounted on construction paper, and is usually laminated or clear contact paper is used.

c. These cards can be used by the teacher to facilitate a theme discussion, or can be used by children in the story area.

d. Children are to be encouraged to use descriptive language, their own creativity and develop their own stories.

e. Teachers can introduce problem-solving and critical thinking skills via the pictures.

TRANSITIONS

a. Transitions are used when children move from one area to another.

b. Each teacher should have a variety of appropriate transition activities.

c. This resource is to be used when transitions are required.

d. Teachers can use visual cues, songs, finger plays, music, or verbal cues where listening skills are incorporated to make transitions smoother.

e. If you choose a song as a clean-up cue, BE CONSISTENT!

f. Consistency helps with group management.
g. Children feel safe and secure in knowing what the cue means and that the cue will be the same at all clean-up time

h. Examples of some transition times are: outside, large group to small groups, learning center, lunchtime, clean up, and restroom.

TRANSFER OF CHILDREN

1. Head Start stresses the importance of continuity as a focal point of each child's growth and development.

2. The transfer of a child only serves to prolong the adjustment period.

3. Children are seldom transferred, but if necessary for any reason, the following criteria will be adhered to: prior approval of Site-Manager and Education Specialist, availability of space, assessment results, and the number of special needs children existing in the classroom.

4. Second year children will be placed in the same classroom unless extenuating circumstances exist.

5. The classes will be decided by the Site Manager and Education Specialist.

6. Newly enrolled children are placed in the classroom through the joint effort of the Site Manager and the Education Specialist.
KIDDIE KAROUSEL

1. During mass enrollments a Kiddie Karousel is provided for the children while the parents are involved in the enrollment process.

2. Kiddie Karousel is staffed by classroom teachers and teacher assistants.

3. Their responsibility is to provide an atmosphere of warmth, comfort, and an opportunity for learning and sharing with other children.

4. One or two teachers are assigned as coordinators to help organize Kiddie Karousel and be in charge each day.

5. Specific Duties:
   
   A. Coordinating Teacher:
      
      1. Ensure room and snacks are ready as needed.
      
      2. Assist parents in settling their children into the room.
      
      3. Provide additional assistance to teachers as needed.

   B. Teachers:
1. Set up area with books, puzzles, crayons, paper, and other interacting materials and toys.

2. Work directly with children on their level.


4. Assist children to and from rest room.


6. Remain in Kiddie Karousel until all children are gone.

CENTER ACCIDENT REPORT

1. The Center Accident Report is used to report any accident (severe or non-severe) that occurs during any activity that the child is engaged in during the program.

2 The information should include:

   A. Name of the center.

   B. Name of the child.

   C. Address.

   D. Age of the child.

   E. Name of the Parent or Guardian.

   F. Date of the accident.

   G. How the child was injured?

   H. If other children or adults were involved (never refer to another child by name).

   I. Was the Parent or Guardian informed?
J. Was a doctor contacted?

K. Description of the injury.

L. Medical services provided (first aid, ambulance, emergency, clinic and etc.)

3. The form should then be signed and dated by the teacher or person in charge of the activity.

4. It is then turned into the Site Manager and the white copy is filed in the child health record, the yellow copy is given to the parent and the pink copy is given to the Health Resource Associate.

*For additional information, see the Health’s Standard Operating Procedures.

**ACCESS TO CHILDREN'S RECORDS**

1. All children's records are kept in family folders on site.

2. The education section of the child's folder contains confidential records kept in locked cabinets.

3. The records are not to leave the center unless the child is transferred or leaves the Head Start program.

4. Documents within the folders are to be objective and not a reflection of personal opinion.

5. There is a policy for reviewing these records and why someone may see them.

   A. A person using the records should sign an access sheet.
   B. Laws state that parents have access to their child's records on request.
   C. If a parent should request these records; the parent is allowed to view them while in the center in the presence of the Site Manager, teacher or support staff person.

6. There is also a policy as to what types of information should be forwarded to the public schools when the child leaves Head Start.

   A. Usually, a brief summary of pertinent information is forwarded if the parents feel this is necessary.
EMERGENCY PROCEDURES

MEDICATION EMERGENCY PROCEDURE

1. All medication given must be prescribed.

2. Over-the-counter medications will not be given without a doctor's prescription.

3. Prescription medication may be given for ten school days or less without a written order from the physician.

4. Medications must be in locked storage, including staff and volunteers’ medications.

5. Medications that require refrigeration must be kept separate from food.

6. Centers that do not have the capacity to keep medications separate from food must put medications in a labeled container with a lid.

7. Containers must be isolated from food or placed on the bottom shelf of the refrigerator.
8. When a parent/guardian brings in prescription medicine, he/she must fill out and sign a medication authorization form.


**AUTHORIZATION FOR DISPENSATION OF MEDICATION**

1. This form must be completed and signed by the parent/guardian. Only prescription medication in its original container will be dispensed to children at the center.

2. No over the counter medication will be given.

**DOCUMENTATION FOR DISPENSATION OF MEDICATION**

1. This part of the form is completed by the staff member dispensing the medication to the child. The teaching staff must document each does of medication administered, showing the child’s name, the name of the medication, the date given, the amount administered and the name of the staff person administering the medication.

2. THE AUTHORIZATION AND DOCUMENTATION FOR DISPENSATION OF MEDICATION must be posted on the inside of the closet door or an inside of the file cabinet door in each classroom.

3. After the child has completed the medication, this form is filed in the child’s health record.

* For additional information, see the Health’s Standard Operating Procedures.

**MEDICAL EMERGENCIES**

1. If a child is severely injured, follow these procedures:

2. Someone trained in first aid must remain with the child.

   a. **Do not move** the child if there is a broken bone, neck or back injury.
b. Cover the child with a blanket to prevent shock. Keep the child calm and quiet.

c. Apply any direct pressure-to-pressure points of to bleeding area with latex gloved hands.

3. Perform CPR if necessary.
   
a. Another person should telephone the following:
   
   b. If emergency ambulance services are needed, call 911.

4. Call the Health Specialist/Assistant

5. Call the parent/guardian
   
a. If unable to contact the parent/guardian, contact the second contact person.

1. Call the Associate Head Start Director.

2. Emergency ambulance services should be obtained for all medical emergencies.

3. Minor emergencies such as a pebble in the ear do not require ambulance services.

4. The child’s health record along with an insurance claim form must be taken to the emergency room/clinic. If the child is receiving Medicaid or has private insurance, the parent should be instructed to bring along the Medicaid card or insurance card to the emergency room/clinic.

5. The Center Accident Report must be completed, as well as the insurance claim form when applicable.

6. The pink copy of the Accident Report and the original insurance claim should be submitted to the Health Specialists/Assistant.

7. A copy should be placed in the child’s health record.

8. The parent/guardian must be informed of all medical emergencies (severe or non-severe), as well as given the yellow copy of the Center Accident Report.
EMERGENCY EVACUATION PROCEDURES

1. The same procedures for a fire drill are to be followed.

2. When all children are accounted for, Head Start and personal vehicles are used to transport the children to a pre-assigned destination.

3. Children are to travel in a booster seat belt and be supervised at all times.

4. When the destination is reached, immediately notify Head Start Central Office and the parents of the children.
FIRE DRILL

1. During a fire drill, teachers and children are to immediately stop what they are doing and proceed in an orderly fashion to the designated exit.

2. One teacher is to be at the front to lead the children, and the other teacher is to be last to check the room for children and to close the door behind them.

3. Proceed to a pre-assigned area outdoors and count to make sure all are present.

4. The roll book is taken outside with the group.
5. Emergency cards, and first aid (fanny packs) should also be taken outside with the children.

5. The teachers wait until all is clear before they proceed back into the building.

TORNADO DRILL

1. During a tornado drill, teachers and children are to immediately stop what they are doing and proceed to a pre-assigned inner wall away from windows and doors.

2. Children are to sit facing the wall with their knees to their chest.

3. Children place their heads between their knees and clasp their hands behind their neck.
4. Teachers sit behind the children facing the wall in the same position as the children until the danger has passed.

5. Blankets and pillows may be used to cover the children to protect them from flying objects.

* For additional information, see the Social Services/Parent Involvement’s Standard Operating Procedures.

INCLEMENT WEATHER PROCEDURES

Inclement Weather Procedures

When the school district in the area in which the center/facility is located is closed, opening late or leaving early due to bad weather conditions, then the center/facility will follow that plan. If the closing of the I.S.D. is due to gas reduction, Head Start will remain open.
LESSON PLAN

1. The lesson plan is a tool for the teacher to use in order to plan the week's activities for the classroom.

2. It is a detailed written documentation of activities, which include multicultural activities, materials, objectives, and all plans to be carried out for the week.
3. The activities planned should not only be theme related, but they should also be based on the information gathered from the children’s portfolios as to their individual needs and developmental levels.

4. The lesson plan is to focus around a certain theme or themes.

5. The Site Manager and the Education Specialist are to evaluate the lesson plan and provide assistance accordingly.

6. New lesson plans are developed weekly by the teaching team even if you are continuing the same theme.

7. When planning a unit, the teacher is to make sure that all materials are available for that particular week.

8. Teachers are to refer to their teaching resources files.

   Codes for the I. E. P.: Special Needs = Red
   Individual Needs = Child's Number
   LEAP= Purple

   These codes are to be documented throughout the lesson plan.

   **INDIVIDUALIZING SKILLS ON LESSON PLANS**

   A. Identify activities on the lesson plan that relate to the skills on the on-going assessment.

   B. Identify a child or group of children that need to work on these skills.

   C. the children's number placed by learning activities are on both A&B above.

See sample lesson plans and lesson planning in Appendix H in the Teacher Handbook.

**HOME VISITS FORM**

The home visit form allows the teacher to review the Portfolio with the parent/guardian, receive parent/guardian input, and observe the child’s home environment. And build a relationship with the parent/guardian. Home visits are to be done twice a year on each child.

The first home visit will begin in July and be completed by the end of October. The second home visit will begin in February and be completed by the beginning of March, except for children who enroll late.
The home visit form is taken on each home visit making sure the general information is filled out prior to the visit.

**NOTE:** If all efforts have been exhausted and the home visit was not completed, fill out the *Parent Contact Form* in General Module of HSGD data base. Attach a copy of the form to the *Home Visit* form and give to the Site Manager for their signature. **The Education Specialist will file the forms in the child’s individual Family Folder.**

Based upon family needs, a family may warrant more than two home visits annually.

**FIRST HOME VISIT**

The First Home Visit form provides specific needs and responses to be checked off by both the parent/guardian and the teacher. These visits begin in July and are completed by the end of October.

1. The teacher fills out the information regarding the child’s name, address, center, classroom, and the date of the visit.
2. The teacher should fill out the section on materials taken and secure those materials before the actual home visit. Goals and activity are filled out with the parent ensuring parent input.
3. The teacher fills out the name of the person contacted.
4. The teacher reviews:
   a. Mastered skills from either the screening or the on-going assessment (LAP-3 Parent Report).
   b. On the *Home Visit* Form the teacher will write Skill Goal 1 prior to the visit. The Teacher and parent will discuss and write Skill Goal 2 to be achieved by the child. Together they will write in the activities to develop these skills (at home & in the classroom).
   c. Portfolio
   d. Educational materials
   e. Teacher-made materials
   f. Additional materials taken
5. Together the parent/guardian and teacher will complete *Home Visit* form and the parent/guardian will write comments or concerns in the comment section regarding the child.
6. The parent/guardian and teacher sign and date the *Home Visit* form.
7. After the visit, the teacher will write general comments concerning the overall visit.
8. The teacher gives the *Home Visit* form to the Site Manager for review and signature.
9. The Site Manager gives the *Home Visit* form to the Education Specialist for review and signature.
10. **Education Specialists will record the *Home Visit* dates on their control sheet and file the signed *Home Visit* form in the child’s individual Family Folder.**

**SECOND HOME VISIT FORM**
The *Second Home Visits* begin in February and are completed by the beginning of March.

1. The teacher fills out the top part of the form just as the *First Home Visit* form.
2. The materials taken should include:
   a. *Home Visit* form & on-going assessment (LAP-3 Parent Report)
   b. Portfolio
   c. Educational materials
3. The teacher fills out the contact person name.
4. The teacher completes Skill Goal 1 prior to the visit. The teacher and parent/guardian will write Skill Goal 2. Together they will write in the activities to develop these skills (at home and in the classroom).
5. The parent/guardian fills out additional comments regarding child, program, individual family needs, etc.
6. The parent/guardian and teacher sign and date the *Home Visit* form.
7. As with the *First Home Visit* form, the *Second Home Visit* form should be turned in to the Site Manager for review and signature. The Site Manager gives the visit form to the Education Specialist for review and signature.
8. The Education Specialist will record on control sheet and file the signed form in the child’s individual Family Folder.

**PARENT/TEACHER CONFERENCES**
1. Parent teacher conferences are completed two times each year. They are scheduled for the Fall and Spring of each program year. Each conference gives the teacher and the parent an opportunity to discuss each child’s progress on their on-going assessment.

2. Teachers may also discuss the results of the agency screening, transition information, and provide the parents with sample activities that can be done at home.

3. Teachers should have the conference form, child’s portfolio and Home Visit form available to discuss the child’s progress.

4. Parents are encouraged to discuss their overall feeling about the services that their family has received while attending Head Start. There is space for the parent to write down their comments and to discuss their child’s transitioning in and out of the program.

5. The teacher and the parent sign and date the form.

6. All parent conference forms are checked and signed by the Education Specialists and Site Manager. If everything is complete, the Education Specialist will file the forms in the child’s individual Family File.

PARENT/ TEACHER CONFERENCE
TRANSITION FOLDERS
NON FEDERAL SHARE

The Education Content Area will be responsible for obtaining nonfederal share. The nonfederal share is 20% of the yearly operating budget.

The nonfederal share will be obtained by:

1. Volunteer time
2. Donations

All volunteer hours (parent or community members) concerning education will be counted by the content area. The volunteer rate will be a professional rate (set by the professional volunteer) or non-professional rate (set by HSGD).

All donations received for the Content Area will be counted toward the nonfederal share for the content area.

The Education Specialist will coordinate the tabulation of the center’s nonfederal share with their respective Family Advocate. The Education Services Director and Education Coordinators will coordinate their nonfederal share with the Community Development Resource Associate.
COMPLETING THE HSGD FIELD TRIP AUTHORIZATION FORM

1. This form is used to request specific educational outings for the children.

2. The request is contingent upon availability of transportation and scheduling. Note "Transportation's Field Trip Calendar" is completed yearly and distributed to each center.

3. The Field Trip Handbook, Thematic Guide and additional resources contain many suggested field trips as well as related guidelines.

4. Field Trip Authorization forms must be filled out completely before they are submitted or they will be returned unapproved.

Procedures for completing the field trip form:
1. The Transportation Manager will assign available dates and days to each center. The Site Manager will be aware of the dates available for the year and is responsible for distributing the dates evenly among classrooms.

2. It is recommended that each classroom plan at least four field trips per year. The availability of funds per center will be the deciding factor as to how many field trips are actually taken during the year.

3. The teacher fills out all appropriate information and turns in the form one month in advance.

4. The teacher gives the form to the Education Specialist for appropriateness and signature.

5. The Education Specialist submits the form to the Site Manage for approval and signature...

6. The Site Manager gives the form to the Transportation Coordinator for approval signature.

7. The Transportation Coordinator approves and disapproves the field trip by indicating it on the yellow copy, which will come back to the center. The Transportation Coordinator will keep the white copy and the pink copy will be sent to the Education Specialist.
Procedures for In House Field Trips:

1. For in-house field trips, please have the guest fill out an in-kind form.
2. The in-house field trips do not have to go through the full approval process, but must be approved by the Site-Manager and the Education Specialist.
3. The copies of the field trip forms will be given to the Education Specialist.

Note: Nature walks more than six blocks radius from the center require a field trip form. Follow-up contacts for field trips should be made two weeks prior to the date of the field trip. Be sure to call a day before to confirm the field trip.

FIELD TRIP RELEASE FORM

The Field Trip Release form is needed before any child can participate on a field trip. The Parent/Guardian is to fill out the form and sign their name and give the form back to the teacher at least twenty-four hours prior to the trip.

1. The teacher can fill out the name of the child, field trip and date.

2. The teacher will obtain the parents'/guardians' signature.

3. The teacher will give all signed forms for each field trip to the Site Manager.
Completing the HSGD Database Field Trip Authorization Form

1. **Today’s Date:** This is the date this request is entered into the database system.
2. **Center:** Enter your center name.
3. **Restaurant:** Enter the name of the establishment and include the physical address in the Field Trip Destination section. If you are having sack lunches enter SACK LUNCH and include the physical address of where the lunch will take place.
4. **Total Number of Children:** Enter the number of children enrolled in each classroom participating in this activity.
5. **Cost Per Person:** Enter the dollar amount.
6. **Initials:** The Nutrition Specialist will enter their initials in this section to indicate meal approval.
7. **Classroom Number:** List the classroom number(s) participating.
8. **Monitors:** List monitors by name, there should be two monitors listed per classroom.
9. **Field Trip Date:** Date of the activity.
10. **Time Leaving:** Enter the time the bus will leave the center. The earliest time an activity can leave the center is 9:30 AM due to safety issues.
11. **Time Returning:** Enter the time the bus will arrive at the center upon completion of the activity.
12. **Field Trip Destination:** Enter the physical address of the primary destination and also include the physical address of the Restaurant if applicable.
13. **Telephone:** Enter the establishment’s contact number for the Field Trip destination.
14. **Contact Person:** Name of person at the establishment.
15. **Education Purpose and Objectives:** List appropriate description of activities.
16. **List all Adults/Volunteers Participating:** This is to include other teachers/staff not listed in the monitor’s section, this includes parents/volunteers.
17. **Site Manager’s Signature and Date:** Enter the date you signed the form: **Please do not sign or process the form if the date is inside the thirty (30) day time period prior to the field trip date.**
18. **Education Specialist’s Signature and Date:** Enter the date you signed the form: **Please do not sign or process the form if the date is inside the thirty (30) day time period prior to the field trip date.**
19. **Associate Head Start Director Signature and Date:** Enter the date you signed the form: **Please do not sign or process the form if the date is inside the30 day time period prior to the field trip date.**
20. **Transportation Coordinator Signature and Date:** Date the information was processed.
21. **Disapproved:** This can be not approved by the Site Manager, Education Specialist, Associate Head Start Director or the Transportation Coordination depending of the appropriateness and the time constraints.

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**FIELD TRIP EVALUATION FORM**

1. The Field Trip Evaluation form is used to evaluate all field trips, including in-house field trips.

2. Every question on the evaluation form is to be completed in order for the Education Specialist to evaluate the field trip for future use.

3. The form is to be turned in within one week after the field trip to the Site Manager so that the Site-Manager and the Education Specialist can review it.

4. This form is to be kept in the Center Field Trip File.
ROLL BOOK

1. The Site Managers and teaching staff maintain a Roll Book per center and per classroom.

2. Attendance is to be taken in each classroom on a daily basis, but not before 9 a.m. A child being in attendance will be indicated by a check next to the child's name in the roll book. Names are to be listed in alphabetical order except for returning children will maintain last years number.

3. If a child is absent, the reason (if known) must be noted with the appropriate code.

4. Teacher attendance must also be recorded using the same procedure required for the children. Absence codes are always to be written in RED ink.

5. The front of each roll book will have a white typewritten label with the following information: Center Name, Teacher's Name, and Inclusive Dates.

6. Each page will indicate:

   * Teacher's Name (Top left corner).
   * Inclusive Dates (ex. = March 1, 2002 to June, 2002).
   * Mark E for date entered (black ink).
   * Names of children listed in alphabetical order by last name (black ink).
   * Race, sex, age and Month/Day/Year of birth (black ink).
   * Mark a check (ü) for days present (black ink).
   * Mark an encircled capital A for days absent with no contact (red ink).
   * Use codes for excused absence (red ink).
   * Mark a capital W for drops/withdrawals (red ink).
* Mark a capital T for transfers (red ink).
7. Use a Yellow highlighter to carry through space of dropped or transferred of children.
8. All markings should be made in black or red ink as indicated.
9. Codes:
   A - Hospitalization,
   B - Serious illness or injuries,
   C - Communicable disease,
   D - Other health ailments that prevent attendance,
   E - Death in family,
   F - Temporary family situation,
   G - Transportation problems,
   H - Weather condition, and
   I - Cultural and religious activities.
* For additional information, see the Family Advocate Standard Operating Procedures.

CLASSROOM DAILY ATTENDANCE

1. This form is to be completed daily by each classroom teacher. The form should be completed and turned in to the Site Manager or other designated person prior to 9:30 A.M.

2. This form is used to document attendance (children, teachers and other adults) and absences in a class.

3. The teacher inserts the name of the center next to the words “Dallas Head Start,” and also the teachers’ names and the date in the provided spaces. Adults represent the total number of adults present in the classroom (indicate specifically how many teachers and volunteers).

4. The names of absent children must be listed in the space provided and the appropriate absence code written in next to their name (in RED ink).

5. Finally, using the daily enrollment/meal count sheet, the teacher needs to write in the previous day’s snack count and that morning’s breakfast count indicating the number of children and adults served at each meal. This information is to be written in the space to the left of that allotted for the names of absent children.
DAILY MEAL COUNT AND ATTENDANCE RECORD

1. This form documents the meal service of each classroom on a daily basis.

2. The children's names are listed alphabetically.

3. The child's age must also be indicated (for Head Start purposes, a child's age is listed as their age when they entered for the current school year, even if they have had a birthday since).

Teachers are to complete the form daily by writing:

A. The name of the center, the month and the year at the top of the form.
B. The appropriate date beneath the days.

4. The teachers' names and classroom number (if applicable) in the box above the children's names beneath where it says, "Name." The Site Coordinator must review and sign the form.

The codes are:

(a.) AT-attendance (was the child present today?)
(b.) B-breakfast (was the child offered breakfast?)
(c.) L-lunch (was the child offered lunch?)
(d.) P-afternoon snack (was the child offered snack?)

5. If a child was not present or did not get served a plate, leave the appropriate box blank.
6. Place a check in the box if the information is true for that child.

7. Totals are indicated at the bottom. This form is to be completed in black ink.

* For additional information, see the Nutrition's Standard Operating Procedures.

SIGN-IN/SIGN-OUT FORM

1. This form is used when a child is brought to the center, picked up at the center and/or taken and returned during the day.

2. The form is to be replaced each morning and properly dated by center staff.

3. Each classroom generally has its own form, although smaller centers may use only one form for all children.

Parents are to provide the following information:

A. Child's name.

B. Time the child was brought into the center.

C. Parent/guardian name that brought the child.

D. Time the child left the center.
E. Name of the parent/guardian transporting the child.

PARENT CONTACT DOCUMENTATION FORM

1. If a situation arises where a parent/guardian needs to be contacted at home, such contact needs to be documented on this form.

2. Situations may include but are not limited to: accident/illness at school, home visit scheduling, and/or excessive absences.

3. Teachers, Site Managers and component representatives use this form.

4. Once the parent/guardian has been contacted, the party who made the contact needs to:

   1. Enter the date of the situation.

   2. Initial the form.

   3. Indicate the name and the relationship of the person contacted.
4. Document the phone number where the parent/guardian was reached.

5. Write the child's name.

6. Document the purpose of the call.

This form is to remain at the center unless specifically requested by agency personnel.

* For additional information, see the Social Services/Parent Involvement’s Standard Operating Procedures.

PARENT EDUCATIONAL HANDBOOK

1. This booklet addresses some general educational information.

2. It should be discussed with the parent at enrollment by the Education Specialists or the Site Manager to ensure the parent understands the type of program we offer.

3. The parent can then ask any questions they might have about the program we offer.

4. The booklet and form are provided in English, Spanish and Vietnamese.

5. Included in this discussion is HEAD START of Greater Dallas, Inc. "Discipline and Guidance Policies and Procedures"

6. After information is shared with parent an Acknowledgement Form must be signed by the parent.
Training for Parents

1. Each HEAD START center provides training for parents as a part of the monthly parent meeting.

2. The Education Content area organizes a Parent Education/Literacy Conference each year. All content areas take part in this effort.

3. Parents are also invited to attend other agency training throughout the year (Pre-Service, Spring Training and others).

4. GED classes are also available at specific HEAD START centers.

5. ESL classes can be offered in each triad (depending on the need); transportation is available upon request from parents.
6. Parent Child Together Time (PACT) groups are encouraged and developed in each center. PACT time is literacy activities that are used to encouraged parents to work with their children in the center and at home. The goal is to have parents taking charge of the group in their centers.