



Head Start / EHS / ECEAP

Education Handbook (EDUC)



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1a. Individualization Policy and Guidelines

Reviewed 06/25

Policy

The program will provide a classroom environment and curriculum that promotes and supports each individual child's pattern of development and learning.

Guidelines

1. **Individualization through Assessment and Family Collaboration**
 - a. Education services are tailored based on each child's development, temperament, learning style, and strengths.
 - b. Staff use ongoing developmental assessments, classroom observations, and family input to guide individualization.
 - c. Staff gather information during intake, home visits, conference, and informal conversations using tools such as:
 - ASQ-3 and ASQ:SE-2
 - Preschool Home Language Survey
 - TS Gold Assessment
 - Parents as Teachers Milestones
2. **School Readiness Individualized Learning Plan (SRILP)**
 - a. Initiated at the first home visit and updated regularly.
 - b. Includes goals in all developmental domains.
 - c. Goals are informed by screening tools and parent input.
 - d. For children with IFSP/IEP, those goals are incorporated.
3. **Parent Engagement**
 - a. Parents are encouraged to contribute to goal setting, strategies, and updates.
 - b. Staff share TSG GOLD reports, observations, and child portfolios during visits and conferences.
 - c. Parents are offered a copy of the completed SRILP at Parent/Teacher Conferences/2nd Home Visits and instructions for completing the Home Learning In-Kind Form.
4. **Documentation and Portfolio**
 - a. TS GOLD documentation is ongoing and shared quarterly.
 - b. Observations are completed and documented weekly.
 - 3-5 observations required for each child weekly.
 - c. Preschool portfolios include labeled and dated work samples and are presented to families at year-end.
 - Examples:

- i. Children's drawings, paintings, and collages
 - ii. Children writing and language samples
 - iii. Pictures
- d. All observations and parent feedback are documented in TS GOLD.
- 5. **Classroom and Home Visit Planning**
 - a. Daily classroom activities or home visit activities reflect individual child goals and interests.
 - b. Use initials on TS GOLD lesson plans or the name on PAT Home Visit Planning Forms.
 - c. Instructional modifications include support through environment, materials, peers, or adults.
 - d. Activity Matrixes track goals and modifications, for children with IEPs/IFSPs, children being monitored for delays or support plans in classrooms.
- 6. **TS GOLD Assessment Process**
 - a. Staff analyze child data using TS GOLD Analysis Summary.
 - b. Identify areas needing additional support to inform planning and individualization.
- 7. **Case Management and Ongoing Monitoring**
 - a. Progress is reviewed monthly and documented and/or whenever goals are revised.
 - Center-Bases will follow the staffing procedure.
 - b. Action plans and parent communications are documented in ChildPlus.
 - c. All meetings related to progress in the IFSP/IEP, behavior, or health are documented with notes and action plans to support individualization.
- 8. **Home-Based Services (Additional Information)**
 - a. Goals developed in all domains collaboratively with families within 90 days of enrollment
 - b. Strategies are updated throughout the year to reflect progress.

1b. Activity Matrix

- *Created 07/18*

The activity matrix should be filled out with student's initials at the top of each column and the activity each participated in during the day in the subsequent rows, organized by the periods shown in the left column headers.

- [1b1. Activity Matrix \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1b1_Activity_Matrix.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1b1_Activity_Matrix.pdf)

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1c. ASQ Referral Decision Matrices

- [1c. ASQ:SE-2 Referral Decision Matrix \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC-1c-ASQSE-2.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC-1c-ASQSE-2.pdf)
- [1c1. ASQ-3 Referral Decision Matrix \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC-1c1-ASQ-3.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC-1c1-ASQ-3.pdf)

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1d. Creative Curriculum Goals and Objectives at a Glance

Reviewed 06/11

Social - Emotional

1. Regulates own emotions and behaviors
 - a. Manages feelings
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - a. Forms relationships with adults
 - b. Responds to emotional cues
 - c. Interacts with peers
 - d. Makes friends
3. Participated cooperatively and constructively
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross motor manipulative skills
7. Demonstrates fine-motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses writing and drawing tools

Language

8. Listens to and understands increasingly complex language
 - a. Comprehends language
 - b. Follow directions
9. Uses language to express thoughts and needs
 - a. Uses an expanding expressive vocabulary
 - b. Speaks clearly
 - c. Uses conventional grammar
 - d. Tells about another time or place
10. Uses appropriate conversations and other communication skills
 - a. Engages in conversation
 - b. Uses Social Rules of language

Cognitive

11. Demonstrates positive approaches to learning

- a. Attends and engages
 - b. Persists
 - c. Solves problems
 - d. Shows curiosity and motivation
 - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
- a. Recognizes and recalls
 - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
- a. Thinks symbolically
 - b. Engages in socio-dramatic play

Literacy

15. Demonstrates phonological awareness
- a. Notices and discriminates rhyme
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrated knowledge of the alphabet
- a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrated knowledge of print and its uses
- a. Uses and appreciates books
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
- a. Interacts during read-alouds and book conversation
 - b. Uses emergent reading skills
 - c. Retells stories
19. Demonstrates emergent writing skills
- a. Writes names
 - b. Writes to convey meaning

Mathematics

20. Uses number concepts and operations
- a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
- a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures
23. Demonstrates knowledge of patterns

Science and Technology

- 24. Uses scientific inquiry skills
- 25. Demonstrates knowledge of the characteristics of living things
- 26. Demonstrates knowledge of the physical properties of objects and materials
- 27. Demonstrates knowledge of Earth's environment
- 28. Uses tools and other technology to perform tasks

Social Studies

- 29. Demonstrates knowledge about self
- 30. Shows basic understanding of people and how they live
- 31. Explores change related to familiar people or places
- 32. Demonstrates simple geographic knowledge
- 33. Explores the visual arts

The Arts

- 34. Explores musical concepts and expression
- 35. Explores dance and movement concepts
- 36. Explores drama through actions and language

English Language Acquisition

- 37. Demonstrates progress in listening to and understanding English
- 38. Demonstrates progress in speaking English

1g. School Readiness Individualized Learning Plans (ILPs)

- *Created 08/17*
 - *Reviewed 07/18*
-
- [1g0. School Readiness ILP \(3 to 5 year olds\) \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g_School_Readiness_Individualized_Learning_Plan-3-5Years.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g_School_Readiness_Individualized_Learning_Plan-3-5Years.pdf)
 - [1g0. Plan de aprendizaje individualizado para preparación escolar \(niños de 3-5 años de edad\) \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g_School_Readiness_Individualized_Learning_Plan-3-5Years-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g_School_Readiness_Individualized_Learning_Plan-3-5Years-Spanish.pdf)
 - [1g1. School Readiness ILP \(Birth to 3 years\) \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g1_School_Readiness_Individualized_Learning_Plan-Birth-3Years.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g1_School_Readiness_Individualized_Learning_Plan-Birth-3Years.pdf)
 - [1g1. Plan de aprendizaje individualizado para preparación escolar \(desde nacimiento hasta 3 años de edad\) \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g1_School_Readiness_Individualized_Learning_Plan-Birth-3Years-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1g1_School_Readiness_Individualized_Learning_Plan-Birth-3Years-Spanish.pdf)

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1h. Observation/Assessment and Child Outcomes Process

Reviewed 05/25

Process for measuring progress, analyzing results, and planning for individualization and continuous program improvement.

The program will use the Teaching Strategies Gold assessment tool to measure children's growth and development. This assessment tool meets ECEAP and Head Start standards to have an assessment tool that is researched-based. The education staff will observe, monitor and document the progress of all children on an ongoing basis and record the results for each child's Teaching Strategies Gold Assessment System.

Observations

Teaching staff (Teachers, Assistants, Home Visitors) will observe each child enrolled in their class or on their caseload and will document observations in Teaching Strategies GOLD® weekly. A system will be planned and implemented to be able to observe and document in all objectives in TS Gold. Each child should have **a minimum of three to five observations weekly uploaded into the assessment system**. All objectives in TS Gold will be observed within the quarter and have an observation associated with the objective. Observations will start as soon as a child attends the first day of class.

These observations must:

- Document what children say and do, with whom by using initials of the other child or the initials o.c. (other child), and where they play.
- Be written in objective and factual notes, including direct quotations of language and descriptions of actions.
- Occur across a variety of activities, locations and throughout the daily schedule.
- Cover the following areas of development and learning for the individual child:
 - social emotional development
 - physical development
 - language development
 - cognitive development
 - literacy
 - mathematics.
- Take place over time, throughout the school year.

Observations may be documented by using:

- Anecdotal/Narratives
- Photos/videos of children's interactions, creations, etc.
- Photocopies or samples of children's work
- Parent Observation
- Checklists/On the Spot/Milestones

Teaching staff will use these observations to:

- Learn more about the child's development, skills, abilities, interests, friendships, interactions, and behavior.
- Inform Teaching Strategies GOLD® checkpoint ratings.
- Assist in developing school readiness individualized learning plans.
- Guide and individualize activities on lesson plans.
- Create and update activity matrix if needed.

Observations will:

- Be uploaded into system weekly.
- Have a preliminary rating on every observation.
- Only have one to four objectives associated with each observation.

Teachers and Home Visitors will analyze observations weekly to be able to plan next steps for individual children and document on lesson plan and create or update activity matrix as needed. Education staffing (updates) for each child will be completed monthly and will include a summary of the child's development based on the data collected in Teaching Strategies Gold. (Refer to FS/PE 8c. Children & Family Staffing Meetings Procedure - **link coming soon** for more information.)

Teachers and Home Visitors will encourage parents to share observations that will be documented in TS Gold.

Assessment

Teachers/Home Visitors will use Teaching Strategies GOLD® to document assessment of child development and learning.

Teachers/Home Visitors will:

- Complete the Home Language Survey for 3-to-5-year-olds and input this information into TS Gold by each child's first checkpoint after enrollment and will assess the child's English language acquisition using objectives 37-38 if indicated. The first two questions on the Home Language Survey will be in the intake notes. The second two questions will be answered after the child has attended class.
- Finalize checkpoint ratings in GOLD® by quarterly due date for each child who attended class for a minimum of three weeks prior to the checkpoint.
- Consider observations from observers who speak the child's home language, when possible.
- Rate all objectives in the required six areas of development and learning (mathematics, language, literacy, social-emotional, physical, and cognitive) for each child.

Teacher and Home Visitors will share quarterly checkpoints information with parents and gather ideas to better individualize for each child and this will be documented on the School Readiness Individualized Learning Plan, activity matrix and lesson plans.

Teachers/Home Visitors will analyze data and meet with Area Manager to plan next steps within three weeks after each checkpoint. They will use the analyzing directions

and form to document information (refer to [EDUC 9q. TS Gold Analyzing Process \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/q-TS-gold-analyzing-process\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/q-TS-gold-analyzing-process) / [EDUC 9p. TS Gold Checkpoint Report Analysis Summary \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf)).

Strategies identified on the TS Gold Analyzing Form should be reflected on lesson plans/activity matrix or home visit forms.

Area Managers will keep original for monitoring file, copy for teacher and send a copy to School Readiness Specialist.

The School Readiness Specialist will analyze data from Teaching Strategies GOLD® program and other data resources, create a outcomes report and share outcome report three times a year with all staff, Policy Council, and Board of Trustees.

Listed below are factors that could be considered affecting outcomes as reports are analyzed:

- Class size
- Gender mix/ratio
- Staff/Adult to child ratio
- Number of IEP's and quality/frequency of services
- Number of children on Individual Care Plans
- Number of non-English speaking children
- Experience of staff
- New staff team versus established team
- Age mix
- Classroom arrangement/availability of materials
- Number of class days, hours served; i.e. different programs (traditional Head Start or ECEAP)
- AM versus PM class time
- Trainings/mentoring received or needed
- Consistency in documenting children's skill level: standards used, frequency of documentation, and consistency within the individual teaching teams
- Staff turnover/extended absences
- Systems for observation/documentation
- Child turnover rate
- Attendance
- Social service needs/family crisis
- Number of returning children
- Additional factors

Child Outcomes will be reviewed and shared with the Self-Assessment Team on a yearly basis and will be a part of the report and Program Improvement Plan as necessary. In addition, the Self-Assessment will include a review of the growth of outcome measures for children throughout the program and the past year.

Policy Council will be trained yearly on the Child Outcomes Process and review report quarterly on the progress children are making in the program. They will review the program-wide recommendations and action plans as they are developed.

As children transition into Kindergarten, each individual child's progress will also be shared with the local school district staff during a Spring Transition Meeting.

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1i. Kindergarten Transition Tool

- *Created 07/02*
 - *Reviewed 03/23*
-
- [1i. Kindergarten Transition Tool \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1i_Kindergarten_Transition_Tool.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_1i_Kindergarten_Transition_Tool.pdf)

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2a. Center-Based Education Home Visits — Parent/Guardian/Teacher Conference

Corrected 01/2020

*(See FS/PE 7a2. Home Visit Plan Form Procedure - **link coming soon**)*

*(See FS/PE 7a3. Family Contact Form – English/Spanish - **link coming soon**)*

Policy

Center-Based Head Start teachers and ECEAP teachers will conduct home visits and/or parent/teacher conferences according to the requirement of Head Start or ECEAP performance standards.

Philosophy

Home visits and Parent/Teacher conferences provide opportunities to recognize parents' roles as children's lifelong educators, and to encourage parents to engage in their child's education.

Schedule

- Center-based Head Start teachers will conduct a minimum of two home visits and two parent/teacher conferences each year.
- ECEAP teachers will conduct a minimum of three parent/teacher conferences.

Procedure

1. Home visits and parent-teacher conferences will be face to face with the parent.
2. Parents will be encouraged to share about their family, culture, language and child development.
3. Teachers will discuss results of screenings and assessments with parents.
4. Parents will be informed about their child's routine, activities and behavior in the classroom.
5. Teachers will complete a school readiness individualized plan with parents (EDUC 1b1). This will include child strengths, goals and strategies or activities that parents can use when working with their child. Review and update goals and strengths set at previous conferences or home visits.
6. During conferences or home visits, teachers also share:
 - a. Their observations of the child's skills, interests and development.
 - b. The child's progress toward meeting their goal(s).
 - c. Kindergarten readiness.
 - d. Information on kindergarten transition.

7. Information will be given to parents about the curriculum used in the classroom and will have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program.
8. Parent will be given information on how they can volunteer in their child's classroom.
9. Teacher will provide strategies and ideas to implement with their child that meets the goals they have set on the school readiness individualized plan.
 - a. Teacher will share School Readiness Home Learning In-Kind form for the parent to complete during the month.
10. Teachers will discuss attendance, health, safety and family goals.
11. Additional home visits/conferences may be added on an individual basis.
12. Home visits and Parent/Teacher Conferences should be well planned.
 - a. Each home visit and Parent/Teacher Conference will be centered around the child's development and a school readiness activity will be provided and implemented with parental input.
 - b. Home visits will take place in the family's home except in cases where certain situations may require a visit to take place at a program site or another safe location that affords privacy at the parent's request, or if a visit to the home presents significant safety hazards for staff. The staff will discuss these situations with their Area Manager.
 - c. Parent/Teacher Conferences will take place at the site the child attends. A parent may request that the conference be held at a different location if needed. The staff will discuss these situations with their Area Manager.
 - d. Home visits/conferences should be done in family home language whenever possible.
 - e. Education Home Visits should be conducted separately from Social Service visits.

Tips for a successful visit include:

- Be punctual and prepared.
- Confirm with the parent upon arrival the length of the visit to determine any barriers, which may interfere with the visit.
- Sit next to the parent, but never between the parent and child.
- Keep good eye contact, look at and relate to parents and acknowledge others who may be in the home.
- Clearly state the purpose and schedule of the visit.
- Get to know the family. Ask questions. Be a good model when you interact with them by being willing to share about yourself in an appropriate manner.
- Use family friendly language. Do not assume all parents can read and write.
- Show enthusiasm and acceptance.
- Encourage parents to serve as facilitator leading activities with their children and siblings.
- Encourage parents to utilize materials and routines in the home for educational purposes.

Documentation:

Use the family contact form to plan for and document information for the visit and from the parent

(FS/PE 7a3 - **link coming soon**). Document in case management. See information below and Case Management (FS/PE 3a - **link coming soon**) for further instructions.

Head Start Only:

- Document Home visits or parent teacher conferences in the education section of ChildPlus.
- This should be completed within one week of the conference or home visit.
- See education module Data Guide for ChildPlus.net instructions.

ECEAP Only:

- Teachers must document in ELMS:
- Date, location, topics, amount of time and summary of discussion for each parent-teacher conference.
- Document referrals and follow-up plans.
- Follow-up and document contacts between parents and teachers outside of regular conferences.
- This should be completed within one week of the conference.

Refer to:

- FS/PE 7a. ECEAP Home Visit Policy - **link coming soon**;
- FS/PE 7a2. Head Start Home Visits Policy - **link coming soon**;
- FS/PE 7a3. Family Contact Form - **link coming soon**

2b. Pre-Conference and Home Visit Survey

- *Created 07/03*
 - *Reviewed 06/23*
-
- [2b. Pre-Conference & Home Visit Survey \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2b_Pre-Conference_Home_Visit_Survey.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2b_Pre-Conference_Home_Visit_Survey.pdf)
 - [2b. Cuestionario Previo a la Conferencia y Visita al Hogar \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2b_Pre-Conference_Home_Visit_Survey-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2b_Pre-Conference_Home_Visit_Survey-Spanish.pdf)

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2c. Pyramid Model Reinforcer-Inventory

- *Created 06/19*
- [2c. Pyramid Model Reinforcer-Inventory \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2c_Pyramid_Model_Reinforcer-Inventory.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2c_Pyramid_Model_Reinforcer-Inventory.pdf)
- [2c. Inventario de reforzadores \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2c_Pyramid_Model_Reinforcer-Inventory-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2c_Pyramid_Model_Reinforcer-Inventory-Spanish.pdf)

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2g. Pet Policy and Procedure

- *Corrected 5/04*
- *Approved by the HSAC on May 17, 2004*
- *Approved by Policy Council on August 23, 2004*
- *Reviewed 4/18*

*Policy and procedure complies with WAC 288-295-5170 - **link coming soon***

Policy

In order to provide children with enjoyable and safe educational experiences with pets, staff members will prepare in advance for pet placement and/or visits to their center. The care and well being of pets will be included in lesson plan(s) prior to and during the stay or visit of the pet. Staff members, pet owners and volunteers will model appropriate pet handling and care behaviors to children.

Procedure

Child Pet Allergies/Reactions

At Intake and/or Welcome Visits, pertinent information (*child pet allergies, reactions, etc.*) will be noted on the Health History form and shared with other appropriate staff members.

Prior Approval

Prior to any animal and/or pet visiting or being placed in a classroom, an [Activity Proposal Form \(EDUC 9d\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) must be completed and submitted to both the building Area Manager and Child Development Specialist for approval. (Please note: Childcare Licensing requires that animals are not allowed in rooms typically used by infants and toddlers.)

Management and Care of Pets upon Approval

- Prior to a dog/puppy or cat/kitten visiting our program, proof of current rabies vaccinations will be given to the Area Manager to place on file at the center. Student Medical Concerns/Allergies lists will also be reviewed, by the classroom staff, to prepare in advance for accommodating those children with pet allergies.
- Children will be organized into small groups for supervised activity when handling pets.
- If a pet (guinea pig, etc.) is kept in a classroom on an ongoing basis, the Direct Service Team will ensure an appropriate written schedule for providing food, water, and cleaning is created and posted.
- Pets (excluding aquatic animals) showing signs of illness are removed from the facility until they have been seen, treated and given approval to return to the center

by a veterinarian. Written proof of veterinary visits will be given to the Area Manager to place on file.

- Reptiles and amphibians must be in an aquarium or other totally self-contained area except during educational activities involving the reptile. Per the Center of Disease Control (CDC), children five years of age or less must not physically handle reptiles and amphibians. Reptiles and amphibians are not allowed to become classroom pets.
- Animals with a history of biting or other aggressive behaviors are not allowed on any program premises.
- LCC Campus – Refer to [Policy 650 - Pets on Campus \(lowercolumbia.edu/publications/administrative-policies/600/650\)](https://www.lowercolumbia.edu/publications/administrative-policies/600/650).
- Direct Service Team members must ensure children and adults wash their hands after handling animals.

Containers and Cages

- Pet containers and cages are not hung in hallways, entryways or over where children eat, sleep, and play. They also will not be in or near food preparation areas including sinks used for food prep and/or clean-up.
- Container and cage debris must be prevented from spilling out.
- Direct Service Team members clean and disinfect pet containers and cages weekly and more frequently if needed.

Parent Guardian Review of Pet Policy and Procedure

The program Pet Policy and Procedure will be reviewed at Parent Orientations. This information will include sharing of the following potential health risks associated with animals:

- **Allergies:** Allergens such as hair, fur, dander, urine, feces or parasite are associated with animals. Signs of allergy include: red, sore, watery or itchy eyes, running nose, sneezing, coughing, shortness of breath, and skin rash.
- **Bites, Scratches and Kicks:** Persons interacting with animals are at risk of being bitten, scratched, or kicked.
- **Zoonosis:** Animals can have organisms, which can possibly cause disease in people. Such a disease is called a Zoonosis. Breathing in infected dust or droplets may spread a disease. Disease can also be spread by ingestion, by contaminated food or water, or through cuts and scratches or by bites.

Notification to Parent/Guardians Required Prior to an Animal Coming to a Center

Following approval by both the Area Manager and Child Development Specialist of a DST submitted [Activity Proposal Form \(EDUC 9d\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) and prior to an animal being at a center, a Notification to Parent/Guardian of Animals on Premises form must be completed by the DST. This is done whether the animal is visiting or becoming a classroom pet. The form is to be: distributed to the parent/guardians of the students who the animal is visiting or becoming a classroom pet of, posted in the classroom(s) and copies given to the Area Manager and the Child Development Specialist. Parent/guardians are to be instructed to return the bottom of the form to the DST with their signature and date indicating their understanding of the potential health risks of the animal(s) stated on the form. This documentation will be maintained in a folder in the Area Manager's office.

2g1. Notification of Animal on Premises

- *Created 04/18*
 - *Reviewed 09/23*
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- [2g1. Pyramid Model Reinforcer-Inventory \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2g1_Notification_of_Animal_on_Premises.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2g1_Notification_of_Animal_on_Premises.pdf)
 - [2g1. Notificación a padres/tutores sobre la presencia de animal\(es\) en el sitio \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2g1_Notification_of_Animal_on_Premises-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_2g1_Notification_of_Animal_on_Premises-Spanish.pdf)

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3. New Staff Classroom Observation Checklist

Created 05/25

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- [3. New Staff Classroom Observation Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_3a_New_Staff_Classroom_Observation_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_3a_New_Staff_Classroom_Observation_Checklist.pdf)

DRAFT

4a. Developmental Screening for Head Start/ ECEAP Policy & Procedure

- Created 8/01
- Reviewed 5/25

Policy

In collaboration with each child's parent and with parental consent, our program will complete or obtain a current developmental screening to identify concerns regarding a child's development, behavioral, motor, language, social, cognitive, emotional skills, within 45 calendar days of when the child first attends class, or, for the home-based program option, receives the first home visit. The purpose of the developmental screening is to identify children who may need further evaluation or referral for special services and to support individualization for each child.

Procedure for Developmental and Social Emotional Screening

(ASQ-3 and ASQ: SE-2 – 45-day count)

Process for completion:

1. ASQ-3™ and ASQ: SE-2 will be completed at a minimum annually for each child. EHS may follow the screening schedule recommended by ASQ from birth to 3 years old if the child is showing delays or monitoring is required.
2. ASQ-3™ will be completed before or at the welcome visit by the parent.
 - a. Parents will receive a link to be able to complete ASQ-3™ online or will be offered a paper copy.
 - b. All efforts will be made to complete screening in the child's home language via the ASQ online or with a paper copy.
 - c. If a paper copy is completed, the staff will input into the ASQ-3™ online.
3. Follow-up if not completed at Welcome Visit:
 - a. Email reminders will be sent using the ASQ-3™ online system.
 - b. Phone calls will be made to families who have not completed the ASQ-3™. For Homebased, they will follow-up at the next home visit or with a text or phone call.
4. Staff will review ASQ-3™ with the family at the Welcome Visit if it is completed. If the ASQ-3 is not completed before the Welcome Visit, staff will set up a time to review with the family.
5. If the ASQ-3™ and ASQ: SE-2™ will be completed by the teacher annually after the child has attended for 4 weeks and before 45 days using the online link for home-based, anytime within 45 days of the anniversary of enrollment.

6. Parents of classroom-based students will complete the ASQ: SE-2™ at or before the first parent/teacher conference.
7. ASQ-3™ and ASQ: SE-2™ will be databased into ChildPlus under the Education tab and uploaded and attached in ChildPlus and information documented in the Education tab (refer to ChildPlus guide).
8. Area Managers will monitor to assure that all children are screened within 45 days.
9. School Readiness Specialists will run ChildPlus and ELMS reports and share information with leadership.
10. EHS should also refer to EDUC 1a1 for more information about screenings.

Scoring/Referral Process:

1. Determination of whether to refer a child for further evaluation is made by DST, School Readiness Specialist and/or parent based on the ASQ-3™ and the "Overall Section" responses and/or ASQ: SE 2™, Dial-4 or other screenings and data collected and Teaching Strategies Gold Assessment.
2. For classroom students, generally a referral may be generated if the ASQ-3™ cutoff score is well below in one or more zones (black) and Gold Assessment is showing a delay. Note: If a child's cutoff score in fine motor is well below (black), staff review scores to determine if score is due to lack of experiences at home and monitor fine motor activities to determine if child makes progress before referring.
3. Preschool classroom teachers may consult with the School Readiness Specialist and refer children with poor intelligibility for evaluation, even though there is not a screener on ASQ-3™ (parent and teacher report of child's intelligibility). This should be documented in TS Gold under language with a detailed observation(s).
4. If a child's cutoff scores on ASQ-3 are in the monitoring area (gray) for two or more areas, observe and assess using the Gold Assessment process. Then review with the School Readiness Specialist, Area Manager and parent before making a decision to refer for evaluation.
5. The completed ASQ: SE-2™ is completed and results shared with the parent and referrals to Mental Health Specialist made as needed.
6. Dial-4 screening or other screening tools may be used for preschool children if recommended by School Readiness Specialist, Teacher, Health Professional or School District.
7. Children on an IFSP or IEP will not be referred in the area they are being served by the school district/Part C agency.
8. All scores (including rescreens) will be documented in ASQ-3™ online and ChildPlus. Follow-up plans will be documented in ChildPlus in Education tab for Head Start/EHS or ELMS for ECEAP and shared with parents.

Guidance for AQS Screening

The program will accept a copy of a child's developmental screening upon the child's initial enrollment,

if completed by the child's parent, doctor, preschool, childcare, clinic, or completed online by parent
 when a current age questionnaire screening has been completed. All children without current developmental screens will be scheduled for screening within the 45-day timeline.

Rescreens

If child's cutoff scores are in the monitoring zone, in one or more areas, Area Manager and teaching team will monitor progress using TSG and determine whether completing the next age ASQ-3™ or ASQ: SE-2™ Questionnaires in all developmental areas would be beneficial (see ASQ User's Guide or online application for age and timeline to administer). Area Manager, teacher and/or parent concerns may be cause for further monitoring, rescreening, and evaluation and/or referral regardless of the "Overall Section" responses.

Teachers or Home Visitors may be asked or decided to complete an ASQ screen if they have a concern regarding accuracy in the initial completion of the ASQ-3™ or the ASQ: SE-2™. This will enable children to be referred sooner and be kindergarten ready.

- a. Here are some more examples of when it is appropriate to rescreen after the initial screening: Initially, the child had screening completed at a provider, clinic, or by the parent online and the results reported do not reflect the child's development levels accurately after observing the child for a period of time, and reviewing the ongoing assessment information from TSG. The teacher or home visitor may be asked to complete an ASQ-3™, the ASQ: SE-2™ or both and have a conversation with the parent about possible referral when indicated. Other screening tools may be used to support a referral for evaluation.
- b. If a child is birth to three years old and you suspect the child may not be progressing, then the teacher, home visitor, and/or parent should do the next age ASQ-3™ questionnaire/and or ASQ: SE-2™ and continue to use the Gold Assessment process to support concerns.
- c. Other screening tools may be completed such as the DIAL-4 in area of concern (motor, language, and/or concepts).

All scores and follow-up plans will be documented in Child Plus or ELMS and shared with parents. All rescreen scores are entered in ChildPlus and kept for comparison.

(Hearing and Vision screening procedures are addressed in HLTH 12a. Hearing Screening Policy and Procedure - **link coming soon** and HLTH 12b. Vision Screening Policy & Procedure - **link coming soon**)

4b. EHS Developmental Screening Procedure

- Created 7/10
- Reviewed 6/18

Procedure

The program will provide a developmental screening which will identify a child's current developmental levels, including possible delays. This information will be utilized for possible referrals for further evaluations in areas of potential concerns.

1. Prior to screening, parent must sign the Parent Agreement Contract and the Permission to Reveal or Obtain Confidential Information with the local Part C Agency.
2. When administering screening, parents and staff complete screening instrument together with consideration of the child and family's culture and primary language. Screening tool is to be administered in family's primary language. When appropriate, omit items that are in conflict with a family's cultural values, and note on screening form.
3. Developmental Screening Tools
 - a. Complete an Ages and Stages Questionnaire (ASQ-3) and Ages and Stages Questionnaire Social/Emotional (ASQ: SE-2). This tool is used from two months through 3 years of age. If an infant is not yet 2 months old by the end of the 45 days, staff can wait until the child is 2 months old to complete the initial ASQ's.
 - b. When a child is premature: When a child is born more than 4 weeks early use his/her corrected age to determine the appropriate Ages and Stages to choose. At age 2, use chronological age not adjusted age.
4. EHS staff will complete the ASQ Information Summary Sheets. The Information Summary sheets will be given to the Disability Specialist to review, database and file. The original form will be placed in the child's site file.
5. When screening indicates an area of concern:
 - a. When a child's score in one or more domains is at or below the standardized "cutoff", or when a child's score in two or more domains is borderline, EHS staff will use the Referral Decision Matrix process to determine next steps.
 - b. After these options are discussed with the family, the conversation will be documented in case management.
 - c. If parents are agreeable to the referral and have signed a release of information for the early intervention agency, Progress Center, the Disabilities Specialist for LCC EHS will refer for further evaluation. A completed Early Intervention Referral Form with screening

documents attached will be sent to Progress Center upon parent consent.

- d. If staff have a concern flag the Disability Specialist, Child Development Specialist, Mental Health Specialist and Area Manager via email summarizing concerns.
- e. If a family does not want a referral, talk to the Area Manager to insure you are offering families all the support they need.

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4g. Developmental/Health Screening Summary

- 4g. Developmental/Health Screening Summary (English) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_4g_Developmental-Health_Screening_Summary.pdf)
- 4g. Resumen de evaluacion de desarrollo/salud (español) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_4g_Developmental-Health_Screening_Summary-Spanish.pdf)

DRAFT

5a. Discipline Policy and Procedure

- *Created 5/97*
- *Reviewed 8/23*

Policy

Lower Columbia College Head Start/EHS/ECEAP will promote positive behavior by creating strong relationships that are grounded in trust and respect. Teachers and staff will develop strategies that are individualized, developmentally appropriate, and build on each child's social, emotional, and behavioral skills. Classroom environments will be set up and maintained to provide for the safety and well-being of each child. Staff will use appropriate guidance techniques in follow through with routines and setting limits. Staff will not maltreat or endanger the health or safety of children as described in the HR 4a. Standards of Conduct - **link coming soon**.

Procedure

The program uses the Creative Curriculum framework and Conscious Discipline for the guiding, caring and teaching of children.

Staff will:

- Create a classroom community that is inclusive and without bias.
- Partner with families
- Validate children's and family culture
- Design a physical environment that meets the needs of the children
- Guide children's behavior
- Teach intentionally and responsively
- Assess children's learning
- Provide for safety, connection and problem-solving

Staff guide children's behavior in ways that promote self-regulation and conflict resolution skills:

- Using positive guidance strategies
- Developing rules for the classroom community
- Teaching social problem-solving skills
- Responding to challenging behavior by determining the cause and helping children regain control

The word discipline means to teach and guide. Discipline is not punishment. The discipline standard therefore reflects an approach that focuses on preventing behavior problems by supporting children in learning appropriate social skills and emotional responses.

Staff should guide children to develop self-control and appropriate behaviors in the context of relationships with peers and adults. Staff should care for children without ever resorting to physical punishment or abusive language. When a child needs assistance

to resolve a conflict, manage a transition, engage in a challenging situation, or express feelings, needs, and wants, the adult should help the child learn strategies for dealing with the situation. Discipline should be an ongoing process to help children learn to manage their own behavior in a socially acceptable manner, and should not just occur in response to a problem behavior. Rather, the adult's guidance helps children respond to difficult situations using socially appropriate strategies. To develop self-control, children should receive adult support that is individual to the child and adapts as the child develops internal controls.

Staff members will NOT do the following:

- Threaten, scold, or humiliate a child;
- Spank, pull or hit a child;
- Make aggressive movements causing a child to expect to be hit;
- Threaten to call a child's parent;
- Tell children what another child did wrong;
- Label behavior as "bad" or "naughty";
- Scream in anger;
- Criticize a child's person or family;
- Laugh at a child's inappropriate/negative behavior;
- Discuss a child's inappropriate/negative behavior with adults in front of the child or other children.
- Food and Physical Activity shall never be used as a reward or punishment.

Universal Strategies for Prevention

We will provide universal supports for all children through nurturing and responsive relationships and high-quality environments. Classroom environments will be measured by the Classroom Assessment Scoring System, Environment Rating Scales, Creative Curriculum Fidelity Checklist and observations. At the universal level we include the practices needed to ensure the promotion of the social development of all children through:

- High Quality Environments
 - Inclusive early care and education environments
- Nurturing and Responsive Relationships
 - Essential to healthy social development
 - Includes relationships with children, families and team members

All staff are expected and required to utilize proactive discipline that align with Conscious Discipline and Creative Curriculum to establish a positive classroom community that is respectful. An environment where children as well as adults feel safe and confident in their ability to successfully interact with others and learn together. Area Managers will monitor classroom practices to ensure positive behavior guidance/management techniques are being effectively implemented daily and ongoing.

This universal prevention process will include:

- Forming a positive relationship with the child. Connection builds willingness. When children have a positive and trusting relationship with the adult, they are more likely to follow directions. This positive relationship occurs when the adult spends time talking to the children, listening to the child, following the child's lead, playing with the child, and responding to the child's needs. Components of connection include eye contact, touch, presence and a playful situation;
- Basing expectations on children's developmental level.
- Establishing simple rules and routines children can understand (e.g., use gentle touches, use kind words, use walking feet, use an inside voice, how children should use centers or materials).
 - Use visuals to increase understanding.
- Be proactive in teaching and supporting children in learning the rules and routines.
 - Creating a predictable daily routine and schedule with visuals.
 - When a routine is predictable, children are more likely to know what to do and what is expected of them. Predictability creates a sense of safety and decreases the likelihood of unsafe/unhelpful behaviors.
 - Reminders need to be given to the children so they can anticipate and prepare themselves for transitions within the schedule. Individualize for children that may need more support during transitions.
- Adapting the physical indoor and outdoor learning/play environment and materials to encourage positive behavior and self-regulation by providing engaging materials based on children's interests. Ensuring that the learning environment and materials promotes active participation of each child.
 - Well-designed environments are ones that are supportive of appropriate behavior in children and are designed to teach children the expectation and how to engage with one another.
- Modifying the learning/play environment (e.g., schedule, routine, activities, transitions, learning centers) to meet the needs of the group of children to support appropriate behavior.
- Use encouragement and descriptive praise more than command statements (5:1).
 - When clear encouragement and descriptive praise are used to give attention to appropriate behaviors, those behaviors are likely to be repeated.
 - Encouragement and praise should be stated positively and descriptively.
 - Encouragement and praise should provide information that the behavior the child engaged in was appropriate. Examples: "I can tell you are ready for circle time because you are sitting on your name and looking at me." "Your friend looked so happy when you helped him clean up his toys." "You must be so proud of yourself for putting on your coat all by yourself." Encouragement and praise should label the behaviors, not the child (e.g. "You picked up the toys; that was helpful." "Your eyes are on me; you want to learn.", good listening, good eating, instead of good boy.
- Use clear, direct, and simple commands. When clear commands are used children are more likely to follow them. The staff should tell the child what to do rather than what NOT to do. The staff should limit the number of commands. The staff should use first/then and when/then statements with logical and natural consequences. ("First your coat and then we go outside." "Pick up 3 toys and then we will go to

circle.”) These practices help children understand they can make choices and that choices have consequences.

- Showing children positive alternatives rather than just telling children “no”.
- Modeling desired behavior.
- Providing individualized accommodations for the needs of each child and modify curriculum activities, transitions and other practices as needed.
- We view children’s cultural and linguistic backgrounds as a resource to understand children’s behavior and will incorporate the child’s culture into the classroom as well as talk with parents about the child’s cultural and individual needs.

Secondary Prevention: Targeted Social Emotional Supports

The next level of guidance and discipline represents practices that target social emotional strategies to prevent problems and reduce challenging behaviors. The prevention level includes the provision of targeted supports to children at risk of challenging behavior.

- Targeted Social Emotional Supports
 - Explicit instruction and support
 - Self-regulation, expressing and understanding emotions, developing social relationships and problem-solving

Individualizing discipline based on the individual needs and learning styles of the child.

- For example, if a child has a hard time transitioning, the staff can identify strategies to help the child with the transition (individualized warning, job during transition, individual schedule, peer buddy to help, visual/auditory prompts, etc.). If a child has a difficult time during a large group activity, the child might be taught to ask for a break.

When a child is struggling to regulate and displaying challenging behaviors the goal is to assist the child with being able to self-regulate and express their emotions age appropriately and to successfully problem-solve conflicts. Staff may use:

- Setting limits and expectations using an assertive voice.
- Choices
 - Example – Would you like to hold my hand to walk to the sink or do you want to walk by yourself?
- Looking for classroom environment triggers which may contribute to the child’s display of negative behaviors.
- Recognition of behavioral cues which indicate distress or need for adult support before a situation escalates
- Redirecting a child away from a conflict or negative event to a more positive activity that interests the child
- Offering child choices among activities that are framed around what is acceptable.
- Assisting a child using logical or natural consequences from their actions.

- Oops! It is time to choose something else to play with. It is not okay to break our toys.
- If a child dumps water on the floor. Oops! Do you need my help or can you wipe it up by yourself?
- Intentional instruction in appropriate conflict resolution skills for the child or group of children that are struggling.
- Respond to the victim first, using Conscious Discipline techniques to assist the child with identifying the emotion and the words to address the aggressor. Bring the aggressor and the victim together (if appropriate) to provide an opportunity for the victim to state how he/she is feeling, what they want the aggressor to do and allow the aggressor to respond.
 - Protect other children from being harmed or having their play interrupted. Encouraging respect for the feelings and rights of others, materials and personal properties.
 - Using “active ignoring”. Certain behaviors can be actively ignored when it does not create a safety issue.
 - Use planned ignoring for annoying but harmless behaviors. Do not use planned ignoring for behavior that is harmful like hitting or biting.
 - Ignore minor misbehavior by taking away your attention. Remember that paying attention to misbehavior can accidentally reward the child and can encourage him/her to misbehave again.
 - To ignore, you should act as if he is not there. Do not look at or talk to him/her.
 - Do not laugh at the child if he is being cute or funny. These actions are considered accidental rewards.
 - It is important to try to remain calm. Provide positive attention as soon as the child stops the undesirable behavior and behaves appropriately.
 - Natural or Logical Consequences
 - Utilize FLIP-It strategies – Feelings – Limits – Inquiry – Prompts

When a child goes into survival state:

- The adult should stay composed and download calm to the child:
 - Breath-Take deep breaths and tell yourself, “I am safe, I can handle this”
 - Notice-Describe what the child is doing and verbally describe. (Your face is going like this...)
 - Assertive – Use a voice of no doubt

Safe Place

When a child is struggling to self-regulate, staff will use the safe place with the child.

The infant and toddler classroom, the teacher (primary caregiver) is the safe place and co-regulating is the goal. These classrooms will use emotion faces of familiar caregivers, the child and/or peers, instead of the manufactured Conscious Discipline Emotion faces – from birth until a child is 36 months. The primary caregiver is the safe place but a location will be created with a few comforting items for older toddlers, to scaffold learning from co-regulation to self-regulation.

Conscious Discipline states:

"Infant-Toddler Safe Place Progression:

1. *Chest (chest to chest contact)*
2. *Lap (with eye contact)*
3. *Safe place with adult (safe place large enough for the adult to fit)*

The first step in composure for infants and toddlers is for the adult to actively calm themselves. 93% of communication is nonverbal and energetic, so children must see and feel your composure first, before you can assist them."

Each preschool classroom is required to provide a Safe Place within the classroom environment where a child can go to have privacy when upset, when feeling overwhelmed or just needing some alone time. The safe place will be part of the curriculum that is taught from the beginning of the year and will be available to children when class starts and continued through-out. Some children may need an adult to stay near them and follow steps for an older toddler. This space should offer picture images of breathing, choose board or notebook, feeling buddies, books and other visuals or materials that will assist the children in using the center to regulate and regain selfcontrol. Teachers will teach how to use the safe space and materials.

If space allows, classrooms could have two "Safe Places." This space must be able to be supervised visually at all times for the safety and protection of the children and staff members. If attempts of redirection or use of the Safe Place are unsuccessful, this may indicate that the child is overwhelmed. A staff person may need to assist the child by staying close by and offering to listen to the child or help the child to utilize one of the choices to help while calming. This is a good time to utilize the Conscious Discipline and Pyramid Model for Supporting Social Emotional Competence materials to help the child express their feelings and to find a solution together.

All efforts should be made to verbally deescalate a situation with a child. All responses to unsafe or inappropriate behaviors will be grounded in the understanding that children's behavior conveys a message; unsafe or inappropriate behaviors are almost always signaling distress or unmet needs. Staff will make every effort to understand the causes of such behavior and find solutions that support the healthy social-emotional development of each child. Responses to behavior will be individualized based on the needs, situation and characteristics of each child.

Intensive Interventions

Staff should always intervene immediately when a child's behavior endangers the safety of self and/or others. Your job is to keep everyone safe. The staff should use ageappropriate interventions. For example, a toddler can be picked up and moved to another location, in the room, if s/he bites other children or adults. A preschool child can be invited to walk with you first but, if not compliant, taken by the hand and walked to another location in the room. Staff should practice ongoing self-care and strategies to remain calm and helpful. If unsafe behaviors persist, parents/guardian, direct service staff, content experts and administration should create a child/family support plan target

behavior and increase child's sense of safety. For example, a plan may be developed to celebrate safe behavior and to support the child in learning safe ways to get their needs met. Staff should consider what might be maintaining/causing this child to have unsafe actions and the plan should directly address this. The effectiveness of the plan should be monitored/documented and re-evaluated until safety is established.

A teacher may separate a child from the other children when that child needs to regain control of him or herself. During separation time, the child must remain under the appropriate level of supervision of a staff person.

- Separation time should be minimized and appropriate to the needs of the individual child.
- If a child is separated from other children, a teacher must:
 - Consider the child's developmental level, language skills, individual and special needs, and ability to understand the consequences of his or her actions; and
 - Communicate to the child the reason for being separated from the other children.
 - Remove the child to a licensed space and if a licensed space is not available, then the staff may use an unlicensed space and the staff person responsible must stay fully engaged with the child. When using an unlicensed space, it should be for a minimal amount of time.
 - The parent will be notified that the child was removed from the room to support self regulation.

If an early learning provider follows all strategies in this section, and a child continues to behave in an unsafe manner, a staff may physically remove the child to a less stimulating environment. Staff must remain calm and use a calm voice when directing or removing the child. Physical removal of a child is determined by the child's ability to walk:

- If the child is willing and able to walk, staff may hold the child's hand and walk him or her away from the situation.
- If the child is not willing or able to walk, staff may pick the child up and remove him or her to a quiet place where the child cannot hurt themselves or others.

Room Clears

In the event that a child's behavior may endanger other children, a room clear may be implemented. Children will be removed to a licensed location if possible and provided with activities until safe to return to the classroom. If a group of children must be removed and remain in an unlicensed space, this space must be childsafe and activities provided. A notice will be put on the classroom for parents and caregivers to know where their child is located.

Physical Restraint

In the event that a child's behavior endangers his or her safety or the safety of others, a child may be physically restrained.

- Physical restraint must only be used if a child's safety or the safety of others is threatened, and must be:
 - Limited to holding a child as gently as possible to accomplish restraint;
 - Limited to the minimum amount of time necessary to control the situation;
 - Only performed if staff have been trained in escalation and restraint technique;
 - No types of binding a child may be used to limit a child's movement when restraining this includes ties, blankets, straps, car seats, high chairs, activity saucers, or heavy weights (including an adult sitting on a child) to physically restrain children;
 - Trained staff must remove him or herself from a situation if they sense a loss of their own self control and concern for the child when using a restraint technique if another staff is present. If a staff observes another staff using inappropriate restraint techniques, the staff must intervene.
- If physical restraint is used, staff must:
 - Assess any incident of physical restraint to determine if the decision to use physical restraint and its application were appropriate;
 - Document the incident in the child's file, including the date, time, early learning program staff involved, duration and what happened before, during and after the child was restrained;
 - Notify parent by the end of class time;
 - Area Manager or Leadership will notify licenser within 24 hours;
 - If a child has had one physical restraint, an Individual Care Plan will be created with input from the teacher, area manager, specialist, and the parents or guardians to address underlying issues and reduce need for further physical restraint.

Clear documentation of restraint and of the parent/guardian and licenser having been notified after a restraining incident occurs. Staff will utilize case management and Safety Intervention Report (EDUC 5b) to document the restraint. Once a child/family support plan is in place, staff members are responsible for following it and sharing barriers/concerns as they arise with their supervisor.

Physical restraint is limited to a seated hold. A seated hold can occur with the staff member sitting on the floor or in a chair. The surface should be stable and secure with the child being held in front of the staff members. The staff member will be cautious to hold the child in a way the breathing is not impacted and pressure is not placed on joints and/or sensitive organs.

No child will be expelled or suspended. If the enrolled child continues to have serious safety risks to self and/or others, it may be determined that the current environment is not the most appropriate placement for the child. Before considering alternative placement, the program must explore all possible steps and document all steps taken as described in Coordination Summary Checklist-Supporting Students with Safety Needs and Challenging Behaviors (MH 2b). The program, in consultation with parents, the child's teacher, the agency responsible for implementing IDEA, and program content

area specialists must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Resources used to guide this procedure

- Head Start Performance Standards
- ECEAP Performance Standards
- WA State Childcare WAC's
- Conscious Discipline
- Caring for Our Children 3rd Edition: Standard 2.2.0.6; 2.2.0.7; 2.2.0.10 and these discipline measures are considered best practices
- Creative Curriculum Framework
- Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children

DRAFT

5b. Discipline Reporting

- *Created 8/15*
 - *Reviewed 9/15*
 - *Reviewed 10/25*
-
- [5b. Safety Intervention Report \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_5b_Safety_Intervention_Report.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_5b_Safety_Intervention_Report.pdf)
 - [5b1. Parent Frustration Letter - Child \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_5b1_Parent_Frustration_Letter-Child.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_5b1_Parent_Frustration_Letter-Child.pdf)

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5b3. Behavior Incident (BIRS) Procedure

- Created 10/25

When to Complete a BIR:

You must complete a BIR when a child engages in any of the following behaviors:

- Aggression toward another child or adult that causes physical pain or harm (e.g., hitting, kicking, biting, scratching, screaming)
- Elopement from the classroom, playground, or group without responding to adult direction
- Self-injury that could cause serious harm (e.g., severe head banging, self-biting, climbing up on shelves)
- Destruction of materials or furniture that may result in harm to the child or others. (e.g. knocking chairs or shelves over)

You should also complete a BIR if a child continues to engage in persistent problem behavior that:

- Occurs despite your efforts to redirect or guide the child using appropriate classroom strategies.
- Is ongoing and not developmentally typical, particularly if the behavior is repetitive and resistant to classroom management strategies.

Examples include:

- Frequent tantrums
- Inappropriate or aggressive language
- Repeated hitting or physical aggression
- Intentional destruction of items
- Severe disruptive behavior that affects the learning environment

Do not complete a BIR for isolated or developmentally expected behaviors (e.g., a 3-year-old grabbing a toy).

Steps for Completing the Form

1. **Complete the BIR as soon as possible** after the incident to ensure accuracy and recall of relevant details.
2. For first-time reports:
 - Fill in the child's demographic information at the bottom of the form.
 - This information is needed to enroll the child in the BIR system.
3. Use identifiers instead of names:
 - Enter the Child ID# from Child Plus
 - Enter your Classroom ID# instead of teacher name
4. Submit one form per incident, even if multiple behaviors occur. If multiple behaviors are involved, report the most intrusive one.

- If another behavior incident occurs later the same day, complete a second form.
5. Distribute copies:
 - Scan to your School Readiness Specialist and Health Coordinator or send via interoffice mail.
 - Keep a file of all the BIR submitted and shred at the end of the year.
 6. Document the incident in GOLD Assessment:
 - Provide an objective summary of what happened
 - Note what helped the child become successful
 7. Analyze the behavior data and include your insights in your Education Monthly Staffing Updates. Consider the following:
 - What time of day is the behavior most likely to occur?
 - During what activities does the behavior arise?
 - Is the behavior directed toward peers or adults?
 - Does the behavior seem to result from requests/demands or is it attentionseeking?
 - What strategies or environmental changes could help this child succeed?

5c. Referral to Social Emotional Support Services

- [5c. Referral to Social Emotional Support Services \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_5c_Referral_to_Social_Emotional_Support_Services.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_5c_Referral_to_Social_Emotional_Support_Services.pdf)

DRAFT

6a. Home-Based Socializations

- *Created 03/26*

Socializations are planned opportunities for enrolled infants, toddlers, preschoolers, and their parents or primary caregivers, and prenatal parents are invited to learn together. These experiences support parent–child relationships, child development, and family well-being.

Socializations are a required part of the Home-Based Option. They align with the **Head Start Program Performance Standards (HSPPS)**, program School Readiness Goals, and relationship-based practices. The program ensures all events are safe, inclusive, culturally responsive, and accessible to every family.

2. Purpose

The goals of Socialization are to:

- **Support parents** as their child's first and most important teacher.
- **Promote** healthy and responsive parent–child relationships.
- **Provide** safe spaces for children to explore and learn in a group setting.
- **Foster** peer connections and support networks among families.
- **Model** activities that match a child's age and stage of development.
- **Connect** families to community resources and helpful services.

3. Definitions

- **Socialization:** A planned group or individual activity for children and parents that supports learning and growth.
- **Group Socialization:** An experience involving multiple families together.

4. Procedures

4.1 Planning and Scheduling

1. **Frequency:** Early Head Start will offer at least 22 socializations per program year, including during the summer. Head Start Home-Based option will offer at least 16 socializations per program year.
2. **Accessibility:** We choose times and locations based on family needs, physical accessibility, and transportation options.
3. **Communication:** Families will receive advance notice of dates, times, locations, and planned activities via their preferred communication method.
4. **Settings:** Events may be held at our center or as community field trips.
5. **Lesson Planning:** Plan and provide age-appropriate activities that align with the [Head Start Early Learning Outcomes Framework \(ELOF\)](https://headstart.gov/inter-active-head-start-early-learning-outcomes-framework-ages-birth-five) (headstart.gov/inter-active-head-start-early-learning-outcomes-framework-ages-birth-five) and the home-based curriculum.

- a. Include parents in planning activities and experiences that meet their child's developmental needs and interests.
- b. Plan activities that will encourage parents to share experiences related to their child's development with other parents to strengthen parent-child relationships and help promote parent understanding of child development.

4.2 Participation

1. **Expectation:** Families are encouraged to attend the scheduled socializations each month.
2. **Integration:** Socializations support—but do not replace—weekly home visits.
3. **Tracking:** Staff record participation for each child, which is reviewed regularly by supervisors.

4.3 Staffing and Environment

1. **Expertise:** Qualified staff who understand infant, toddler, and preschool development facilitate every session.
2. **Safety:** We maintain a safe, nurturing, and developmentally appropriate classroom environment for infants and toddler or preschoolers, grounded in consistent safety practices, parent support and a commitment to each child's well-being. Our space is designed to support exploration while protecting children
3. **Materials:** All toys and tools are clean, safe, and reflect diverse cultures and languages.
4. **Learning:** Activities cover all areas of development, including social-emotional, language, and physical health.

4.4 Inclusion and Individualization

1. **Disability Support:** Socializations are fully inclusive of children with disabilities or special health care needs.
2. **Accommodations:** We adapt activities and environments to ensure every child and family can participate fully.
3. **Goal Alignment:** We include School Readiness Goals, Individualized Family Service Plan (IFSP), Individual Education Plan (IEP) outcomes and family input in planning.

4.5 Health, Nutrition, and Documentation

1. **Safety Standards:** We follow all sanitation, hygiene and emergency procedures during events.
2. **Nutrition:** When possible, we provide healthy snacks and model safe feeding practices for parents.
3. **Recordkeeping:** Staff document child observations and parent engagement in the program's data system.

4. **Feedback:** We regularly collect family feedback to improve our services and meet School Readiness Goals.

DRAFT

6b. EHS PAL Infant/Toddler Lesson Plan

- *Created 07/10*
 - *Reviewed 06/13*
-
- [6b. EHS PAL Infant/Toddler Lesson Plan \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_6b_EHS_PAL_Infant-Toddler_Lesson_Plan.pdf\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_6b_EHS_PAL_Infant-Toddler_Lesson_Plan.pdf)
 - [6b. Plan de Lección PAL Bebe/Niño \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_6b_EHS_PAL_Infant-Toddler_Lesson_Plan-Spanish.pdf\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_6b_EHS_PAL_Infant-Toddler_Lesson_Plan-Spanish.pdf)

DRAFT

6c. EHS PAL Parent Sign-In/Sign-Out and Observation Form

- *Created 06/12*
 - *Reviewed 07/14*
-
- [6c. EHS PAL Parent Sign-In/Sign-Out and Observation Form \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_6c_EHS_Parent_Sign-In_Parent_Observation_Form.pdf\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_6c_EHS_Parent_Sign-In_Parent_Observation_Form.pdf)
 - [6c. EHS Forma de Observación, Registro de Entrada/Salida de los Padres a PAL \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_6c_EHS_Parent_Sign-In_Parent_Observation_Form-Spanish.pdf\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_6c_EHS_Parent_Sign-In_Parent_Observation_Form-Spanish.pdf)

DRAFT

7a. Bathroom Procedure

- Created 2/99
- Reviewed 6/10
- Reviewed 10/17

All student activities, including toileting, are opportunities for students to develop self-help skills.

If a child needs help in the bathroom, staff will notify other staff in classroom that they will be

helping a child. After assisting the child, staff will wash their hands with soap and warm running

water. Only staff or parent/guardian will take children to the bathroom. Staff may send children

to the bathroom using the buddy system, but must supervise from the classroom or bathroom

doorway. Each classroom must remain in required ratio and will have a supervision plan in place.

If a child needs to use the bathroom and the classroom bathroom is not available, then the person

listed on the supervision plan will be notified to assist.

1. Avoid having children wait in the bathroom. Keep the number entering the bathroom in accordance with the number of toilets and lavatories available.
2. Staff will supervise and monitor the bathroom to assist children in being safe and ensure sanitary procedures are carried out.
3. After toileting, the children are to flush the toilet and then wash their hands with soap and warm running water.
4. Toilet accidents are not unusual in groups of three and four-year-olds. They are less common in older children, but still may happen. Wet pants are more common than a bowel movement. If a child has an accident, suggest that he/she try to use the toilet - sometimes he/she is not finished and may wet again after their clothing is changed. Get dry clothing for the child. **Using vinyl gloves, help him/her dress;** put soiled clothing in a zip lock bag and label it with the child's name. Be matter of-fact when other children ask about what has happened. The teacher will report the accident quietly to the parents so the child does not feel betrayed and so the parent will not be inclined to punish him. The teacher may say, "We'll remember to encourage Johnny to go to the bathroom right after snack." To the child the teacher might say, "Johnny, be sure you tell a teacher when you need to use the bathroom."

Post this notice as well as any site specific instructions near the bathroom and send a copy to the area manager.

7a1. Toileting Procedure

Created 6/10

Parents and staff are likely to have strong feelings about, and perhaps different strategies for toilet learning. One's approach to toilet learning is largely shaped by childhood experiences and culture. Here are some things to consider relating to toilet learning.

Discuss the signs that indicate a child is ready. These signs include:

- Walk from room to room.
- Staying dry for long period of time.
- Wanting to sit on the toilet with their clothes on.
- Telling you they have urinated or had a bowel movement or are going to (though usually too late to get them to the bathroom).
- Being able to remove their clothing by themselves or with a little assistance/raise or lower own pants.
- Being able to push when having a bowel movement.
- Saying they want to use the toilet and talking about their "pee" and "poop" or whatever words they have been taught at home.
- Sits independently.
- Follows one-step commands.

Ask the parents how they are helping their child learn to use the toilet at home.

Listen

carefully and try to understand families' perspectives when they do things differently than you do.

Share with parents the steps you take to help a child learn to use the toilet and help families

be realistic in their expectation of how toilet learning will go.

Early Head Start Facility Toileting Areas:

When toilet training, children are accompanied to the toilet by an adult. Toilet should be adapted

for independent use by children. If needed, a clean, non-slip plastic step and a toilet seat adapter

with a washable surface should be available. Toilets, bathroom sinks and other bathroom

surfaces are cleaned and disinfected daily. Bathroom floors are swept and mopped daily. Staff

assists children with hand washing after each toileting and wash their own hands after assisting

each child. Hand washing sign is posted by the hand washing sink.

7a2. Toileting Plan

- *Created 03/24*
- [7a2. Toileting Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7a2_Toileting_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7a2_Toileting_Plan.pdf)

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7b. Counting of Children and Name to Face Checklist

- Created 8/15
- Revised 3/24

To ensure all children are accounted for when entering and leaving the classroom, playground or bus, head counts must be taken out loud and name to face checklist used ([EDUC 7c2. Active Supervision: Head Start/ECEAP Child Daily Attendance Tracking Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2-active-supervision-attendance-tracking\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2-active-supervision-attendance-tracking)).

Staff members are to take head counts and complete name to face checklist at the following times:

1. At arrival to the classroom and prior to departing the classroom.
2. At arrival to the playground and prior to departing the playground.
3. Prior to a bus arriving or departing from a location and prior to children leaving the bus in a group. (See Bus Monitor Job Description - **link coming soon**)
4. Any other time the classroom leaves for another location.

Counting will be done throughout class time and staff will communicate with each other about how many children they counted as well as who is in the bathroom or with other specialists.

When a staff member accompanies children to or from the classroom or playground, that staff member will notify the other staff members present of those children's names and use the name to face checklist and update class count whiteboard.

Staff Member Breaks: The number of children present will be communicated to the staff member providing a break. In turn, the break person will communicate the number of children to the returning staff member.

7c. Active Supervision Procedure

- *Created 10/15*
- *Revised 5/24*

Keeping children safe is a top priority for our Head Start/EHS/ECEAP program. The Head Start Program Performance Standards require that “no child shall be left alone or unsupervised while under their care” (45 CFR 1304.52[i][1][iii]).

Active supervision is the most effective strategy for creating a safe environment and preventing injuries in young children. It requires focused attention and intentional observation of children at all times. Staff will position themselves so that they can observe all of the children: watching, counting, and listening at all times.

Strategies to Put Active Supervision in Place

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times. This includes daily routines such as transition to and from the classroom, sleeping, eating, and changing diapers or using the bathroom. Children are never to be left unattended.

Set Up the Environment

Environments should be set up so that children can be supervised at all times. (Refer to ECERS/ ITERS, Creative Curriculum, DST Checklist for guidance)

Small spaces are kept clutter free and big spaces are set up so that children have clear play spaces that staff can observe all areas of the classroom. Staff make sure there are always clear paths to where children are playing, sleeping, and eating so they can react quickly when necessary.

Daily Schedules will be developed and implemented with limited transitions and waiting time for children. Staff expectations will be clearly articulated through the process of zoning and communicating with one another.

Engage and Redirect

Staff will engage with children and offer support and redirection as needed. All classroom staff will scan the classroom on a consistent basis and support the child or other staff as needed.

Position Staff

Staff will plan where they will position themselves in the indoor and outdoor environment to prevent children from harm. They place themselves so that they can see and hear all of the children in their care. Staff will implement zoning techniques to assure all areas of the environment can be seen and heard. Bathroom supervision will be designated in the classroom zoning plan (EDUC 9k). Staff will stay close to children who need additional support and this will be included in the classroom zoning plan.

Scan and Count

Staff will always account for the children in their care. They continually scan the entire environment to know where everyone is and what they are doing. Staff will count the children frequently. This is especially important during transitions, when children are moving from one location to another which includes but is not limited to arrival, departure, bus boarding/disembarking, bathroom, leaving and returning from playgrounds, etc. Staff will develop specific plans for regular routines (drop off and pick up, etc.) including staff assignments using zoning. (Who will monitor the door, etc.)

Name to Face

During arrival, transitions, and departures, staff will account for all children with name to face recognition by visually identifying each child and use the checklist to guide them in the process. (EDUC 7c2a, EDUC 7c2)

Listen

Staff will listen closely to children to identify potential dangers of problems and move quickly to support a child who may be unsafe and need support.

Anticipate Children's Behavior

Staff will work together and be vigilant in knowing about children's needs and individualize as needed for each child to be able to predict and prevent wandering off, hiding, leaving classroom or other unsafe behaviors.

Communication

Staff will ensure all adults in the classroom know when transitions will take place and are in position to provide constant supervision.

Staff will communicate with each other so everyone knows where each child is and what each child is doing. When a break person arrives to relieve staff, staff will communicate the number of children in the classroom and any pertinent information to keep children safe.

Staff will ensure parents/guardians understand their responsibilities during drop - off and pick-up of their child including taking care of siblings and being alert to communicate potential child wanderings as needed.

For related guidance and clarification see:

- Active Supervision: Name to Face Attendance Tracking Form (EDUC 7c2a)
- Active Supervision: Name to Face Attendance Tracking Procedure (EDUC 7c2)
- DST Checklist (MSYS 8k); Counting of Children and Name to Face Checklist (EDUC 7b)
- Classroom Zoning Plan (EDUC 9k); Discipline Policy and Procedure (EDUC 5a)
- Playground Safety/Behavior (EDUC 7e); Environment Design & Organization (EDUC 9a)
- Field Trip Policy & Procedure (EDUC 9e)
- Field Trip Request Form (EDUC 9f)
- Parent Consent for Child Release (EDUC 7d)
- Transportation Policy and Procedure (TRAN 2a)
- Bus Driver Duties/Qualifications (TRAN 2b)
- Child Pick Up and Release Procedure (TRAN 2m)
- Bus Monitor Job Description (HR 2w); Passenger Checklist (TRAN 2i)

7c1. Supervision Bathroom Plan

- *Created 08/18*
- [7c1. Supervision/Bathroom Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c1_Supervision-Bathroom_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c1_Supervision-Bathroom_Plan.pdf)

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7c2. Active Supervision: Head Start/ECEAP Child Daily Attendance Tracking Procedure

- *Created 12/23*
- *Reviewed 12/24*

The teacher or assistant for each class will complete and confirm the accuracy of the EDUC 7c2a. Active Supervision: Name to Face Attendance Tracking Form - **link coming soon** at transition time by checking children in on form as they come into class and during transitions out of the class when going to the playground. They will match total numbers, faces and names.

When children leave the class with a specialist or staff, this will be written on the white board in the classroom or outdoors and communicated verbally with all classroom staff.

The pictures of each child with a name will be under the tracking form for staff who are new to the classroom.

The list is maintained during the day by signing children in and out as appropriate and one person will be assigned at all times to manage the list. The assigned person will be designated and documented on the Zoning Plan.

This list will be taken to the playground on the clipboard provided with Emergency Contacts in the inside of the clipboard.

The clipboard will be located in the classroom under the white board that lists the number of children in attendance and when outside it will be located where all classroom staff are able to access if needed.

Each classroom will have a red and green laminated paper that will support them during emergency drills. If a red is held up, then the classroom needs help and if green is held up, then everything is fine.

The clipboard will also contain the numbers of who to call in case of an emergency or need for help.

The meal count attendance form may be located on the active supervision clipboard or on a meal count clipboard that will be assigned to another staff person who will confirm who is here and total number of children with the person responsible for the name to face checklist.

Staff will communicate with each other the total number of children and children who have entered or departed the classroom throughout the day.

All staff that are in the classroom will be aware of this clipboard and have access as needed to support the safety of all children.

The daily forms will be turned in weekly to Area Managers.

7c2a. Active Supervision: Name to Face Attendance Tracking Form

- *Created 05/24*
 - *Reviewed 01/25*
-
- [7c2a. Active Supervision: Name to Face Attendance Tracking Form \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c2a_Active_Supervision-Name_to_Face_Attendance_Tracking_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c2a_Active_Supervision-Name_to_Face_Attendance_Tracking_Form.pdf)

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7c2b. Active Supervision Plan

- *Created 05/24*
- [7c2b. Active Supervision Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c2b_Active_Supervision_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7c2b_Active_Supervision_Plan.pdf)

DRAFT

7c3. Active Supervision During Diapering

• Created 04/26

Purpose

Diapering is a caregiving routine that must be completed while maintaining **active supervision and required staff-to-child ratios**. Teachers must ensure all children remain supervised at all times and build positive teacher-child interactions.

Before Diapering

1. Check the classroom atmosphere to make sure you can safely change children. If there are other issues happening, then you will call for support using your bathroom supervision assigned staff.
2. Ensure all children are engaged in safe activities or learning centers.
3. Position yourself so you can see and hear the entire classroom.
4. Gather all diapering supplies before beginning. See the Health handbook for diapering hygiene procedures.

Active Supervision Strategies

Teachers continue using active supervision during diapering:

- **Positioning** - Stand or kneel where you can see most of the classroom. Staff position their body facing the classroom near the bathroom entrance.
- **Zoning** - Children remain in designated areas or centers that allow easy supervision.
- **Scanning** - Continue to look around the classroom frequently while diapering.
- **Listening** - Be aware of children's voices, movement, and potential safety concerns.
- **Proximity** - Stay within arm's reach of the child being diapered. Use another changing mat to provide privacy if needed.

Key Supervision Reminders

- Children are **never left unattended**.
- Staff must **remain within the ratio at all times within the classroom**. This means you may step into the bathroom that is in the classroom and support a child. If a child will need a lengthy time to be supported, then you will call the staff listed on bathroom supervision.
- Teachers must maintain **visual and auditory awareness of the entire group**.
- Diapering routines should be done during times when other children can be engaged in activities.

Supporting in the Bathroom:

- When helping a child in the bathroom, leave the door open
- Coach the child through toileting steps.

- Staff may step into the bathroom to support, but if it is for a length of time, then the bathroom supervision process must be used.

DRAFT

7d. Parent Consent for Child Release

- Created 10/15
- Reviewed 5/25

Procedure

A Head Start/EHS/ECEAP child will only be released to authorized individuals based on authorization from the child's parents/guardian. LCC Head Start/EHS/ECEAP will ensure that parents/guardians notify staff, and update as needed, who can have access to their child at the site or who the child can be released to.

1. The enrollment application for Head Start/EHS/ECEAP will be used to allow the parent/guardian to identify all persons with authority to pick up their child from the classroom or to receive their child from the bus. In cases where the parent wishes to deny access to the non-custodial parent, they will be required to provide the program with appropriate copies of legal documentation (restraining order, termination of parental rights).
2. ChildPlus report 1520, Contact Information report, will be kept in the classroom and on the bus(es) at all times for reference by staff to assure that children are only released to authorized individuals.
3. Release names from the enrollment application will be entered into ChildPlus. If parent requests for names to be changed, changes will be made accordingly in the ChildPlus database system. Changes removing the non-custodial parent will be made after receiving copies of legal documentation (restraining order, termination of parental rights).
4. If a parent requests to change the release names after his/her child is enrolled, a ERSEA 1e. Change of Status form - **link coming soon** will be completed with the new information and signed and dated by both staff and parent. The release list used in the classroom and on the bus will be updated to reflect changes.
5. In the case of an emergency when a parent requests by telephone for his/her child to be released to a previously unauthorized individual, staff will ask identifying questions to assure the parent is the one who is calling. A child will only be released by parent phone verification when an illness or other unavoidable occurrence has impeded their ability to make a face-to-face change.
6. A child will be signed in and out of the classroom and on and off the bus. Child will only be released to an authorized individual.
7. Any unknown authorized person will be asked to provide identification in the classroom or at a bus stop prior to the child being released.
8. Parents/Guardians will review and update information at each Home Visit and Conference.
9. If an authorized person is not available when the child's bus arrives or after class, the child will be returned to the site and/or remain with staff. All emergency

contacts will be notified. If the child is waiting longer than 60 minutes, Child Protective Services will be contacted.

10. If a protection and/or restraining order is current and in effect, a copy will be given to the Computer Support Specialist and uploaded in ChildPlus with a stop sign attached to alert the viewer. Staff are to call 911 immediately and not release the child. If a parenting plan is in place, staff are not to interfere but communicate with parents/guardians regarding the plan on file. Parent will not be uploaded in ChildPlus.
11. All emergency contacts will be checked through the Sex Offender Registry by the intake team. If someone is listed or suspected, the Administrative Services Manager (ASM) will be notified. The ASM will then contact the local sheriff's office to confirm the person's status and find out any restrictions. These restrictions will decide if the person can be an emergency contact or volunteer.

Lower Columbia College No Contact Order/ Protection Order/Parenting Plans Involving Juveniles

There are three major types of orders, in addition to parenting plans, that Faculty and Staff of Lower Columbia College will most likely encounter. The orders are all governed under [RCW 26.50 \(app.leg.wa.gov/rcw/dispo.aspx?cite=26.50\)](http://app.leg.wa.gov/rcw/dispo.aspx?cite=26.50) . They are:

- No Contact Orders (temporary and permanent)
- Orders for Protection* (temporary and permanent)
- Restraining Orders
- Parenting Plans

*(Foreign Orders for Protection are Protection orders issued in a different state but are still enforceable in Washington)

1. No contact orders are typically issued in response to a crime of domestic violence where the petitioner is the victim. Typically, a no contact order will bar the respondent in the order from any contact, whatsoever, with the petitioner and the children of the petitioner. It will also prohibit the respondent to be within 300 feet of the home, workplace, school or daycare of the petitioner. Regardless of the type of order, keep a copy of the order/parenting plan on file. Make sure the order is signed by a superior court judge, is stamped accordingly and is current. Make a copy of the order and include with the child's file. Additionally, ask the petitioner to provide a recent photograph of the respondent to be kept with the file as it makes identification much easier and make sure all of the staff in the buildings are made aware.
 - If, within the verbiage of the order, it specifically states that the respondent to the order is not to have any contact with the protected party (petitioner or children thereof) and you see the respondent on campus, the respondent calls on the telephone to try to speak with one of the children or the respondent tries to collect the child(ren)

contact 911 immediately as this is a violation of the order and subjects the violator to arrest. Also contact campus security and request their presence until law enforcement arrives. Under NO circumstances are you to release the child(ren) to the respondent in the order. If the respondent arrives with “new” paperwork contact 911 and ask for an officer to respond to confirm the new paperwork is indeed valid. If the paperwork is deemed valid make a copy of this paperwork and include with the file.

- By law we honor all protection orders, even those issued from a different state. If you have a parent bring in a no contact or protection order from a different state, encourage that person to also get an order from Cowlitz County Superior Court. It is not required but it makes it easier for local law enforcement to interpret.
2. Protection orders are very similar to No Contact Orders and often have some of the same provisions. Protection orders may, however, have provisions that allow the respondent certain conditions that a No Contact Order may not. As always it is vital to read every order in its entirety and make certain as to which provisions are in place. If the protection order specifically prohibits the respondent from contact with the children or the petitioner and the respondent arrives on campus or otherwise attempts contact with the children, then 911 is to be contacted followed by campus security. The same process for documenting a no contact order would be appropriate here as well.
 3. Restraining orders are usually an order between two people who were, at one time, married. Restraining orders are often less restrictive than No Contact Orders or Protection Orders and will often have provisions regarding access to children.
 4. Parenting Plans are just as they are titled. These are civil agreements between two parties and are not enforceable by anyone other than the judge/commissioner who signed the order. If there are two parents or guardians who get into an argument or disagreement regarding a parenting plan, please tell them we do not get involved with interpreting parenting plans. Tell them if they cannot resolve the issue between the two of them, then they need to go back to the court that issued the order and request the order be changed. If one party or the other has a dispute and requests any staff member to provide a written statement of the dispute, politely decline to provide this statement and advise the party that, if needed, the staff member can be subpoenaed into court.

Instructions for addressing possibly impaired parents

LCC Head Start/EHS/ECEAP will ensure that parents/guardians notify staff, and update as needed, who can have access to their child at the Head Start site or who can the child be released to after school. During the registration process, an Emergency Contact/Release of Child form will be compiled with the names of those persons authorized to be contacted in case of emergency and those authorized to pick up the child. In cases where the parent wishes to deny access to the non-custodial parent, they

will be required to provide the program with appropriate copies of legal documentation (restraining order, termination of parental rights).

On occasion faculty and staff may have the opportunity to encounter a parent or guardian that they believe may be impaired by a substance or medical condition. If the faculty or staff member feels the person may be unable to safely operate a motor vehicle then a call to 911 should be placed.

If at all possible, a vehicle description and direction of travel should be provided to 911. A license plate is always helpful and the name and address of the suspected impaired driver is good to provide if it is available. These calls to 911 may be made anonymously as well.

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7e. Playground Safety/Behavior Policy and Procedure

- Created 11/00
- Reviewed 5/24

Policy

Children's safety on the playground is vital in preventing childhood accidents. There will be routine inspections of the playground environment and rules will be established and maintained at all sites within the program.

Procedure

1. All classroom staff will actively supervise children during outdoor time.
2. [EDUC 7b. Counting of Children and Name to Face Checklist - link coming soon \(lowercolumbia.edu/_resources/_training/web-editor-training/gmontes/EHS/Education/health-safety/counting-children-name-to-face\)](http://lowercolumbia.edu/_resources/_training/web-editor-training/gmontes/EHS/Education/health-safety/counting-children-name-to-face) will be used by the assigned staff upon leaving and re-entering the classroom.
3. Staff will be strategically located on the playground to ensure each area of the playground is supervised. All areas of the playground are to be easily seen and quickly reached by an adult.
4. Best practice and program recommendations is for a minimum of two staff on the playground during outdoor time.
 - a. If a staff must leave the playground in the 3-5 year old program, the ratio must never fall below 1 staff per 10 children.
 - b. If a staff must leave the playground in the EHS program, it must never fall below 1 staff to 4 children.
 - c. NO child is to be left unattended.
5. The Area Manager and/or School Readiness Specialist must approve division of the class (half go outside while half stay inside). This decision will be based upon group dynamics, teacher and assistant experience, as well as other center factors.
 - a. The group must remain in close vicinity to the classroom. Staff must have a form of communication to another staff person in the building that can assist if necessary.
 - b. If a substitute is in the classroom then the class may not be divided.
6. First Aid packs must be taken out on the playground.
7. Each day, staff will thoroughly inspect all areas of the playground and address identified health and safety hazards prior to the children's outdoor time. This inspection will include but is not limited to the following:
 - A broom and dustpan are to be used for picking up needles, glass and other sharp objects. These swept-up objects are to go directly from the

dustpan into the "sharps" container. (Staff members are to wear gloves. However, hands will not be used to directly touch or pick up any sharp objects.) The container lid is immediately placed on the container and secured (screwed on tightly or snapped on and sealed by tape). The container is then to be placed with the site biohazard container and the Health Specialist contacted by a Direct Service Team member or CFDS for container pick up.

Important Note: After placing the "sharps" container with the biohazard container, immediately remove and appropriately dispose of your gloves. Then wash your hands.

- Equipment that may cause falls, pinching, cuts, scrapes, bruises and/or puncture wounds or serious injuries.
 - Areas underneath play structures and swings where the depth of ground cover should be no less than 9 inches.
 - Movable play structures that are brought outside, must meet Caring for Our Children requirements.
 - Other dangers may include: poisonous or hazardous foliage, including sharp branches, thorns, poisonous mushrooms, bee or wasp nests, animal feces and wood structures that have sharp splinters, bolts, nails, etc.
 - Screen for any suspicious person(s) that may be on the playground and do not have a reason to be present. Take appropriate steps to keep self, others and area safe.
 - Gate latches are in working order and prevent children from leaving premises or getting into unsafe or unsupervised areas.
8. The children will be taught safety concepts regarding any objects that they may find on the playground.
 9. Staff will routinely review the playground safety rules with children and will consistently reinforce the rules. These rules should be written and include appropriate pictures or visual cues.
 10. All sandboxes will be covered to avoid hazards such as: contamination from neighboring animals, broken glass, and other sharp objects that can easily be hidden within the sand play area.
 11. There needs to be an establishment of playground boundaries. Some type of visual marker must be used and introduced to children as the playground boundary. Children are to stay within the visual boundaries indicated by teachers.
 12. At a minimum, playground rules should include:
 - Establishment of areas that are safe for running (i.e., not under play structures where a child might be jumped on).
 - Safety rules regarding elevated areas where children of this size and age should not be jumping from: Anything at or above four feet is too high for children ages 3-5 to safely jump from play structure. Please

adjust this height restriction according to the appropriate height for children younger than three.

- Staff will guide children in appropriate play for slides.
- Sand/rocks/ground covering stay on the ground.
- Tricycles, Wagons, etc. play:
 - Talk with children about traffic safety (driver and pedestrian) rules when going over tricycle safety. Establish a specific direction of travel and safe location for children to ride without running into pedestrians. Add crosswalks if necessary.
 - Bicycle helmets are worn when riding a tricycle or wagon and cleaned between uses. For more information, refer to HLTH 9d. Bicycle Helmets Outdoor Procedure - **link coming soon**.
 - Wagons are to be pulled by hand, not by tricycles.
 - Children are to ride sitting in the wagon.
 - Children are to sit on the tricycle seat to ride.
 - Tricycle riders must stay within the indicated boundaries.
- Staff is to make sure they have considered any safety/health issues when they plan for the outdoor activities.
- In the event of inclement weather, the class will remain in the classroom for gross motor activities or use the gross motor room. When the regular daily routine for outdoor time is interrupted during inclement weather, staff will have preplanned activities for the classroom and gross motor room and will give additional diligence to active supervision at transitions and throughout all activities.

7f. Toothbrushing Procedure

- *Created 6/97*
 - *Reviewed 5/23*
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- [7f. Toothbrushing Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7f_Toothbrushing_Procedure.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7f_Toothbrushing_Procedure.pdf)

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7g. Water Play Permission and Acknowledgement

- *Created 06/22*
- [7g. Water Play Permission & Acknowledgement \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7g_Water_Play_Permission_Acknowledgement.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7g_Water_Play_Permission_Acknowledgement.pdf)

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7h. Staff/Volunteer Classroom Sign-In/Out

- *Created 08/22*
- [7h. Staff/Volunteer Classroom Sign-In/Out \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7h_Staff-Volunteer_Classroom_Sign_In-Out.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_7h_Staff-Volunteer_Classroom_Sign_In-Out.pdf)

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8a. Inclement Weather Policy and Procedure

- *Corrected 5/97*
- *Reviewed 7/17*

Policy

In the event of inclement weather (ice, snow, etc.), LCC Head Start/EHS/ECEAP program will follow appropriate steps to ensure the safety of our children and families. The program will follow School District schedules based on site location as well as Lower Columbia College closure procedures. School Districts include: Longview, Kelso and Castle Rock.

Procedure

An announcement of class closure or late start will be made after 6:00AM and no later than 1 hour before class is scheduled to start (unless a School District is delayed in notification). In the event of a late start (determined by individual School Districts), each program model will abide by the following:

- AM Part-Day: Canceled
- PM Part-Day: Remain open
- Full-Day: Late start (start times will vary)
 - Supervisor will communicate varied start times with Program Director and Computing Support Specialist

Announcements of class closures will be made through the following notification channels:

- Flash alert website (T.V and Radio stations will be notified from this site directly)
- Program Facebook page
- Program Voicemail System

The Computing Support Specialist will update Flash Alert and Program Facebook page based on School District notification. Notification will contain site and/or individual classroom information.

The Program Assistant will update the program voicemail.

If off-site classes are canceled based on school district decision, staff are still required to report to work if Lower Columbia College is open and must communicate with supervisor if they wish to take personal leave, vacation or leave without pay. Part time staff are to work with their supervisor

If LCC campus is closed due to inclement weather, staff will need to follow the procedures and policies outlined in the Classified Contract Article 17 (Suspended Operations) and the Exempt Handbook Suspended Operations policy. In addition, staff need to stay up to date on any special instructions included with closure

announcements in accordance with LCC's Closure Procedure. Employees may contact Payroll or Human Resources with questions or clarifications.

Please refer to the [College Closure Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/08-inclement-weather\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/08-inclement-weather) for additional details of campus closures.

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8b. Closure During School Operating Hours Procedure

- *Corrected 8/08*
- *Reviewed 6/11*

In the event one or more of the LCC Head Start/EHS/ECEAP centers needs to be closed during school operating hours, the following procedure will be followed:

- The Leadership Team member considering the need for closure or being notified of the need for closure by a public entity (i.e., Cowlitz County Health Department), will contact the Director and/or Assistant Director.
- If a closure is required by a public entity, the actions required by the public entity to maintain health and safety will be followed by program staff.
- If closure is determined to be needed by the Director and/or Assistant Director, they shall notify local radio stations to announce the closures. An announcement will be made after 6:00AM by the radio stations as to whether or not Head Start/EHS/ECEAP classrooms will be in session.
- In most cases, Head Start/EHS/ECEAP will follow the same schedule as the local School District, but may in some instances, choose to close regardless of the decision of the local School District.
- If School District elementary schools are two hours late, morning classes will not be held. If secondary schools are two hours late, but elementary schools are on time, Head Start/ECEAP classrooms will operate their normal schedule. In both cases, afternoon Head Start/ECEAP classes will be held unless otherwise announced.

Employees

Classified and Exempt employees shall report to work, unless the Lower Columbia College Campus is closed. Staff are to check the Lower Columbia College website for closure information. In the event the LCC campus is closed or closes during the day, Classified and Exempt employees must leave the premises and submit a Leave Slip for vacation, personal leave or LWOP.

Vacation and/or LWOP will be taken if LCC campus is open and employees choose not to come to work due to hazardous roads or weather conditions.

Part-time staff will not report to work if classes and/or campus is closed. In the event the LCC campus closes during the day, part-time employees must leave the premises and will only be paid for the hours worked.

9a. Environment Design and Organization Policy and Procedure

- Created 5/03
- Reviewed 5/24

Policy

The program's indoor and outdoor environments are designed and organized to support each child's physical, cognitive, emotional, and social development. Staff will utilize home environments to support each child's physical, cognitive, emotional and social development.

Procedure

Center-based learning environments include the physical environment, daily schedules, and routines. These components provide structure to the experiences and activities that occur in the classroom daily. Classroom environments, routines, and planned activities reflect the curriculum, developmentally appropriate practices, and individual child's needs. In addition to this procedure, the information provided in the DST Checklist, Creative Curriculum, Pyramid Model, Environmental Rating Scales (ECERS & ITES), and Caring for Our Children will be used when designing classroom environments.

Learning Environments:

- The first level of curriculum implementation is ensuring that learning environments are safe, healthy, responsive, and engaging.
- Indoor and outdoor learning environments must be prepared daily before school starts to ensure optimal outcomes for children.
- Environments may be redesigned periodically throughout the year to reflect the growing and changing needs of the children.

Well-designed environments:

- Follow routine and daily schedule
- Reduce the likelihood of challenging child behavior
- Teach expectations of the learning environment
- Promote engagement and interaction with peers and adults
- Avoid overload
- Provide safe ways for children to practice physical skills in the classroom
- Provide a safe space or "get away space"
- Use visual cues

Classroom

- Learning centers are set up in the classroom and materials are changed a minimum monthly. The centers will reflect the study, skills, interests, and goals of children as well as the local culture and community.

- Required Learning centers are Dramatic Play, Blocks, Library, Sand and Water, Science, and Table Toys/Manipulatives except in the infant room.
- The indoor environment includes soft elements such as rugs and cushions. The “Circle/Group Time” area, of a classroom, always includes a large area rug or carpeted area able to accommodate all classroom participants and staff members.
- Low open shelves that allow children to see and select their own materials.
- Classroom space is arranged to facilitate a variety of large group, small group, and individual program activities. When organizing the classroom space, staff members: separate active or noisy areas from inactive, quiet spaces; place activity areas near necessary resources, such as the art area near water; and design indoor traffic patterns that keep the children from running, yet enable them to move easily between areas.
- Classroom lighting must be adjustable to fit the activities and the needs of the children; refer to lighting procedure (FACI 1r. Lighting Procedure - **link coming soon**).
- Each preschool classroom must have at least 35 square feet/child. Each infant and toddler classroom must provide 15 additional square feet above the 35 square feet for each infant or toddler using a crib or playpen if the crib or playpen is located or placed in the sleeping or play area. The best practice is to follow the Caring for Our Children guidelines. Bathrooms, halls, kitchens, staff rooms, and storage places floors that have built-in shelves may not be a part of the useable space count.
- Staff will stay diligent in actively supervising children. It is required that all actions and conversations among adults be directed to the children’s needs and interests to facilitate interactions between children and families to ensure their health and safety. Staff, parents and community volunteers are encouraged to schedule time before and after classroom hours to meet with each other to discuss issues and/or concerns.
- For School Day classrooms: The classroom space allows for resting areas. Mats are provided for each child and will be placed at least 18 inches apart.
- For infant/toddler classrooms: The classroom space allows for resting areas. Mats or cribs are provided for each child and will be placed at least 36 inches apart.
- Space is available to separate an ill child from the other classroom children.

Staff use the questions in the table below to assess the design and organization of their classroom environment:

Think about safety, flow, and access:	Are materials:
• Is there a clear entry to each area? • Is there enough space to spread out and create? • Are the centers inviting? • Are children distributed throughout the room at center time? • Are emergency exits clear?	• Labeled and Rotated at least monthly • Highly engaging and Relevant to children’s needs, interests, and lives • Enough or too many • Developmentally appropriate for all children

Predictable Daily Schedule ([EDUC 9I \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/I-daily-schedule-guideline-procedure-center-based-3-5\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/I-daily-schedule-guideline-procedure-center-based-3-5))

Create and post a schedule with visuals that: include photographs or clip art for each activity; represent all daily activities;

- is posted where children can view and manipulate; is designed to accommodate when changes occur; is designed to indicate the passage of time; and
- is visible the entire day.
- Develop and implement a classroom schedule that:
- Minimized the number of transitions across the day;
- Includes a balance of teacher-directed and child-directed activities that includes play; and
- Includes both large and small group activities throughout each day.
- Refer to, and review the classroom schedule with children throughout the day (e.g., when it is time to change activities, during transitions).
- Make a visual modification to the schedule when changes occur and review with children.
- Teacher children to clean up when done playing in an area.

Emergent Schedule and Space Changes

- When regular daily routine is interrupted or emergent activities happen, staff will communicate with children and other staff about the activities and process for interacting in the emergent space. Staff will give additional diligence to active supervision at transitions and throughout all activities.
- Examples of emergent schedule or space change could include inclement weather; child safety needs requiring a room clear where the class goes to a playground or gross motor room; emergent special activities; evacuations; etc.

Transitions

- Use [EDUC 7c. Active Supervision Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c-active-supervision-procedure\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c-active-supervision-procedure) to make sure all children are accounted for when transitioning from one activity to another one.
- Provide transition warning to all children or a cue prior to transitions.
- Use transition strategies (e.g., games, songs, or other actions) to ensure that all children are actively engaged during the transition, including children who are waiting for the next activity.
- Teach the specific steps and expectations for transitions.
- Acknowledge and give specific positive descriptive feedback to children who transition appropriately.
- Provide individual support to children who have difficulty transitioning.

- Provide children with multiple opportunities to make choices across the day (e.g., during large group, small group, play).
- Support children to select centers and become engaged.
- Comment positively and descriptively on children's engagement.
- Redirect unengaged children and support them to become actively engaged.

Outdoor Environment

- Outdoor environments for children are to include: a variety of surfaces, such as soil or sand for digging, hills, flat grassy and hard areas for wheeled toys; areas of sunlight as well as shade or portable shade equipment, a variety of equipment for riding, climbing, balancing, and digging, and areas for individual and small group play.
- Outdoor space is designed to support the developmental progress of all children and to prevent injuries. Playgrounds are designed to ensure clearance space from walkways, buildings, and other structures, and to avoid crowding in any one area; and separate space is provided for each type of activity – throwing or kicking balls, climbing hills, digging, and using stationary playground equipment.
- Center playgrounds must have at least 75 square feet of usable outdoor play space per child.
- Outdoor time must be part of the classroom daily schedule and include all children present. If a child is not well enough to go outdoors, he or she should be kept at home.
- In the event of inclement weather, the class will remain in the classroom for gross motor activities or use the gross motor room. When the regular daily routine for outdoor time is interrupted during inclement weather, staff will have preplanned activities for the classroom and gross motor room. Staff will give additional diligence to active supervision at transitions and throughout all activities.
- Parents are encouraged to have their children wear play clothes that can withstand the rigors of outdoor play. Children will be outdoors as often as possible throughout the year. Staff should encourage parents to write children's names in jackets or coats with a permanent marker or pen.
- Staff will attempt to utilize outdoor environments to promote learning and development.
- See [EDUC 7e. Playground Safety/Behavior Policy & Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/e-playground-safety-policy-procedure\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/e-playground-safety-policy-procedure) and the [EDUC 9i. Lesson Plan checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/i-EHS_DST_Classroom-Center_Preparation_Checklist\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/i-EHS_DST_Classroom-Center_Preparation_Checklist) for additional safety requirements regarding outdoor play.

Center

- Center lobbies will be kept organized, attractive, safe for children, and clean.
- Appropriate and sufficient indoor and outdoor space is provided for all program activities and support functions including office work, the storage of staff belongings, staff break rooms, food preparation, janitorial services, children's activities, and parent activities.

- Doors, gates, counters and/or walls are used to keep food preparation areas separate from other areas and children will be supervised when helping a teacher retrieve the food cart or get other items from the kitchen.

Gross Motor Rooms

If a gross motor room is available at the center:

- It will be kept clean and organized for children to use as needed.
- One class at a time may use the room and ratios must be kept.
- Classroom staff will follow an [EDUC 7c. Active Supervision Procedure \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c-active-supervision-procedure\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c-active-supervision-procedure).
 - Counting and using name to face procedure with children when transitioning in and out of the room.
 - Staff will engage with and redirect children.
 - Staff will be zoned in the gross motor room.
 - Staff will listen and visually monitor children.

Home Environments

Staff will ensure that materials brought into the home are safe and developmentally appropriate for age they are working with.

- Staff will make efforts to utilize materials in home to promote learning and development.
- Staff will utilize natural environment of the family to promote activities that enhance development.
- Staff will facilitate activities between parent and child.

9b. Curriculum Philosophy and Guidelines

- Created 9/03
- Reviewed 5/24

Curriculum Philosophy

LCC Head Start/EHS/ECEAP believe that, from prenatal, all children should be given the opportunity to develop, explore, experiment and build skills. Staff will build caring relationships and have positive interactions in a rich inclusive and anti-bias learning environment. Each child is an individual who will learn and develop in a unique and individual way and curriculum will be adjusted to meet the needs of each child. Our classroom staff will implement researched-based curriculums that are developmentally appropriate, practicing skills and school readiness goals in the context of a caring, inclusive community of learners in which all children can develop. Teachers will plan using the curriculum and adjust activities to meet the needs of the children they are serving. Teachers start with the Creative Curriculum and layer with other curriculums to increase the effectiveness of teaching specific skills.

Inclusion describes the practice of including children with disabilities in our classrooms with typically developing children of similar ages, with specialized instruction and support when needed. Federal law says that children with disabilities have a protected right to be educated in the least restrictive environment. This will give all children opportunities to learn, play, explore, create, and develop friendships with all children regardless of ability.

We strive to build a community in which our children at an early age can grow to accept the diversity among human beings so that they will not perceive differences as barriers to friendship. The research-based curriculum chosen will increase each child's opportunity to build a strong foundation of belonging and community for a successful future.

We build our classrooms based on these key factors:

1. Staff will create a classroom that is built on safety and staying healthy. They will teach children ways to stay safe and healthy through the use of curriculum, modeling, role-play and practice daily.
2. Staff will respect, value, and accept children and treat them with dignity at all times.
3. Staff will make it a priority to know each child well.
4. Staff will create an intellectually engaging, responsive environment to promote each child's development and learning.
5. Staff will make plans to enable children to attain key curriculum and individual goals across various disciplines, such as social/emotional, fine and gross motor, health, language, cognitive, literacy, and mathematics.
6. Staff will foster children's collaboration with peers.
7. Staff will develop, refine, and use a wide repertoire of teaching strategies to enhance children's learning and development.

8. Staff will facilitate the development of responsibility and self-regulation in children.

Prenatal Care

The primary purpose of prenatal care is to help ensure a healthy pregnancy and ultimately a healthy baby. We offer expectant families support and information through quality interactions and researchbased curriculum to assist them in achieving healthy birth outcomes and in forming an early attachment with their unborn baby which is the beginning of school readiness.

Curriculum Characteristics and School Readiness Alignment

LCC Head Start/EHS/ECEAP has chosen curriculums that are research-based and will promote personal safety, healthy living and school readiness in the areas of language, cognitive, literacy, math, physical and social emotional development; and aligns with Teacher Strategies Gold Assessment (TS Gold) and the Desired Results Developmental Profile (DRDP). These curriculums build upon the

- Trusting, respectful, and nurturing relationships between children and adults are essential. These caring bonds build the foundation for a classroom or home visit environment where children can take risks, learn from their mistakes, and be joyful in their learning.
- The teacher or home visitor's role is as a facilitator and guide. Staff will support children in their interests, curiosity, problem-solving and development. We use a variety of teaching strategies, including modeling, providing appropriate learning materials, encouraging children's independence, and planning teacher-led or parent-led activities.
- A play-based, hands-on, active learning environment is most appropriate for young learners. We believe that this approach, which includes the whole child, prepares the children well for future success, both in school and in their lives.
- Our curriculum lessons emerge from children's interests, teachers' observations, parental input and events in the lives of the children and their families.
- In their exploratory play, children manipulate materials, hypothesize, test theories, repeat activities and draw conclusions.
- In their social play, children learn how to be a member of a larger community.
- In classrooms, children will make significant choices about use of materials and activities throughout the day. They are given opportunities to participate in individual, small group and large group experiences.
- Teachers/CFDS intentionally plan for the classroom or home environment and experiences and provide materials to inspire learning, discovery, creativity and problem-solving using observations, assessment and parent input.
- Research-based curriculum, theory and experience in the field of education informs our practice.

- Curriculum planning is guided by the typical development of an age group, as well as the individual development of the child using observation, documentation and ongoing assessment to guide individualization.
- Our curriculum reflects, values and extends the richness of the diversity of the children, families and staff in a classroom. A respect for individual differences underlies all that we do.
- Staff will create a partnership with the family to meet each child's unique characteristics, strengths, patterns of development and learning, temperament, learning styles, culture and other information. Staff will share information with parents based on observations, ongoing developmental assessment, and other pertinent information to best meet the needs of each child and modify the curriculum to meet all needs.

Parent Input:

- Parents will receive information and be invited to give input and ideas about the curriculums at Parent Orientation/Home Visits and Parent/Teacher Conferences.
- Parents are invited to participate in the School Readiness Committees.

Procedure Steps for Choosing a Curriculum:

- School Readiness committee reviews the curriculum according to the criteria in the Head Start Performance Standards and the WA State Early Learning Curriculum Consumer Report:
 - Is it based on scientifically valid research and has standardized training procedures and curriculum materials to support implementation?
 - Is it comprehensive and can be linked to the Teaching Strategies Gold Assessment?
 - Is it focused on improving the learning environment, teaching practices, and family involvement and child outcomes across all areas of development?
 - Is it aligned with Head Start Early Learning Outcomes Framework (ELOF) and WA Early Learning Guidelines?
 - Is culturally relevant for the population we serve?
 - Does it meet performance standard requirements for the curriculum?
- Recommendations are taken to CAST and/or Leadership and a decision is made whether to adopt the curriculum or not.

Curriculum Implementation

- All programs will implement the curriculum with fidelity and Area Managers and Child Development Specialist will monitor this.
- Education staff will be trained in the foundational curriculum and required supplementary curriculum in the first year of hired and annually thereafter.
- Teacher and staff will implement personal safety and health curriculums on a daily basis.
- Education staff will be trained on optional supplementary curriculum as needed.

- Teachers participating in community partnerships that require a curriculum will participate in the trainings and meetings to be able to implement the supplementary curriculum to fidelity.
- Curriculum will be planned for and documented on the lesson plan in Teaching Strategies Gold for the center-based models.

Curriculum Monitoring

- Center-based Area Managers will monitor curriculum implementation with:
 - Lesson Plan Checklist
 - Classroom Observation Checklist
 - Creative Curriculum Fidelity Tool
- Home-Based Area Manager will monitor curriculum implementation with:
 - Site File Reviews
 - PAT Fidelity Checklist
 - Home Visiting Rating Scales (HOVRS)
- School Readiness Specialist will review and monitor completed:
 - Lesson Plan Checklists
 - Classroom Observation Checklist
 - Site File Reviews (Home-based)
 - PAT Fidelity Checklist
 - HOVRS
 - Creative Curriculum Fidelity Tool
- Coaches will guide teachers in using curriculum to fidelity with the following tools:
- Creative Curriculum Fidelity Tool
- Goal Setting Process and form

Program Curriculums

EHS Home-Based

- Foundational Curriculum:
 - Parents as Teachers
- Required Supplementary Curriculum:
 - Conscious Discipline Basics
- I Love You Rituals
- Baby Doll Circle Time
- Managing Emotional Mayhem
 - High Five Mathematize
 - Learning Trajectories Website (see link below)
 - Cavity Free Kids
 - Big Five with the Planned Language Approach on ECKLC (see link below)
 - ASQ Activities

EHS Center-Based

- Foundational Curriculum:

- Creative Curriculum for Infants, Toddlers and Twos
- Partnering with Teen Parents (PAT)
- Required Layered Curriculum:
 - Conscious Discipline Basics
- Baby Doll Circle Time
- I Love Your Rituals
- Managing Emotional Mayhem
 - High Five Mathematize
 - Learning Trajectories Website (see link below)
 - Cavity Free Kids
 - Big Five with the Planned Language Approach on ECKLC (see link below)

Head Start/ECEAP 3-5 Year Olds

- Foundational Curriculum:
 - Creative Curriculum for Preschool
- Required Layered Curriculum:
 - LCC Head Start/EHS/ECEAP Program-Wide Expectations: Safe, Kind, Responsible
 - Second Step: Child Protection Unit
 - Conscious Discipline
- School Family
- Feeling Buddies Curriculum
 - High Five Mathematize
 - Learning Trajectories Website
 - Cavity Free Kids
 - Transportation Curriculum (Safety Sam)
 - Learning Without Tears
 - Big Five with the Planned Language Approach on ECKLC
- Optional Layered Curriculum
 - Making A Difference Math
 - Making A Difference Literacy
 - Letter Links
 - Zoo Phonics
 - Food Groupies
 - Second Step

Parent Curriculum Required for All Models:

- Conscious Discipline Parent Education Curriculum

Required Framework Use for All Models:

- Pyramid Model
- Early Learning Outcomes Framework
- WA Early Learning Guidelines
- Conscious Discipline
- I am Moving, I am Learning (Choosy)

Websites

- Math – <https://www.learningtrajectories.org/>
- Planned Language Approach – <https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>
- Reading Rockets – <https://www.readingrockets.org/reading-topics/early-literacy-development>
 - <https://www.readingrockets.org/audience/professionals/preschool>
- Nutrition – <https://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/Nutrition/preschool-lesson-plans.html>
- I am Moving, I am Learning – <https://choosykids.com/pages/imil>
- Cavity Free Kids – <https://cavityfreekids.org/>

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9c. Holidays, Celebrations and Traditions Policy

- *Created 3/00*
- *Revised 4/16*

Philosophy

Holiday's, traditions, celebrations and social activities are an important part of every child, family and staff's life. We recognize that our families and staff come from diverse backgrounds. They have different beliefs, traditions, and values. Families and staff celebrate special events in many different ways. All celebrations will be developmentally appropriate.

Goals

To provide a program for children, families, and staff that is inclusive and values and respects the diverse backgrounds of our families and staff. Reduce the stress and pressure on young children, families and staff dealing with these events. Any program-planned activity will include parents in the dialogue and discussion of planning the activity.

Guidance

When carefully planned and thought out as one part of a multicultural curriculum, holidays can be a vehicle for learning about the traditions and values of the families in our programs and exposing children to the traditions of others. When poorly planned, holiday celebrations might trivialize or provide incorrect information about cultural or religious celebrations, or encourage myths or stereotyping of groups of people. Celebrations will reflect on what is meaningful and appropriate for the children you teach and their families. Therefore the following guidelines will apply when planning celebrations:

- Your classroom is a community. All activities, decorations, and materials should address your own classroom community. Therefore, celebrations should be different in each classroom. All activities must be able to include all children and families in your classroom.
- Parents will be involved in dialogue and discussion of planning in holiday activities. Teachers must ensure the appropriateness of all activities and help parents modify their suggestions when needed. Teachers will steer away from using parties as a primary means of celebrations.
- Activities are connected to specific children and families in the group. This helps children understand holiday activities in the context of people's daily lives. Children should have the chance to explore the meaning and significance of each activity.
- Consider that there are many ways children can experience various holidays other than through eating food, making decorations or gifts, and having parties. Begin

by thinking about some of the big ideas that you hope children will learn from your discussing different holidays into the classroom.

- Holiday's should be incorporated into seasons, but not promoted with commercialized activities. Maintain a focus on the "feeling" a holiday provides versus the commercialism that accompanies it.
- Holiday activities do not drive the curriculum. Holidays should have no more significance or emphasis than any other subject you explore in your classroom at any time during the year.
- Remember that preschool children, with their limited understanding of time concepts, may not remember what their families did last year and may have difficulty thinking about celebrations that will take place several weeks from now. Pre-school children are concrete thinkers, keep in mind Holidays are very abstract and difficult for children to understand.
- Think about other ways to respond to what children notice about the observance. For example, many objects children notice--pumpkins, gourds, lights, candles, and decorated trees, hearts, and eggs--can become materials for scientific investigations rather than holiday-related activities. You can make use of these learning opportunities.
- Think about ways to involve family members. Invite family members in to talk about their family customs and to share special objects related to the observance or holiday.
- Preserve the regular routines of your classroom. Remember that holidays can be overstimulating for young children. Following the simple routines that they have learned in your classroom can be comforting.
- Keep activities simple and low-key. With this in mind, look for books that describe different practices. Learn songs (nonreligious) from different cultures and about traditions. Consider what related objects you can make available for children to explore in interest areas.
- An [EDUC 9d. Activity Proposal Form \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/d-celebration-activity-proposal-form) must be completed and approved by your Area Manager at least two weeks prior to the activity.
- Staff Clothing, room decorations, and accessories will be sensitive and appropriate. Classroom decorations should reflect all families and staff.
- Special Day/Birthdays will be jointly planned by staff and parents.

When in doubt, remember that "less is more." Listen to your children. Respond to a child who talks about Santa Claus a lot by showing him books about Santa Claus, without having the whole class focus on Santa Claus for the month.

What is most important to the children is that you, their teacher, remain calm and relaxed at this time of the year. Then, you can respond to the questions children ask about and build holiday activities and celebrations that do not take over but that acknowledge children's own experiences and respond to their interests and those of their families.

End of Year Celebrations

Teachers, Assistants and Family Advocates will plan a special “end-of-year” celebration for children and families.

Procedure

1. Staff will determine the dates and times of celebrations by the last day of April and should not be during class time unless approved by Area Manager.
2. Teachers will complete NUTR 3d. End of Year Closing Ceremonies - **link coming soon** and send to Area Manager for approval and a copy will be sent to Food Service Supervisor by last business day in April.
3. Teachers and/or Family advocate will create invitations and turn into Area Manager for approval.
 - a. Invitations will be sent to parents, volunteers, and others at least 1 month in advance with reminders as the day of celebration gets closer. (Please remember that you need to give time to have these invitations translated.)
4. Teachers and/or Family Advocate will develop a written program for the closing celebration at least a month in advance and turn into Area Manager for approval.
5. Teachers will receive a roster and instructions from program coordinator and teachers or family advocate will follow the instructions given so the program coordinator will be able to complete the certificates for the celebration.
6. Teachers and assistants will create a portfolio of children's work throughout the year to share developmental growth with parents. This will include:
 - a. Pictures
 - b. Art work
 - c. Writing samples
 - d. Teaching Strategies Gold Family Conference Form
7. Teachers will plan a brief program, guiding children to share songs, stories or favorite activities.
8. Teachers and Family Advocates may honor volunteers or others during the program.

Picnics are not a requirement and will be treated as a field trip. Please complete a [Field Trip Request Form \(EDUC 9f\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/f-field-trip-request-form) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/09-lesson-planning/f-field-trip-request-form) and turn into your area manager.

9d. Celebration Activity Proposal Form

- *Created 03/00*
- *Reviewed 08/16*

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- [9d. Celebration Activity Proposal Form \(lowercolumbia.jotform.com/261416954317864\)](https://lowercolumbia.jotform.com/261416954317864)

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9e. Field Trip Policy and Procedure

- *Created 7/99*
- *Revised 3/24*

Policy

Field trips will be preplanned and emergency procedure prepared. Field trips will support the classroom educational experience, current curricula, the level and cultural backgrounds of children. Head Start staff will ensure that safety is the first priority on all field trips and outings away from the Head Start site.

Procedure

Teacher Responsibilities

1. The field trip will be relevant to the curriculum (reflective of needs, interests and cultures of children).
2. Teachers must submit a Field Trip Request Form to their Area Manager at least 3 weeks in advance of the trip.
3. Bus transportation curriculum will be reviewed with children and bus emergency drill practiced if all children have not had one within 30 days of the Field Trip.
4. Rules of Field Trips are related to our three program expectations. They will be taught verbally and visually and referred to by teachers and children prior to and throughout the duration of the field trip. Teachers must feel confident that the children have had sufficient preparation, are clear about what to expect and the rules, and are ready to take a trip.
5. Teachers must ensure that medication or equipment needed to ensure the safety of a child with special medical needs (asthma, diabetes or other potentially life-threatening conditions) is taken on the field trip.
6. Emergency consent forms and properly stocked First Aid Kits must be taken on all field trips and other outings.
7. Staff will ensure that parents have received notification and give permission of the field trip using the Field Trip Permission (EDUC 9g). Children without a signed permission slip will remain at the center with a staff person. If a staff person is not available, the field trip will be canceled.
8. Activities and classroom discussion will happen both before and after the field trip to prepare children and assess outcomes. These will be documented on Lesson Plan.
9. Staff, parents and volunteers will accompany field trips to ensure adequate supervision with appropriate adult/child ratios. The adult-child ratio must be anywhere from 4:1 to 1:1. It is particularly important to have a high adult to child ratio when going places that have either a large number of people present

or near water (river, lakes), areas that are remote and have few emergency facilities/phones nearby. Ratio will be determined based on the destination and the safety needs of the classroom.

10. Teachers will inform the Head Start main office of departure and arrival.
11. Active Supervision practices will be continued on the field trip. Plan for how you will monitor and make sure children will be safe. Children will be counted and names recorded on an attendance sheet prior to leaving and before returning. Counting and Name to Face during the field trip will happen throughout. Staff and volunteers will be assigned children to oversee and teacher will support the process.
12. Family members, volunteers and staff will need to be informed about expectations; their role during the field trip.
13. A Head Start staff person will always accompany children into off-site restrooms during field trips. If gender restrictions on the public restroom facilities might interfere with this, the teacher staff are required to make arrangements to assure that teaching staff can accompany either male or female children into the public restroom.
14. In the event of an unplanned walking outing:
 - At the beginning of the year and throughout the school year, teachers will notify parents through Remind and with classroom postings that the class will take walks on weather permitting days.
 - When a walk is going to happen, teachers will inform the Area Manager of the plan to take a walk and their destination and place a note by the door of their classroom.
 - The Teacher and Area Manager will assess if active supervision can be maintained with current dynamics of the classroom and walks can be done safely.

Area Manager

1. Will review field trip requests, upload to Google Drive and discuss with School Readiness Specialist to determine to accept or reject based on the needs of the classroom and safety concerns. The field trip may be rejected if bussing or food service is not available.
2. If approved, the Area Manager will coordinate with the Transportation Manager and Food Specialist.
3. Area Manager will notify the Out of Office daily email when a classroom is on a field trip or taking a walk.

Transportation

1. Any field trip requiring bus transportation must be requested on the Field Trip Request Form and turn in to the Area Manager for approval. Area Manager will upload the form to Google Drive and email the School Readiness Specialist and Transportation Manager prior to the scheduled field trip.

2. The Area Manager will upload the request into Google Drive.
3. There will be not more than one (1) hour of travel time one way.
4. If the bus has extra room available, parents and siblings may be able to ride bus. Siblings must always be accompanied by the parent. Siblings attending field trips are the sole responsibility of the parent/guardian for supervision. Private vehicles can only be used by parent or authorized people to transport their own children. No other Head Start children may ride in that private car.
5. A minimum of two Head Start staff members will accompany on bus.

Nutrition

1. Education staff and Food Service staff will plan appropriate field trip menus that meet CACFP guidelines.
2. All potentially hazardous foods must be maintained below 40# or above 140#.
3. All staff will follow safe sanitation practices.
4. Meal counts will be taken.

Parents

1. Parents will be notified of any details about each field trip.
2. Parents are encouraged to attend field trips; however, they may need to provide their own transportation due to limited seating on the bus.

9f. Field Trip Request Form

- *Created 09/03*
- *Reviewed 03/24*

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- [9f. Field Trip Request Form \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9f_Field_Trip_Request_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9f_Field_Trip_Request_Form.pdf)

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9g. Field Trip Permission Form

- *Created 09/03*
 - *Reviewed 03/24*
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- [9g. Field Trip Permission \(Permiso Para Día De Viaje\) \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9g_Field_Trip_Permission-Eng_Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9g_Field_Trip_Permission-Eng_Spanish.pdf)

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9h. DST Classroom/Center Preparation Checklist

- [9h. DST Classroom / Center Preparation Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9h_DST_Classroom-Center_Preparation_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9h_DST_Classroom-Center_Preparation_Checklist.pdf)

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9i. EHS DST Classroom/Center Preparation Checklist

- *Created 03/2026*
- [9i. EHS DST Classroom/Center Preparation Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9i_EHS_CB_DST_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9i_EHS_CB_DST_Checklist.pdf)

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9k. Classroom Zoning Plan

- *Created 09/03*
- *Reviewed 03/24*

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- [9k. Classroom Zoning Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan.pdf)
 - [9k1. Classroom Zoning Plan Sample and Directions \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan_Sample_and_Directions.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan_Sample_and_Directions.pdf)
 - [9k1a. Classroom Zoning Areas \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k1a_Classroom_Zoning_Areas.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k1a_Classroom_Zoning_Areas.pdf)

DRAFT

9I. Daily Schedule Guideline & Procedure– Centered-Based (3-5 yr.-olds)

- *Created 7/18*
- *Revised 2/23*

Protocol

The daily schedule should provide consistency and a balance of child initiated and adult-directed activities, including individual and small group activities, large group time, routines and transitions.

Procedure

1. The daily schedule will be done on the template (EDUC I1a).
2. When planning the daily schedule offer ample time for unrushed activities and transitions as much as possible.
3. Minimize the number of transitions.
 - a. Be sure to allow adequate time for smooth transitions between activities.
 - b. Children should not always be required to move from one activity to another as a group.
 - c. Use transitions as a vehicle for learning.
4. Schedule will provide a maximum of two large group times in part day classroom and three in school day classrooms. These group times should be individualized to the needs of the children and no more than 15 min. Children should be engaged and be actively participating. If a child does not want to participate a quiet activity is provided.
5. Provide a formal small group time that is not included in learning center time.
6. Provide for alternating periods of quiet and active play.
7. Set aside 30 minutes for each meal required. An alternative activity should be listed on the daily schedule that children will be allowed to do and leave the table as soon as they are done eating. No child will be made to sit at the table for the 30 minutes if they are done eating.
 - a. Serve children the first meal of class upon arrival.
 - b. Meals should be scheduled on the quarter hour.
 - c. Time between meals will be at least 2 hours.
 - d. Meal counts will be taken at time of service.
8. Learning Center Time will be at least 1 hour for part day classes and school day classes will have 1 hour in the morning and 1 hour in the afternoon. Informal small groups that children are not required to attend should be planned for and implemented during this time. Clean-up time is not included in the 1 hour.
9. Schedule outdoor play daily, weather permitting.

- a. At a minimum outdoor play will be 30 minutes for part day classrooms and 1 hour for school day classrooms. School day classes should have at least 30 minutes during the morning routine.
 - b. Children will go outside daily unless the weather is extreme. (Use the Childcare Weather Watch to determine when weather is considered extreme.)
 - c. Schedule will provide a balance of large muscle and small muscle activity.
 - d. School day classrooms will provide a 30 minute rest time for children showing a need for rest and quiet activities for those children not needing to rest. Children not needing rest should not be required to stay on nap mat without an activity for the full 30 minutes. Plan the schedule so that children who sleep will have opportunity to take a longer nap.
10. Schedule will provide a balance of large muscle and small muscle activity.
11. School day classrooms will provide a 30 minute rest time for children showing a need for rest and quiet activities for those children not needing to rest. Children not needing rest should not be required to stay on nap mat without an activity for the full 30 minutes. Plan the schedule so that children who sleep will have opportunity to take a longer nap.
12. Incorporate routine tasks into the daily schedule as a means of furthering children's learning, selfhelp, and social skills. Routines such as toileting, eating, dressing, hand washing, tooth brushing should be relaxed, reassuring, and individualized based on developmental needs.
 - a. Brushing teeth and washing hands will be on the daily schedule.
13. Post daily schedule in the classroom that is visible to adults and near the entrance to the classroom. This should be the most current schedule.
14. A picture schedule for children's use will be posted in the classroom at child's eye level. Smaller picture schedules may be created for a child's individual needs.
15. Planned or routine activities may be changed according to the needs or interests of children, and/or to cope with changes in weather or other emergent situations that affect routines. Change in routine will be discussed with children to minimize anxiety.
16. Special activities and field trips that change the daily schedule will be approved by Area Manager and will promote hands on learning experiences that will extend the study and classroom learning.
17. Add a date that you created the schedule and any revisions listed in the footer. (example: C: 08/21 R: 09/21)
18. Daily schedule will be sent to Area Manager and School Readiness Specialist for approval prior to implementation.
19. Parents will receive a copy of the daily schedule at the beginning of the year and every time it is updated.
20. Daily Schedules will be uploaded into google drive by the Area Manager and kept current as they are updated.

911. Daily Schedule Template

- *Created 02/22*
 - *Reviewed 01/23*
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- [911. Daily Schedule Template \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9k_Classroom_Zoning_Plan.pdf)

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9m. Selection of Equipment, Toys, Materials & Furniture Policy & Procedure

- Created 5/27/03
- Approved by Policy Council: July 10, 2003

Policy

In order to support educational objectives, an individualized program of services, and to show respect for children and families, our program matches equipment, toys, materials and furniture to the developmental levels, interests, temperaments, languages, cultural backgrounds, and learning styles of children.

Policy Complies with Head Start Performance Standard 1304.53 (b) (1)

Procedure

Equipment, toys, materials and furniture that are safe, durable, age appropriate, accessible, attractive and inviting to children are selected and maintained by the program to support:

- Specific educational objectives;
- Cultural and ethnic backgrounds of children;
- The abilities and developmental level of each child, with adaptations, if necessary, for children with disabilities;
- A variety of learning experiences and to encourage each child to experiment and explore;

In addition, equipment, toys, materials and furniture are stored in a safe and orderly manner by using the following techniques:

- Each activity area has its own storage space;
- As much space as possible is reserved for children's use by storing materials in locations not used by children;
- Bookcases and other shelves cannot be pulled over by children;
- Storage space for all adaptive equipment for children with disabilities is provided;
- Adult materials and equipment, such as scissors, staplers, electrical appliances, and knives, are inaccessible to children;
- Outdoor equipment, such as tricycles, balls, and sand tools are stored in a shed or other enclosed storage space to protect these items, as well as to keep the outdoor area free of clutter.

9n. Nutrition and Physical Activity Policy and Procedure

- *Created 5/27/03*
- *Approved by Policy Council: July 10, 2003*

Policy

Staff will provide children with opportunities to learn and practice the importance of physical activity and good nutrition.

Procedure

Staff will engage children in enjoyable physical activity that is moderate to vigorous intensity in order to improve the health of children.

To promote physical activity, staff will:

- Model healthy physical activities.
- Provide outdoor playtime in the part-day program for 30 minutes and for school-day provide 60 minutes per class day.
- Provide children toys that encourage physical activity like balls, trikes, hula hoops, jump ropes and other materials.
- Encourage children to try new physical activities;
- Plan and provide indoor physical activities at least daily. Activities may include dancing, yoga, balancing or other fitness building activities;
- Limit or avoid screen time. Televisions are not used during classroom hours unless specifically related to the curriculum. Videos that promote physical activity are allowed.
- Provide resources to families about physical fitness and healthy nutrition for young children.

Physical Activity Definitions

- Moderate physical activity: movement that increases heart rate and breathing like walking, playing on play equipment, swinging, or climbing.
- Vigorous physical activity: movement that uses large muscle groups, causes rapid breathing and increases heart rate like running, hopping, galloping, jumping, dancing, or skipping.

Two Kinds of Physical Activity

- Structured: Organized, quick, and intense activities led by adults.
- Unstructured: Free play to stimulate creativity and use the imagination; activities led by children.

Teacher will add physical activities to lesson plans. For example: outdoor times, transitions, group times, small group times and learning center times.

Examples of this:

- Have children act out a story as you read it
- Encourage children to move like different animals during transitions from one activity or room to another. For example: "hop like grasshopper", "jump like a cat", "fly like a butterfly".
- Use props to help children move and identify shapes, colors, and numbers
- Mix up the usual 'hokey pokey' and 'head, shoulders, knees and toes' with a dance party or obstacle course

Nutrition

To promote good nutrition and healthy eating, staff will:

- Serve nutritious, well-balanced meals daily (refer to NUTRI 3a and NUTRI 3a 1):
 - Encourage families to bring healthy snacks for classroom celebrations as an alternative to sugary treats;
 - Model healthy eating practices during meal times;
 - Talk about good food choices and how food can fuel the body for optimum growth;
 - Include cooking and nutrition activities in the classroom curriculum.
 - EHS-Provide food that children are developmentally and physically able to chew and swallow, as determined by the parent and/or caregiver.
- Other Strategies to Consider:
 - Seat children with different food preferences next to one another so they are exposed to peers enjoying a range of healthy choices.
 - Create and maintain a mealtime routine—and allow children to help.
 - Make a point of having at least one meaningful interaction with each child during every mealtime.
 - Listen to children when they say they are full. Young children will eat the amount they need. Toddlers have a strong sense of hunger, appetite, and fullness, so they are likely to stop eating when they are full rather than when the food is gone. And, children's appetites can vary # sometimes they won't eat much and other times they will want seconds
 - Offer opportunities for children to share foods they like and dislike through graphing, webs, and drawing, etc.
 - Provide sensory experiences of food-taste, smell, touch, texture.

9o. CLASS Feedback Report & Action Plan

Should this be a fillable PDF (printable) or a Jotform (webform only)?

DRAFT

9p. TS Gold Checkpoint Report Analysis Summary

- *Created 07/15*
 - *Reviewed 07/19*
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- [9p. TS Gold Checkpoint Report Analysis Summary \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf)

DRAFT

9p1. EHS Assessment Analysis

- *Created 06/21*
 - *Reviewed 03/23*
-
- [9p1. EHS Assessment Analysis \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p1_EHS_Assessment_Analysis.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p1_EHS_Assessment_Analysis.pdf)

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9p1a. EHS Assessment Analysis

Created 2/23

- This form will be completed after each checkpoint within 3 weeks and will be done after each quarterly assessment.
- List what DRDP reports you used to analyze the data and you may also use other forms such as the child's growth between milestones or ASQ, etc.
- List each child and age that is on your caseload or in the classroom.
- Use the Head Start Early Learning Frameworks to guide you in what is below typical development.
- In the other information column document if the child is enrolled less than 90 days and what the enrollment date was. You may also use this column for any attendance issues.
- Review your observations and look at areas that you might want to gain more information in the next quarter. Do you have parent observations? Are there materials that you can plan for that may give you an opportunity to see the child using the skill that you are trying to observe?
- Look for patterns or trends that you might notice with each child or as a group.
- Then think of ideas and ways to support parents in gathering observations, implementing activities especially for children who are below typical development but also for those parents that may need more support in implementing activities at home.
- After reviewing all this information then you will think about how this data will guide your teaching and learning.
- Review with Area Manager and document thoughts and any other things that may need to be implemented.
- Area Manager will upload to shared google drive and this data will be used to guide program trainings, coaching and next steps.

9q. TS Gold Analysis Process

Revised 07/19

Please analyze your data from TS Gold each quarter within 3 weeks after the checkpoint. Document on [EDUC 9p. TS Gold Checkpoint Report Analysis Summary \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf\)](http://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_9p_TS_Gold_Checkpoint_Report_Analysis_Summary.pdf).

- Fall-look at children's baseline and review areas that a child may need more support.
- Winter-review growth made and areas that a child may need more support.

This process will assist staff in assessing areas of development for each child and may show a need to intensify activities and to be able to plan more effectively for each child.

- Please list on the top of your report:
 - How many children you have on IEP's including behavior plans?
 - How many children are being monitored for growth in developmentally skills?
 - How many children are Dual Language Learners?
 - How many children are on a child/family support plan?
- List what objectives did you have a greater numbers of observations? What were your least number of observations? Why might that be?
- Use the Teaching Strategies Gold report-Snapshot
 - Click on Snapshot for the information for the Pre-K 4's
 - Choose the quarter that you just check-pointed
 - Choose by Area
 - Check Finalized Checkpoints
 - For Pre-K 4's-click Kindergarten entry
 - 1st run by Class to get your percentages
 - Then run by child to see who is below in each area
 - Click on Snapshot for information for Preschool-3's
 - Click on Child Demographics
 - Choose preschool/3 class grade
 - Choose quarter that you just check-pointed
 - Click by area
 - Then choose finalized checkpoint
 - Choose widely held expectations
 - Run by CLASS for percentage
 - Then run by child to see who is below in each area
- You may use other reports along with the Snapshot to guide you in learning more about the children in your classroom. If you need assistance, please reach out to your coach or School Readiness Specialist.
- Answer the rest of the questions.
- The original completed analyzing form is to be turned into your area manager within 3 weeks of completing the checkpoint.

- Your area manager will review the information with you and then send a copy of the form to the School Readiness Specialist.
- The original analyzing form will be placed in your lesson plan notebook after your meeting with area manager.
- Make sure that you begin to address these objectives and dimensions for each child in your lesson plans.

DRAFT

10. Sibling Policy

Elementary school-age children who should be in school may not come to class.

Only a student's siblings may accompany a parent volunteer in the classroom. The parent will provide supervision to the sibling.

DRAFT

11. Slow Start

- *Created 8/01*
- *Reviewed 8/15*
- *Approved by Policy Council September 28, 2001*

Policy

To provide opportunities for children and families to learn structure, routine, rules and expectations while visiting the classroom in a typical day atmosphere and social with a portion of their classmates.

Policy complies with Performance Standards: 1304.20(b)(1), 1304.20(e)(4), 1304.21, 1304.40(e)

Procedure

1. **Slow Start**
 - A. Traditional part-day programs will schedule Slow Start for one week. One-half of the students will alternate with the second half on designated days. Parent/guardians will attend on the first day with the child.
 - B. Transportation will not be provided during slow start.
2. **Slow Start Student Rotation**
 - A. Using a student roster, Family Advocates/CFDS will decide which children and parents/guardians will come on which day. The date will be written on the Parent Involvement form and will be given to the family by staff at the Welcome Home Visit.
 - B. As a reminder, staff will notify parents, the day before their scheduled Slow Start Day with the time and location.
3. **Lesson Plans**
 - A. Teachers/CFDS are to develop lesson plans for Slow Start that are as close to a typical day as possible. Teachers/CFDS are to plan activities, which cover all domains of the curriculum.
 - B. Teachers/CFDS are to orient students to classroom routine and will introduce and talk about the expectations and activities in each area.
 - C. These plans will be submitted one week prior to the beginning of Slow Start to the Area Manager.

14a. Transition Plan (3-5 Program Only)

Policy and Procedure

- *Created 03/02*
- *Reviewed 7/18*
- *Approved by Policy Council November 25, 2002*

Policy

The purpose of the transition plan is to outline and promote successful transitions for children and parents throughout Head Start and on into kindergarten. Activities are conducted jointly by Lower Columbia College Head Start/ECEAP, parents, local educational agencies, and/or other appropriate educational programs. Parent involvement and information exchange with school districts will be encouraged early in the year preceding transition.

Procedure

1. Program and classroom orientation will be provided by the Direct Service Team giving them information about parental rights and opportunities for parent participation so they are prepared for active involvement in the activities of their child's Head Start/ECEAP program and incoming public school setting.
2. Program and Classroom orientation will be completed after intake where they will review the Head Start/ECEAP Program Handbook and Yearly Calendar. (See FS/PE 13a. Parent/Guardian/Child Orientation/Open House Policy and Procedure - **link coming soon** and 13b. Parent Handbook/Orientation Acknowledgement - **link coming soon**).
3. Staff will inform parents early on in the year and will continue to keep encouraging parents about ways to be involved in the Head Start program and how they can share and gain new skills. Parents are encouraged to be involved in a variety of ways: Parent Committees; policy council; attending parent meetings/Family nights; support groups; planning events; program surveys; curriculum input, connecting with other parents, attending conferences, volunteering in class, conducting home in-kind activities with their children, serving on program committees, participating on the programs self-assessment process, etc.
4. Staff encourages parents to have their children attend Head Start/ECEAP regularly, practices that will assist parents and children as they enter into the next learning environment after Head Start/ECEAP (See ERSEA 2c. Attendance Policy and Procedure - **link coming soon**).
5. Children in Center base classrooms will begin their attendance of class in a Slow Start format, which provides children with a relaxed entry and orientation into their new environment, with only one half of the class attending each day. (See [EDUC 11a. Slow Start \(lowercolumbia.edu/_resources/_training/web-editor-training/gmontes/EHS/Education/slow-start\)](http://lowercolumbia.edu/_resources/_training/web-editor-training/gmontes/EHS/Education/slow-start)).

6. Families receive regular home visits from both the Family Advocates and Education Staff throughout the year, as well as, two DST/Parent conferences for traditional part-day Head Start / ECEAP classes.
7. Staff will complete the transition tool (DISA 3d) in Fall, Winter and Spring to assess students' progress. The transition summary will be completed prior to spring conference so parents can give input to their child's school. This information will be shared with local education agencies in May for children moving on to Kindergarten.
8. Information will be provided in March so staff have the needed tools to be successful in preparing for their transition parent meeting, DST/Parent Spring conference and transition process.
9. Each Direct Service Team or site will develop a Transition Plan through and out of Head Start/ECEAP in September and submit a copy to their Area Manager. Activities for transitions may include, but are not limited to:
 - Head Start classrooms may schedule a visit to a kindergarten classroom in the attendance area if at all possible. Parent participation is encouraged.
 - Staff will encourage children and parents to visit their new incoming school before the children begin.
 - When notified/invited by individual schools of special family events, Head Start staff will invite families who will be attending that school.
 - DST will provide an orientation to parents giving them information about parental rights and opportunities for parent participation so that they are prepared for active involvement in the activities of their child's Head Start/ECEAP program and incoming public school setting.
 - Enlisting experienced parents to work with newly participating parents to provide one on one support.
 - Invite incoming public school kindergarten teachers/specialists and/or principal to visit the Head Start/ECEAP classroom.
 - Meet with incoming school district personnel and child's teacher and/or parent if needed (this may be at the IEP review or update)
 - Read transition books to children to help prepare them for their next setting.
 - Teacher will plan specific classroom activities and/or learning centers that assist children in preparing for the kindergarten environment.
10. The Child/Family Development Specialist and Family Advocate will make sure a current Release of Information form (ERSEA 1d) - **link coming soon** with the school district is signed so that Head Start/ECEAP and the School district can exchange necessary information throughout the school year.
11. DST staff will make sure that the family address and phone number is current throughout the year. All changes are to be reported to the Program Coordinator utilizing ERSEA 1e. Change of Status - **link coming soon**.
12. In May, parent meetings are held at the centers, with the topic of "transitions" as the focus. A school district staff person will be invited to attend such as a principal and/or kindergarten teacher, special education director for the district, parent teacher association president, etc. to address parent specific questions.

13. The Disabilities/Health Coordinator will contact each school district in March inquiring about Kindergarten registrations and any transition activities the individual school may have for children and parents.
14. A master list of kindergarten registration/transition activities will be consolidated by the Disabilities/Health Coordinator and distributed to all Head Start/ECEAP Teacher/Family Advocates and Family Advocates.
15. Direct Service Teams will encourage parents to have their child's immunizations updated and current for transitioning into kindergarten. (See Immunization Agreement Guidelines Procedure).
16. Prior to the Spring (April) Parent/Direct Service Team Conference, the Disabilities/Health Coordinator will provide the Teachers, Child/Family Development Specialists and Family Advocates with a list of the schools that the children in their class will be attending according to the current boundaries.
17. At the Spring Direct Service Team/Parent Conference, staff and parent will review the child's progress while enrolled in Head Start/ECEAP. (See Spring DST/Parent Conference Transition Checklist).
18. The Disabilities/Health Coordinator will prepare a transition packet for each parent. This packet will be given to the parent at the Spring Parent/DST Conference. The packet includes the following information:
 - Pertinent dates for kindergarten registration/Round Ups.
 - Information that will assist the parent in registering their child for kindergarten.
 - Copy of Birth Certificate will be provided by DST, if available
 - Examples of skills a 5-year old may have
 - Information on how to transfer a child from one school to another within the community.
19. The Disabilities Specialist will contact designated school district personnel in April for the purpose of establishing a transition meeting time between school district personnel and Head Start/ECEAP staff. The transition meeting will include but is not limited to the following: Area Manager, Lead Teacher, Child/Family Development Specialist, Disabilities Specialist, principal of incoming school, kindergarten teachers, special education specialists/Director.
20. The Area Manager is responsible for scheduling substitutes as needed to enable Teachers to attend Transition meetings.
21. DST's will complete a Transition Summary for each child in their classroom prior to the transition meeting.
22. Each child receiving Special Education Services will also have a transition IEP meeting at the end of the program year for transitioning into kindergarten.
23. School districts will be given demographic information (names and addresses) of children that will be attending school in their attendance area the following year.
24. The DST will give a Summer Packet of ideas to parents at the closing ceremonies.
25. A Transition Meeting Survey will be given to each elementary school at the transition meeting to get feedback on ways to improve the meeting.

26. If the need arises, Head Start/ECEAP staff can be available for staffings with school district staff on a case by case basis should a request be received by the school district pertaining to a child who has transitioned into kindergarten.
27. Head Start sends complete updated records to school district upon request.
28. The Transition process is reviewed with school districts, parents, and staff each year.

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14b. Transition from 0-3 Program to Head Start/ECEAP Policy & Procedure

- *Created 12/00*
- *Reviewed 7/18*
- *Approved by Policy Council November 25, 2002*

Policy

Children and families will have a smooth transition and continuity of services when they transition children into Head Start/ECEAP from Infant/Toddler Programs.

Procedure

Transition from 0-3 programs to Head Start/ECEAP:

1. EHS Survey DISA 3b will be completed with the EHS staff and parents.
2. EHS Family Transition Conference form DISA 3b4 will be completed with EHS staff and parents.
3. For students with a developmental concern a meeting is held with the resident school district, Progress Center (services 0-3 with disabilities), Head Start, EHS staff and parents to discuss children with disabilities entering the Head Start/ECEAP Program.
4. Parents are informed and prepared as to how services for their child will be met in the Head Start/ECEAP Program and how they can be a part of the educational process.
5. Staff is informed, before children begin class, of a child's disability and any special preparations, if any, which may be required. Families will be supported with this transition process by the EHS staff.

14b1. Transition within Head Start/ECEAP Policy and Procedure

- *Created 12/00*
- *Reviewed 7/18*
- *Approved by Policy Council November 25, 2002*

Policy

The purpose of the transition plan is to facilitate smooth and successful changes in program, model, and classroom placement to ensure continuity is maintained.

Procedure

When a child leaves a classroom/caseload, the FA/Teacher/EHS staff at the site will:

1. Review the file for completeness, including all screening and assessment materials.
2. Place a completed Change of Status Form on the front of the file and turn in the file to the Program Coordinator within 24 hours.
3. Program Coordinator gives the file to the new FA/Teacher/EHS staff. The Program Coordinator will email the Teacher, Family Advocate, EHS staff, Supervisor, Health Specialist, Disabilities/Health Assistant, Mental Health Consultant, Assistant Director and Disabilities Specialist of changes.
4. When a child changes placement, the FA/Teacher/EHS staff at the site will:
 - A. Review the file for completeness.
 - a. If file incomplete, FA/Teacher/EHS staff will contact previous FA/Teacher/EHS staff for needed documentation.
 - b. If file is complete, Teacher/EHS staff will plan appropriately for child's needs.
 - B. Review the special needs section of the site file.
 - a. If the child has an existing IEP/IFSP and is remaining within the same school district:
 - The Disabilities Specialist will contact the special education staff and/or Early Intervention Center at the LEA to inform them of the change and ensure prompt continuation of services.
 - The Teacher/EHS staff will utilize the IEP/IFSP for individualization in the lesson planning process.
 - b. If the child has an existing IEP and has changed school district:
 - The Disabilities Specialist will contact the new school district special education department

- to inform them of the student's special needs status and facilitate the continuation of services for the child.
- The FA will have the parent sign a new Release of Information form for the new school district.
 - The Teacher will utilize the IEP for individualization in the lesson planning process.
- c. If the child does not have any existing special needs/ concerns the Teacher will:
- Review the existing academic information and contact the previous classroom teacher if any questions arise.
 - Utilize the existing academic information to individualize for the child in the lesson planning process.
5. FA/Teacher will place all pertinent information on the [Classroom Family Tracking Form \(EDUC 7c2a\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2a-active-supervision-name-to-face-attendance-tracking-form) (lowercolumbia.edu/publications/head-start-handbooks/EDUC/07-health-safety/c2a-active-supervision-name-to-face-attendance-tracking-form) .
- A. Enrollment Date
 - B. Orientation Date
 - C. Developmental Screenings

14b2. 2 ½ Year Transition from Early Head Start Procedure

- Created 7/10
- Reviewed 7/24

Procedure

- Early Head Start staff will schedule a home visit or conference to discuss the upcoming transition with the parent/guardian before or at the child's 2 ½ year mark. Email Disability Specialist when this process has been started with the family.
- Together they will explore possible options or most appropriate placement for the child at their 3rd birthday.
- At this meeting, staff and the family will fill out a Family Transition Form (DISA 3b3) by 30 months of age to document the transition process. This document will be updated regularly throughout the process.
- Each activity or update will be documented in the transition event that staff will create in ChildPlus. Refer to the ChildPlus Guide.
- If the family is wanting to transition to a Head Start/ECEAP classroom, then an email will be sent to ERSEA Supervisor and an eligibility application will be completed by the family.
- ERSEA Supervisor will verify income for the family of the transitioning child. If eligible, the child will be placed on the waitlist for an available opening or enrolled in the program.
- If ineligible, then EHS staff will support the family in looking for other options and ERSEA Supervisor will send a letter with preschool community resources.
- If a child or family has a need that may require extended services in EHS or a significant concern, staff will present children and families at CAST/Child Coordination to seek approval for extension or to plan for the significant concern.
- When the transition is complete, the Family Transition Plan will be placed in the orange folder and a copy sent to the Disability Specialist.

Transitioning into Head Start or ECEAP

When a child is placed into a Head Start/ECEAP class:

- An intake will be scheduled.
- Prior to each child's first day of class, the Head Start teacher or ECEAP Family Advocate will schedule a meeting with the EHS staff to discuss transitioning student's developmental progress, needs, review SMART Goals, and Transition Plan. This includes children who were previously enrolled in EHS.
- ESH will continue to utilize the EHS Transition Conference Form and ChildPlus to document the transition process.
- The Head Start/ECEAP staff will schedule and implement a welcome visit and follow the preschool procedures.

- If an IEP is in process, the EHS staff will schedule a meeting with the Disability Specialist to share information and make a plan for next steps.
- Document and monitor all transition meetings and activities in the Education tab of ChildPlus.

Other Placements

When another placement is deemed appropriate (parent conference or other circumstances):

- EHS staff will provide information about other educational settings available to them that may meet the needs of the child and family.

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14b3. EHS 2 ½ Year Family Transition Plan

- *Created 07/10*
 - *Reviewed 07/24*
-
- [14b3. EHS 2 ½ Year Family Transition Plan \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14b3_EHS_2_Half_Year_Family_Transition_Plan.pdf\)](http://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14b3_EHS_2_Half_Year_Family_Transition_Plan.pdf)

DRAFT

14b4. 2 ½ Year Early Head Start Transition Checklist

- *Created 07/10*
 - *Reviewed 07/24*
-
- [14b4. 2 ½ Year Early Head Start Transition Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14b4_2_Half_Year_EHS_Transition_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14b4_2_Half_Year_EHS_Transition_Checklist.pdf)

DRAFT

14b5. EHS Transition Checklist to Head Start/ ECEAP "Orange File"

- Created 7/18
- Reviewed 7/21

File Transition Plan Steps and Timeline

- I. To help ensure children and families will have a smooth transition into the HS/ ECEAP 3-5 program or appropriate placement from EHS 0-3, the following steps will be taken with their files.
- II. The completed EHS 0-3 Family Transition Conference Form DISA 3b3 and the EHS 0-3 Family Transition Survey Form DISA 3b4, will be placed in an orange folder when closing out or returning a site file from EHS 0-3 to the program coordinator(s).
- III. Place the below items in the orange folder in anticipation that the child will be transitioning to the 3-5 HS/ECEAP program. The Program Coordinator(s) will place the orange folder in the HS/ECEAP 3-5 file when the child is accepted into the HS/ECEAP 3-5 program.
- IV. Items to be placed in the orange folder:
 - Current Photograph of Child and Family
 - EHS 0-3 Family Transition Conference (DISA 3b3)
 - EHS 0-3 EHS Transition Survey (DISA 3b4)
 - Legal Documents
 - Certificate of Exemption
 - Most Recent Well Child Exam Record (Including Growth Chart attached to it.)
 - Most Recent Dental Exam Record (Including Dental Treatment Record if appropriate.)
 - Specialist assessment and/or Records
 - Individual Care Plans
 - Family/Child Support Plan and Updates
 - TS Gold Development and Learning Report (print prior to child withdraw/ages out/drops) and most recent PAT Milestones
 - Mental Health/Social-Emotional Observation/Assessment/Sensory Symptoms Checklists
 - Family Partnership Agreement
 - IEP
 - Most Recent ASQ-3 and ASQ-SE2
- V. The staff in the HS/ECEAP 3-5 program will review the orange folder's contents to support the child and family transitioning into the HS/ECEAP 3-5 program. This includes facilitation of an existing care plan and transition meeting of program staff.

14c. Kindergarten Transition Plan

Should this be a fillable PDF (printable) or a Jotform (webform only)?

DRAFT

14e. Transition Survey for Elementary Schools

- *Reviewed 08/02*
- [14e. Transition Survey Head Start / Elementary School \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14e_Transition_Survey_For_Elementary_Schools.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14e_Transition_Survey_For_Elementary_Schools.pdf)

DRAFT

14g. Transition from Pregnancy to Early Head Start Procedure

- *Created 8/10*
- *Reviewed 7/21*

Procedure

Early Head Start staff will work with and support each enrolled pregnant woman and other relevant family members, such as the father/partner, in identifying family needs and preparing for a smooth transition for the family when the baby is born. Planning for the transition to the appropriate child development Program Option should begin at the time the pregnant woman is enrolled in the EHS program. This planning process will begin during pregnancy and may become part of an initial Family Partnership Agreement.

Following delivery, there is a period of time during which the mother is recovering from childbirth and the newborn is adjusting to the early weeks of life. A program must schedule the newborn visit within two weeks after the infant's birth, with each mother and baby, to offer support and identify family needs. This visit offers the opportunity to assess such things as success with nursing, sleeping and feeding issues, and mother's emotional state, as well as the family's resources and social support for coping with challenges. Enrollment in Early Head Start will begin when the child is at least 4 weeks old depending on the individual needs of the child and family. Documentation of these steps will be documented on [EDUC 14h. EHS Newborn Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/14-transitions/h-EHS-newborn-checklist\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/EDUC/14-transitions/h-EHS-newborn-checklist) . A birth announcement will be routed utilizing the EDUC 14i. EHS New Baby Announcement~.

14h. EHS Newborn Checklist

- *Created 08/10*
- *Reviewed 07/21*

-
- [14h. EHS Newborn Checklist \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14h_EHS_Newborn_Checklist.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14h_EHS_Newborn_Checklist.pdf)

DRAFT

14i. EHS New Baby Announcement

- *Created 08/10*
 - *Reviewed 07/21*
-
- [14i. EHS New Baby Announcement \(lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14i_EHS_New_Baby_Announcement.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/EDUC/_assets/documents/EDUC_14i_EHS_New_Baby_Announcement.pdf)

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