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13a. Parent/Guardian/Child Orientation/Open House Policy and Procedure

Policy

Parents are given opportunities to learn about the program structure and philosophy of Head Start/ECEAP and how they are implemented in their child's classroom and throughout the program.

Procedure

1. Staff will work together to provide Parent/Guardian/Child Orientation before/ during slow start begins in the fall and/or first day of school. Parent Orientation will be held at various times to not exclude parents.
2. Staff will inform the parent/guardian of the time at the first home visit/welcome visit. Staff will make a reminder phone call before the Open House/Parent/Guardian Orientation. When parents/guardians leave the child's classroom orientation to attend the Parent Orientation the Head Start/ECEAP children will stay in their classrooms with the teaching staff.
3. Open House:
 - a. In order to accommodate program families, each classroom/center will conduct two Open Houses; one in the day and one in the evening.
 - b. Staff will use this opportunity to introduce the classroom to children/families
 - c. Classroom scavenger hunt game will be used to orient all children and families to areas of the classroom
 - d. PIC and Full Day models will combine the open house and orientation activities into one event
4. The Direct Service Team will plan and organize a welcoming, fun, and informative Classroom and Parent/Guardian Orientation utilizing the Parent/Guardian/Child Orientation form and providing the following information:
 - A. Classroom Orientation: Have areas set up for children to explore.
 1. Introduce classroom staff.
 2. Parent/child activities planned to orient the families to classroom environment.
 3. Activities available in each interest area.
 - B. Parent/Guardian Orientation/Open House:
 - a. Plan how to provide information in content areas listed on Parent Orientation Checklist.
 - b. Designate individual roles/responsibilities.
 - c. Utilize content area experts.

Policy complies with Head Start Performance Standard 1304.40 (a) (4) & (5); 1304.40 (g)(1)(ii)

13b. Parent Handbook/Orientation Acknowledgement

- [13b. Parent Handbook/Orientation Acknowledgement \(English\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13b_Parent_Handbook_Orientation_Acknowledgement.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13b_Parent_Handbook_Orientation_Acknowledgement.pdf)
- [13b. Recibo del Manual para Padres/Orientación \(español\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13b_Parent_Handbook_Orientation_Acknowledgement-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13b_Parent_Handbook_Orientation_Acknowledgement-Spanish.pdf)

13b1. Parent/Guardian Orientation to Classroom Sign-In/Sign-Out Form & Volunteer Inkind Procedures

Signing Your Child In and Earning Inkind

1. Upon arrival, you sign your child in, on his/her Classroom Sign-In/Sign-Out form by writing down:
 - The Date
 - The Time Your Child Entered the Classroom
 - The Phone Number, Where You Can Be Reached That Day
 - Your Signature
2. When you volunteer at the classroom and/or center, fill in the Volunteer Time In/Out.

Signing Your Child Out

Upon pick-up, you sign your child out, on his/her Classroom Sign-In/Sign Out form by writing down:

- The Time
- Your Signature

Your Family Information Form

Please remember that no minor (*anyone under the age of 18*), other than the parent/guardian, is allowed to sign out a child in a licensed facility. Your child can be released to adults, you have designated, on your Family Information Form.

13e. Volunteer Experiences with Children

- [Lea este artículo en español \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/13-open-house-orientation/e-Volunteer-Experiences-with-Children-Spanish/\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/13-open-house-orientation/e-Volunteer-Experiences-with-Children-Spanish/)
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When working with children, be positive, offer choices and model appropriate behaviors. An attitude and atmosphere of calmness is best. Safety is of the utmost importance. To help with children's comfort, use indoor voice, make eye contact and connect at their level, even if you have to kneel or bend down.

Each classroom has a variety of learning/interest centers. Below are a few suggestions for each area.

Art

- Be aware of what you say – “Tell me about your picture,”
- Make sure there are enough materials: paper, paint, etc.
- Talk about colors.

Blocks

- Enhance play by asking the child questions about what they have built.
- Be a narrator i.e. “I see you are making a tall tower.” “You are being very careful with the blocks.” #
- Play sorting games by color, shape, number, etc.
- Take dictation as the child describes what they are creating.
- Help children respect building space (not knock down other work)

Circle Time

- Join circle time activities.
- Reinforce being quiet during circle time.
- Give praise for sitting appropriately and paying attention.

Dramatic Play

- Pretend with the children.
- Talk with and encourage conversation.
- Offer helpful instruction tailored around what the children are doing.

Library

- Read to a child.
- Let child tell you a story from the pictures.

- Ask questions: What happened to _____? What happens next?

Music

- Model movement and expression.
- Participate with the children: sing, play instruments, dance, etc.

Sand and Water

- Talk about cause and effect (i.e. how many cups does it take to fill the _____?)
- Talk about measuring and comparing. # Help children play cooperatively.

Science

- Encourage children to feel objects.
- Expand on a child's knowledge base of the topic.
- Model and guide discussion.

Table Games

- Assist and/or demonstrate fine motor skills.
- Assist and/or demonstrate hand-eye coordination.
- Encourage conversation talking about colors, shapes, sizes, game rules, etc.

13f. Orientation Planning Form

- [13f. Orientation Planning Form \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13f_Orientation_Planning_Form.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13f_Orientation_Planning_Form.pdf)

13g. Classroom Scavenger Hunt

- [13g. Classroom Scavenger Hunt \(English/Spanish\) \(lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13g_Classroom_Scavenger_Hunt-Eng-Spanish.pdf\)](https://lowercolumbia.edu/publications/head-start-handbooks/FS-PE/_assets/documents/FSPE-13g_Classroom_Scavenger_Hunt-Eng-Spanish.pdf)