Education Operating Manual

Aligned with the 2016 Head Start Program Performance Standards
(Standards 1302.30 -1302.47)
Revised 4/23/2024

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EDUCATION PROGRAM OVERVIEW

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

During a state of emergency triggered by the Federal, state and/or local governments these Administrative policies and procedures as well as the Operating Manuals, the Finance Manual, and the Personnel Policies and Procedures will be amended to include instructions from the Federal, State, and Local Governments.
Copies of these amended policies and procedures will be included where necessary.

MISSION STATEMENT
THE MISSION OF HEAD START

"Prepare eligible children, ages Birth to Five, for successful transition into Head Start and the school system as well as help their families become self-sufficient"

EDUCATIONAL PHILOSOPHY OF HEAD START

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

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

Before a teacher can guide the daily activities of a Head Start classroom, he or she must clearly understand the philosophy of the program. Since 1965, Head Start Program Goals state that:

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

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

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

B. The overall goal of the Head Start Program is to bring about a greater degree of social and intellectual competence in children of low – income families. Social competence means the child's effectiveness in dealing with either his or her present environment and later responsibilities in school life. Social competence takes into account and mental health, nutritional needs and other factors that enable a competence. To the accomplishment of this goal, Head Start objectives and performance standards provides for:

1. The improvement of the child's health and physical abilities, including appropriate steps to correct present physical and mental problems and to enhance every child's access to an adequate diet, and the improvement of the family's attitude toward health care and physical abilities.
2. The encouragement of self-confidence, spontaneity, curiosity and moreover, self – discipline will assist in the development of the child's social and emotional health.

EDUCATIONAL PROGRAM

Head Start offers an educational program for young children.

Head Start for Preschoolers

A. There are Head Start Campuses located in Cass, Bowie, Marion, and Morris counties.

B. The Campuses are open from 7:30 a.m. to 4:00 p.m. Diverse time varies by Campus Service area.

C. Head Start Staff

1. Campus Director

2.Family Service Worker

3.Classroom Teachers

    a. Lead Teacher

    b. Teacher Assistant

    c. Other support staff

        1.Cooks

        2.Custodian

        3.Volunteers

GENERAL TIMELINES

August: School opens. Majority of children enroll and begin the school year. Lesson Plans and Bus Safety Curriculum begins. Follow Lesson Plan Schedule. Follow Anecdotal Notes schedule. Begin Home Visits.

September: Begin ongoing observations of children. Begin recording anecdotal notes. Begin using the CIRCLE PROGRESS MONITORING/ Frog Street AIM Assessment. Administer the SPEED DIAL-4 screening to new children. Screenings should be done on new children within 45 days. Begin portfolios for children, saving 2 – 3 entries monthly. (Name, date, explanation of the entry)

Late September: Complete CIRCLE PROGRESS MONITORING/ Frog Street AIM Assessment. Continue weekly anecdotal records and Bus Safety Curriculum.

October: 1st week of October 45 days complete; Speed DIAL-4 screenings and Bus Safety Curriculum complete. Continue Anecdotal notes and portfolios.

Mid October: Bus Safety Certificate Signed by Parent and Parent Teacher Conference complete.

Early November: Continue Anecdotal Notes and portfolios.

 December: Continue Anecdotal Notes and portfolios. Complete all screenings, parent teacher conferences, bus safety curriculum and home visits on all newly enrolled children.

January: Complete 2nd CIRCLE PROGRESS MONITORING/ Frog Street AIM Assessment. Continue Anecdotal Notes and portfolios.

February: Begin Kindergarten transitions (schedule field trip to kindergarten and practice lunch trays) continue Anecdotal Notes and portfolios.

March: Begin 2nd Home Visits and Continue Anecdotal Notes and portfolios.

April: Complete Home Visits and begin 3rd CIRCLE PROGRESS MONITORING/ Frog Street AIM Assessment Continue Anecdotal Notes and portfolios.

May: Complete CIRCLE PROGRESS MONITORING/ Frog Street AIM Assessment, and Complete Transition Packet with Parent Teacher Conference: No Anecdotal Notes for this month. Turn in a supply list of things needed including classroom materials and supplies to the Curriculum Director. An inventory must be complete before leaving for the summer.

SCHOOL READINESS COMMITTEE

This committee is comprised of Head Start staff, Head Start parents and other professionals in the child development community and will meet at least twice a year.

2. The purpose is to act as a resource for enhancing the school readiness educational program. 3. Educational materials are reviewed, revised and established by this committee.

4. School readiness goals are reviewed, revised and established by this committee based on data.

5. Each campus will establish their own school readiness team which consist of but not limited to Campus Director, Principal, Kindergarten Teacher, Lead Teacher, Teacher Assistant, Parent, Family Service Worker and Education Specialist.

6. Each School readiness team will review, revise and establish campus goals based on data.

APPROPRIATE PRACTICES

Head Start and Early Head Start requires that teachers always use developmentally appropriate practices in the classroom.

2. According to the National Association for the Education of Young Children (NAEYC) guidelines, developmental appropriateness has two parts:

   A. First, that activities and expectations in the classroom are age appropriate. This means that the learning environment and learning experiences are planned particularly for an age group.

   B. For Head Start, the age group includes three to five years of age.

   C. Second, teachers must recognize that each child is a unique person, and that learning should incorporate experiences which are individually appropriate, not only matching a child's abilities but challenging them as well. 3. Certain atmosphere should be observed in the classroom.

   A. For example, the learning environment in a Head Start classroom should be colorful and engage young children's interests.

   B. Bulletin boards, pictures, and artwork should be placed at children's eye level.

   C. Activities and experiences must be planned in a way that encourages children to participate.

   D. At this age, children should be given hands – on direct experiences with a variety of materials and manipulative.

   E. Children remember a surprising amount of what is touched, explored, and experienced.

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

5. In keeping activities appropriate, be sure that activities are relevant to the children's interest. 6. Children must have time to experiment with what they are learning or working on.

7. Children are allowed to learn from their own self – directed problem solving.

8. Children are given choices in joining an activity.

MULTICULTURAL PRINCIPLES

Every individual is rooted in culture.

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

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

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

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

6. An effective program for children with limited English-speaking ability requires continued development of the primary language while the acquisition of English is facilitated.

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

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

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

10. Culturally relevant and diverse programming and practices are incorporated in all content areas and services.

THE VALUE OF PLAY

Play serves many purposes for the young child.

2. Children learn through play.

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

4. Below are some ways in which children benefit from play:

   A. Play is the way the child explores and orients him to the actual world of space and time, of things, animals, structure and people.
   B. Play is self – chosen activity.

   C. Through play repetition, children develop their skills.

   D. As they become more competent, they begin to seek new and more advanced experiences.

   E. Play serves as a means of self – assertion through which a child can declare his or her needs. 5. Play helps each child to develop social relationships and skills.

   A. He or she learns to use play materials and equipment.

   B. Share and cooperate.

   C. Lead and follow.

   D. Request information.

   E. Gain confidence and a positive self – image.

   F. Communicate and become aware of differences and similarities among his or her peers.

BEHAVIOR GUIDANCE

Classroom rules and limits are established early in the year.

2. Adult authority is established without threat to the children, but more related to trust.

3. The ultimate goal is to give children an opportunity to develop into self – controlled, self – disciplined individuals.

4. The classroom management techniques must be geared toward the age level and individuality of each child.

5. The teachers plan ahead by providing a physical environment, which will prevent problems before they occur.

6. This planning includes room arrangements, adequate materials, and developmentally appropriate activities.

7. Teachers are also encouraged to reinforce appropriate behaviors such as touching, eye contact, smiling, and positive statements to the children.

8. Positive redirection is used to distract a child from an inappropriate behavior, thus giving the child an alternative action.

9. "I" statements are used to verbalize a redirection and to avoid a defensive reaction.

10. Time Outs are used to defuse a situation in which the child has harmed another child, himself, a teacher, or equipment.

11. The child is isolated from the situation but remains in full view of the teacher.

12. This gives the child an opportunity to become calm and deal with his/her thoughts and feelings in a safe manner. 13. The time allotted is comparable to the child's age not exceeding five minutes.

14. Once the allotted time has passed, the child has the opportunity to work through the situation with teacher assistance.

15. A Time Out is not a punishment, but a method of defusing negative circumstances and effectively working with a child on an individual basis.

16. If extreme behaviors persist, they should be referred to Special Services.

THE TEACHING TEAM

1. A Campus Director or Family Service Worker is located at every site.

2. There is a Lead Teacher and Teacher Assistant in every classroom.

3. The Lead Teacher and Teacher Assistant lead the classroom in a team approach.

4. Each classroom has from fifteen to twenty children.

5. A ratio of no more than ten children to every one adult is maintained through the teaching staff, parents, and substitutes. 6. Whenever possible parents and other volunteers are used to lower the ratios.

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

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

9. Thus, this arrangement is of benefit to children, parents, teachers, and community.

CIRCLE/Frog Street AIM ASSESSMENT

1. The CIRCLE/Frog Street AIM Assessment (valid and reliable assessment) is an ongoing assessment of the child's abilities and is used continuously to evaluate the child's progress.

2. Lesson plans are developed according to the skill or concepts yet to be achieved.

3. The CIRCLE /Frog Street AIM Assessment is based on objectives that include predictors of school success and are aligned with the Head Start Early Learning Outcomes Framework and the State Pre-K Guidelines. These objectives are the heart of the system. Teachers use them to focus their observations as they gather information to make classroom decisions.

4. The portfolio contains anecdotal notes, child – creative materials, Ages & Stages Parent Questionnaire, Bus Safety curriculum, and etc. The portfolio is followed and planned by a portfolio timeline. (Early Head Start)

   A. The portfolio is kept in the classroom, which includes samples of the child's drawings, writings and self – portraits are kept on a continuous basis. (2-3 times per month) (Early Head Start)

   B. Additionally, it is taken on Home Visits. (Early Head Start)

   C. The portfolio material is sent home to the parents at the close of the school year. (Early Head Start)

5. Parents / Guardians have access to their child's portfolio.

6. Confidentiality must be maintained.

7. The CIRCLE /Frog Assessment is to be completed through observations and electronic assessments. Data is collected three times per year.

8. Anecdotal notes are kept on a weekly basis. (Early Head Start)
   A. Anecdotal notes consist of written records of the child's observed daily activities. (Early Head Start)

   B. CIRCLE/Frog Street Assessment Checkpoints are done three times a year on each child. (Progress Reports are to be discussed during Parent Teacher Conferences and Home Visits. The parent / guardian also has an opportunity

to make any notations of the child's development, progress, and/or comments.

9. The CIRCLE/Frog Street Assessment is broken down into areas of skill development.

   A. The teacher will use these areas when planning for the child. IEP's will also be discussed during the Home Visit.

DEVELOPMENTAL SCREENING (SPEED DIAL-4 & AGES AND STAGES)

1. Dial 4 Screening is an individually administered developmental screening test designed to screen young children ages 2:6 through 5:11.

2. New children are tested within the first 45 days of the child's entry of the program.

3. The results of the screening are used for the teacher to begin individual planning for each child.

4. The results of the screening are given to the parents during the Parent / Teacher Conference or Home Visit.

5. If a child is found to have a potential delay re-screens are done within 4-6 weeks after the initial screening.

6. Ages and Stages is a developmental screener that is filled out by parents and will be discussed during the first parent teacher conference. **(See Disabilities/ Mental Health)**

FROG STREET CURRICULUM BY FROG STREET PRESS

FROG STREET Infant/Toddler, Three's and Pre-K Curriculum is a comprehensive, scientifically research-based early childhood curriculum that provides successful learning experiences for teachers and children. FROG STREET Early Childhood Curriculum is aligned with state and national standards including the National Association for the Education of Young Children (NAEYC), the Head Start Outcomes Frameworks, and the Texas Pre-Kindergarten Guidelines.

CLASSROOM DAILY SCHEDULE

**Refer to Each Campus Operating Manual. **

LESSON PLAN

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

2. A weekly lesson plan is a detailed written documentation of activities, which include multicultural activities, materials, objectives, and all plans to be carried out for the week.

3. The activities planned should follow the FROG STREET curriculum. Individualization Plans will be written for all children including children with IEP's.

   (*Texarkana Head Start will implement the same Frog Street Individualization form as their ISD partner, Paul Laurence Dunbar Early Education Center. The aligned campus wide goals will aide in preparing students who will be transitioning to the ISD Kindergarten.*)

4. The lesson plan is to focus around a certain theme or themes from the FROG STREET Curriculum Frog Street Press.

5. The Campus Director and Curriculum Director are to evaluate the lesson plan and provide assistance accordingly.

6. When planning a unit, the teacher is to make sure that all materials are available for that particular week. Materials should be gathered and available prior to all lessons.

ROOM ARRANGEMENT

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

2. Separate noisy or active areas from quiet areas.

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

4. Learning centers should be clearly labeled (English and Spanish) and defined by low shelves or partitions.

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

6. Place centers that require light near windows.

7. Place center, which are considered messy, such as sand and water play and art, in an uncarpeted area near a sink when possible.

8. Centers should be arranged to allow the teachers to see all the children from any point in the classroom.

9. Teacher materials should be stored separately out of the room and off children's shelves.

10. Materials need to be at children's eye level.

LEARNING CENTERS

The classroom is divided into "interest centers" or "learning centers." These divisions encourage specific kinds of learning within each activity center. The themes as well as culturally relevant items are present throughout the learning centers. **Learning Centers include:**

1.   Library / Listening Center:

1. The Library / Listening Center are quiet areas.

2. It should be located as far away from the noisy areas of the classroom as possible.

3. The area should be blocked off form disturbances by low shelves or partitions.

4. A small corner of the room with pillows, a beanbag, or comfortable chair will make this area inviting.

5. The area should have a shelf to display books available to the children.

6. Remember to stand books upright with the covers showing so that the children will be drawn to look through them.

7. Torn books or books without covers should be removed and replaced.

8. The books present in this area should be changed according to the themes.

9. A variety of real-life stories as well as fantasy books should be present.

10. Some books available should relate to the current theme.

11. This area needs good lighting. The children will look at print and illustrations. Therefore, a felt board, cassette tapes, earphones and language games can be incorporated into this area. **2. Math / Science Center:**

1. Puzzles, beads, pegboards, counting games and other manipulatives are incorporated into this center.

2. There should be a shelf for storing the materials and a small table and chairs for the children to use while working in this area.

3. Helpful hint: Sturdy containers should be labeled and stored on a shelf. The children can learn to match activities with containers, and it teaches order. If possible, sort and classify by labels with pictures.

4. This center should contain items for the children to examine, manipulate, and explore.

5. Space to display leaves, animals, rock collections, sound cans and other scientific items such as scales and rulers. 6. Plants, aquariums, and items that float and sink are part of this center.

7. This center should be located near a source of light, water, and electricity.

8. Rotate tools, supplies, and natural objects according to children's interest and monthly theme. 9. Provide a shelf to store materials and a table is recommended.

3. Creative Arts Center:

1. This Center should be located in an uncarpeted area, near a sink to provide clean up.

2. Shelves are needed to store paints, clay, brushes, paper, crayons, markers, scissors, chalk, yarn, fabric, glue and etc. 3. Materials should be stored in labeled containers.

4. Authentic child-initiated art is recommended for children to express their ideas creativity. **4. Construction Center:**

1. The Block area allows children to become the architects of their own world. Space should be allowed for both collaborative play and individual endeavors.

2. Shelves should be provided for storage of blocks and props.

3. Block play is noisy and should be located away from the traffic flow and quiet centers. 4. Carpeting is recommended to help absorb the noise.

5. Pretend and Learn Center:

1. Create a center where children can re-create the everyday life of their home and community or act out imaginary worlds. Through such play, children come to terms with their own experiences and demonstrate what they know, feel, and think about their world.

2. The center may be changed monthly to reinforce the monthly theme.

3. The center should be located near the noisy centers.
4. The center should contain equipment, furniture and material which will encourage the children to be creative. 5. The center can be changed to include:

        a. A doctor's office

        b. Beauty shop

        c. Grocery store

        d. Restaurant

        e. A Florist

        f. A Farm

        g. Etc.

6. Writing Center:

1. The writing center should be in a quiet area with a table, chairs and shelves for storage.

2. A variety of drawing and writing materials should be available which includes paper cut in various sizes, whole punch, yarn, paper fasteners, and a stapler, and etc.

3. Journals, sticky notes, small clipboards, name cards, letter stamps, ABC games, and sentence strips should also be included in this center. **7. ABC Center:**

1. ABC manipulatives, puzzles, tiles, stamps, upper case and lower-case magnetic letters, rubber letters and etc. should be included in the center.

2. This center should include a shelf, table, labeled storage tubs, and a place to work. 3. Writing materials and ABC books should be included.

8. Computer Center:

1. The Computer Center needs to be placed near or in the quiet center groupings.

2. The Computer Center contains and actual computer and computer games for the children to work.

9. Tablet Center:
1. The Tablets need to be placed near the computer in the quiet center groupings.

2. The tablet use should be monitored by Teacher / Teacher Assistant to ensure proper use of apps and skill development games.

ADDITIONAL INDOOR SPACE

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

This area must be large enough to accommodate group games, circle time, movement, and dancing. Lockers or "cubbies" provide each child with a place for his or her personal belongings.

These are usually located near the entrance to the classroom. The lockers are labeled with the child's name and / or symbol.

The use of the television in the classroom will be limited. When it is used it will be educational and associated with the theme. It should also be documented on the lesson plan.

DAILY ROUTINES

This information is primarily directed at Head Start Campus staff, although all agency employees whose position requires their presence in the campuses at any time should be familiar with these general guidelines.

1. The children in the centers should always hold priority over and personal or staff business. The atmosphere should be one in which the adults express joy at having the opportunity to be with the children. 2. Each child should be greeted individually each morning by staff.

3. Teachers should utilize planning time.

4. Meal Service (See Nutrition Operating Manual) Family Style Meals

5. In classrooms where children are combined during breakfast (for one reason or another) they should follow the schedule of the Campus.

6. A set of name tags should be kept on hand in each classroom for use when a new adult participates in classroom activities. This is easier on the children as well as the volunteer.

7. These tags could also be used at the beginning of the school year.
8. When children are moving from one room to another, the teacher should always remain at the front of the group, where it is easier to control them. The teacher and teacher assistant should count out aloud and communicate the number of children they have.

9. All broken equipment should be removed or repaired immediately following inventory procedures as necessary.

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

11. The children should be taught to take care of their classroom's supplies and put items away when they are through with them. 12. Adults should NEVER discuss a child in front of ANY other children.

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

14. Children's clothing should always be protected while they are involved in messy artwork. 15. Smocks and large, old shirts should be available.

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

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

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

19. Individual conferences with each teaching team should be held concerning daily schedules. 20. The Lesson Plan is available in the classroom.

21. An identical schedule should be posted in the classroom at all times.

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

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

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

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

26. If this is ineffective, the matter should be discussed in conference with the Campus Director. If for any reason this is ineffective the Curriculum Director will need to be notified.

DAILY EXAMINATION OF CHILDREN PROCEDURE
See Health Operating Manual for Check-In-Procedure

DAILY TRANSITIONS

1. Head Start works to make every experience for the child an educational one.

2. The simple task of changing from one activity to another is an opportunity for learning.

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

4. Creative songs, finger plays, and games serve to transition as well as provide continuous educational learning experiences for the children.

REST ROOM PROCEDURE

1. The program encourages nonsexist roles in all activities provided for the children; therefore, boys and girls might, at any given time, use the same rest room at the same time.

2. Rest room procedures are always supervised by adults at all times.

3. Teachers are encouraged to take small groups of children to the rest room at a time so that children can complete the task and return to the classroom as quickly as possible. 4. The rest room procedures facilitate personal hygiene and independence.

5. Hand washing, zipping and buttoning, independently flushing, and taking turns allow children to develop their personal skills.

6. Teachers assist and guide the children when needed.

MEALTIME
**See Nutrition Operating Manual and Education Standard Operating Procedures **

TOOTHBRUSH PROCEDURES
See Nutrition Operating Manual

OUTDOOR PROCEDURE

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

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

3. There is 30 minutes scheduled in the morning and 30 minutes in the afternoon for outdoor time. (ISD times vary) 4. Planned activities need to be included in outdoor play.

5. Teachers are to stay in child staff ratio on the playground.

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

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

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

TRANSFER OF CHILDREN

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

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

3. The classes will be decided by the Campus Director and the Family Service Worker.

4. Newly enrolled children are placed in the classroom through the year by the Family Service Worker.

FIRE DRILL

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

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

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

4. The sign-in sheet is taken outside with the group.

5. Emergency contacts and first aid (bag) should also be taken outside with the children.

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

7. In the event of an emergency, the staff and children must be able to safely exit the building within three minutes.

TORNADO DRILL

1. During a tornado drill, teachers and children are to immediately stop what they are doing and proceed to a pre-assigned inner wall away from windows and doors. 2. Children are sitting facing the wall with their knees to their chest.

3. Children place their heads between their knees and clasp their hands behind their neck.

4. Teachers sit behind the children facing the wall in the same position as the children until the danger has passed.

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

MEDICATION PROCEDURE
See Health Operating Procedures

MEDICAL EMERGENCIES
See Health Operating Procedures

CAMPUS ACCIDENT REPORT
See Health Operating Procedures

EMERGENCY EVACUATION
Follow Emergency Plans at the Campus level

ACCESS TO CHILDREN'S RECORDS

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

2. The education section of the child's folder contains confidential records kept in locked cabinets. File is noted under Progress.

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

4. Documents within the folders are to be objective and not a reflection of personal opinion. 5. There is a policy for reviewing these records and why someone may see them.

    A. A person using the records should sign an access sheet.

    B. Laws state that parents have access to their child's records on request.

    C. If a parent should request these records, the parent is allowed to view to them while at the campus in the presence of the Campus Director, teacher or support staff person.

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

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

NON-FEDERAL CONTRIBUTION-GIFT ACKNOWLEDGE FORM

1. When a donation other than money is made, it is necessary to document the donation. 2. This is done on the In-kind Donation Form.

3. The following information should be recorded:

    A. Component / person receiving the donation.

    B. Person / Organization making the donation.

    C. Date received.

D. Description of the donation by quantity, cost, and value.

E. A copy of the form is made.

F. The donor is given a copy for his / her records.

See In-Kind Policy and Procedures

LICENSING REQUIREMENTS

1. To obtain a Campus license, the Campus Director needs to request a packet from the licensing representative.

2. The packet must be filled out and mailed back with a check for the current licensing fee.

3. The application requires the signature of the Board President and the Chief Executive Officer. 4. These can be obtained through the Executive Assistant.

5. When the packet is complete with the signatures and a copy of the check that was sent to Austin.

6. A date will be set to visit the campus.

7. After the license is obtained, each year an annually licensing fee of $35.00 plus one dollar per child will need to be paid.

** This is for initial licenses **

TRANSITION POLICY
** See Transition Standard Operating Procedures **

** See Family Services Operating Manual **

HOME VISITS

1. The Student Summary Report from CIRLCE/FROG STREET PROGRESS MONITORING will be accessed and copied for the Home Visit. It allows the teacher to review information from the documentation in CIRCLE.

2. During Home Visits if the child has an IEP, the IEP should be taken and discussed with the parent on this visit.

3. The materials taken should include: Student Summary Report from CIRCLE/FROG STREET PROGRESS MONITORING, Home Visit form, Portfolio, child's IEP (if they have one) and additional educational materials as needed.

4. During the visit, the parent / guardian and teacher will set goals for the child's development and activities that can be done in the home to help reach those goals.

5. The parent / guardian and teacher sign and date the Home Visit form, and the teacher and parent / guardian will write general comments on the overall visit, leaving no blanks on the Home Visit form. If the parent / guardian has no comment about the visit or program, then NO COMMENT should be noted on the form at the bottom.

6. The parent will be provided a copy of Child's Summary Report from CIRCLE/ FROG STREET PROGRESS MONITORING at the end of the Home Visit.

7. In order to keep staff safe and healthy Home Visits may be done at the Campus instead of the home. Due to the increase of violence reported in neighborhoods within the service area as well as viruses and other health hazards, staff will have the option to conduct the home visit at the Campus instead of the home. Home visits may be completed in the home if deemed necessary by the family or the staff. **TWO STAFF** are required for all home visits in the home (Lead Teacher along with the Family Service Worker, if possible).

PARENT / TEACHER CONFRENCES

1. Parent / Teacher Conferences occur twice yearly.

2. During this conference, the teacher summarizes the child's progress on the form and any concerns or comments the parent may have about the child.

3. The Bus Safety Curriculum Certificate will be discussed and signed at the first Parent / Teacher Conference.

4. The teacher will also address any concerns noted on the Ages and Stages Screening during the Parent / Teacher Conference.

5. If parent has not completed the Ages and Stages form, parent will do so at the Parent / Teacher Conference.

6. Parents are also asked to comment on the services the child and family are receiving.

FIELD TRIPS

Each classroom can take two educational field trips a year (one in the fall and one in the spring). These two trips do not include the kindergarten transition trip or the end of the year celebration.

PROCEDURES FOR COMPLETING THE FIELD TRIP FORM:

1. This Field Trip and Transportation Request form must be completed and turned in **one month prior** to the date of the field trip.

2. The teacher fills out all appropriate information and turns in the forms **one month in advance** of the field trip.

3. The teacher gives the forms to the Campus Director for approval and signature.

4. The Campus Director sends the Field Trip and Transportation Forms to the Curriculum Director.

5. The Curriculum Director will sign the Field Trip Request Form and send it to the Program Manager for approval and signature.

6. Once the field trip has been approved and has all required signatures. The Curriculum Director will send the Transportation Request Form to the Support Services Manager for approval and signature. The Support Services Manager will return the approved and signed Transportation Request Form to the Curriculum Director.

7. The Curriculum Director will send copies of the approved Field Trip Request Form and the Transportation Request Form back to the Campus Director to schedule the field trip.

8. If the menu has been changed, the Nutrition Manager approves all meals and signs the form as well.

9. If at any time in this process the field trip, transportation, meals, etc. are not approved, the forms will be returned to the Campus Director as unapproved with the reason why it was not approved.

PROCEDURES FOR IN HOUSE FIELD TRIPS

1. For in – house field trips, please have the guest fill out an in – kind form.

2. The in – house field trips do not have to go through the full approval process but must be approved by the Campus Director and the Curriculum Director. 3. The copies of the field trip forms will be given to the Curriculum Director.

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

FIELD TRIP RELEASE FORM

1. The Field Trip Release form is needed before any child can participate on a field trip.

2. The Parent / Guardian must fill out the form, sign it and give it back to the child's teacher. Each child must have a parent / guardian signature before attending any field trip.

3. Field Trips must be posted 48 hours prior to the trip on the Campus Bulletin Board or Parent Board and front door.

PROCEDURES FOR FILLING OUT FIELD TRIP REQUEST FORM

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

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

3. The teacher will give the form to the Campus Director to be placed into the campus file.

   Note: Children will not travel on the bus for more than one hour.

PROCEDURES FOR PARENTS TRANSPORTING THEIR CHILDREN ON A FIELD TRIP

1. All children will meet at the campus and sign in as a normal day. (Breakfast, tooth brushing, etc.)
2. At the time of departure parents wishing to transport their own child will sign their child out.

3. Upon arrival of the destination the parent will sign their child back in to participate in the field trip activities.

4. When departing from the field trip destination parents that previously transported their child will be responsible for transporting their child back to the campus or home, therefore they must sign their child out.

5. While attending the field trip, all children are required to follow Head Start and Early Head Start rules and regulations just as if they are on the campus.

6. Parents in attendance are asked to assist the staff to ensure the safety of the children.

PROCEDURED FOR PARENTS RIDING THE BUS ON A FIELD TRIP

A parent that is volunteering on the day of a field trip will be able to ride on the Head Start bus provided there is space available. The responsibility of the parent volunteer is to aid the Lead Teacher and Teacher Assistant with the supervision of the children. The parent volunteer cannot bring other children on the field trip.

DAILY MEAL COUNT AND ATTENDANCE
See Nutrition Operating Procedures

Sign – In / Sign – Out Form

1. Attendance is maintained electronically in the Child Plus Database system by the parent signing the child in and out.

2. On an ISD Campus the Child Attendance is entered by the Teacher or the Teacher Assistant.

3. If a child is relocated throughout the day, the Teacher or Teacher Assistant will enter the time in the notes section in Child Plus.

PARENT CONTACT DOCUMENTATION FORM
See Family Service Standard Operating Procedures

PARENT HANDBOOK
See Center Operating Manual
FIRE INSPECTION

1. All Campuses are required to have an annual fire inspection.

2. The Campus Director will request the inspection one month prior to the expiration date.

3. The form is completed and turned in to the Service Manager

4. The following items should be completed:

   A. Name of campus

   B. Telephone number

   C. Campus Address

   D. Local inspection

   E. Local inspection's address

   F. Last date of inspection.

5. If at the time of inspection, the fire inspector finds areas of noncompliance, a re-inspection will be needed.

GAS LEAK

1. All Campuses are required to have an annual gas leak test.

2. The Campus Director will request the inspection one month prior to the expiration date.

program year.

PROFESSIONAL DEVELOPMENT ASSESSMENT (Classroom Assessment Scoring System)

1. The Classroom Assessment Scoring System (CLASS) will be used to assess the classrooms for school readiness and teacher/child interactions.

2. A 10-minute observation will be conducted by the CLASS Specialist at the beginning of the school year to get a snapshot of needed teachers strategies.

3.   CLASS will be implemented twice during the school year by the Education Specialist. It will be implemented on or around October 15th and April 15th.

4.   Each CLASS assessment will consist of an estimated two 20-minute observations with ten minutes to score. After each assessment and score is completed, the observation will be discussed with the teaching staff, the Education Team, and the Campus Director.
5.   CLASS Specialist will keep copies of each classroom assessment and will transfer the information from the scoring sheet to the Teachstone Platform. After reviewing and analyzing the data entered, Teachstone Platform then generates a report from the aggregated data.   The CLASS Specialist creates an Action Plan for the strengths and weaknesses for each campus and it is given to the Program Director.

6.   Professional Development will be guided by information obtained from the CLASS observations. This information will be instrumental in the development of the pre-service/in-service training provided to teachers and teaching staff.

PRACTICE BASED COACHING (PBC)

Practice-Based Coaching (PBC) is a professional development strategy that uses a cyclical process that includes three components. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children. PBC occurs in the context of collaborative partnerships with the Teacher / Teacher Assistant.

The coaching cycle components are: 1. Planning goals and action steps 2. Engaging in focused observation 3. Reflecting on and sharing feedback about teaching and home visiting practices.

PBC can be delivered on-site or virtually using technology. Self-coaching can be used to support staff as a part of a program's research-based coordinated coaching strategy. Another strategy is to have instruction recorded, uploaded to a website and reviewed by the Coach who then arranges for a face-to-face debriefing meeting to provide feedback and set goals.

The teaching staff will be monitored by the Coach at least once monthly. Teaching staff that need more intense coaching or who has been referred by CLASS Specialist as needing additional coaching will have training at least two times every four weeks.

The tools used in the coaching process are (but not limited to) General Observation Form, Action Plan Form, Coaching Companion, Teachstone Platform, video recording(s) of instruction and Zoom video.

SCHOOL READINESS GOALS

Community Services of Northeast Texas (CSNT) Head Start has as its purpose to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development in a learning environment that supports children's

growth in language, literacy, mathematics, science, social/emotional functioning, creative arts, physical skills, and approaches to learning; and through the provision to low-income children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary according to Sec. 636. [42 U.S.C. 9831] "Improving Head Start for School Readiness Act of 2007."

Along with the implementation" of the components of the 2007 Head Start Act. CSNT Head Start will also implement the Texas School Ready! Project, a Texas School Readiness Certification System (SRCS) that has as its goal every child being ready to succeed by being able to function in the areas of early literacy, early math, early science, and social studies. This is the goal for all children including children with special needs and dual language learners.

Research has shown that early childhood programs that support effective teaching practices and opportunities for child discovery through play have been shown to lead to significant growth in children's intellectual and social development, both of which are critical to their future academic success. Quality programs provide challenging but achievable curriculum which actively engage children in thinking, reasoning, and communicating with others. With teacher direction and guidance, children respond to the challenge and acquire important skills and concepts.

The School Readiness goals for the CSNT Head Start and Early Head Start Program include:

1. Assessment approaches that show evidence of a reciprocally linked and mutually supportive relationship between assessment and instruction in early childhood settings. Teachers must have a system of monitoring the progress of children. Along with on-going daily assessments, CSNT Head Start will use the CIRCLE PROGRESS MONITORING, to assess the progress of children's school readiness. These assessments are implemented three times per year. Information from these assessments is used to assess children's skill level against the Texas Prekindergarten Guidelines and the Head Start Child Development and Early Learning Framework. Head Start Performance Standards 45 CFR 1304.21(a) (1) (IV), 1304.21 (c) (1) (i), and 1304.21 (c) (2).

2. Training and professional development that shows evidence of continuing improvement and support for teachers to improve the quality of preschool experiences. Head Start Performance Standards 45 CFR 1304.52 (k) (1-3), 648A (5).

3. Curriculum implementation and lesson planning to inform instruction that shows evidence of the use of intentional and planned instructional activities in language, literacy, math, and social/emotional growth such as those included in the newly revised Texas Pre-Kindergarten guidelines and the Head Start Child Development and Early Learning Framework. Head Start Performance Standards 45 CFR# 1304.21 (a) (c), 642 (f) (3) (B).

4. Teacher best practices that show evidence of responsive interactions between teachers and children and children and families, classroom set-up and design, and grouping instruction that helps strengthen a child's ability to think through problems and apply strategies for problem solving. Head Start Performance Standards CFR 45 1304.21 (a) (c), 1304.21 (b) (1) (iii).

5. Literacy knowledge activities that show best practices in cognitive readiness, developmentally appropriate book reading, phonological awareness, print and letter knowledge, and written expression. Head Start Performance Standards CFR 45 1304.21 (a) (c).

6. Oral language development activities that show evidence of appropriate oral language activities including receptive and expressive language. Head Start Performance Standards CFR 45 1304.21 (a) (c), 642 (f) (3) (C).

7. Mathematics activities that show evidence of numbers, concepts and relationships, geometry and spatial sense, patterns and measurement, and comparison. Head Start Performance Standard 1304.21 (a) (3-5), 642 (f) (3) (C).

8. Scientific activities that show evidence of skills and knowledge of the natural and physical world. Head Start Performance Standards 1304.21 (a) (3-5), 642 (f) (3) (C).

9. Social study activities that show evidence of knowledge of the community, environment, and the family unit. Head Start Performance Standards 1304.21 (a) (3-5), 642 (f) (3) (C).

10. Physical and health activities that promote well-being, use of the body, muscle control, and appropriate nutrition, exercise, hygiene, and safety practices. Head Start Performance Standards 1304.21 (a) (3-5), 642 (f) (3) (C).

11. Creative art activities that show the implementation and use of music, creative movement and dance, visual art, and drama. These activities are used throughout the day to enhance understanding and learning. Head Start Performance Standards 1304.21 (a) (3-5), 642 (f) (3) (C).

12.   Teachers will ensure that children who are dual language learners can demonstrate their abilities, skills, and knowledge in the English language. During this time, they will also be developing their home language. Head Start Performance Standard 641A (a) (1) (B) (x).

13.   Kindergarten reading readiness that shows evidence that an adequate proportion of the children score "developed" on a valid, reliable, and predictive reading assessment when they enter kindergarten. This information will be gathered from the local education agencies. Head Start Performance Standards CFR 45 1304.21 (a) (c)

14.   Kindergarten social skills readiness that shows evidence that an adequate proportion of the children score "developed" on a valid, reliable, and predictive social competence assessment when they enter kindergarten. This information will be gathered from the local education agencies. Head Start Performance Standards CFR 45 1304.21 (a) (c)

ASSESSMENT

1.   Teachers will use the CLI Engage Database/ and FROG STREET AIMS System to assess school readiness of the children in the Head Start Program.

2.   Teachers will assess children three times per year. The assessments will begin around September 15th, January 15th, and April 15th. Each assessment period will last approximately 30 days. At the end of the year, the teacher will provide a copy of the Individual Summary of the child's progress will be given to the FSW to place in the Progress Notes Section of the child's file.

3.   Information from the assessment will be used to assist children in meeting the CSNT Head Start School Readiness Goals. Teachers will use this information to individualize with children in areas where improvement is needed in certain skill areas. Campus Directors will monitor implementation of the assessment in the classroom.

INTERACTIVE BOARDS/ I-PADS/ MP3 PLAYER AND SPEAKERS

1. No unauthorized devices shall be attached to the MP3 player, Interactive Boards or I-pads.

2. Do not attempt to alter, destroy or disable the devices or speakers.

3. Accessing non-educational content without prior written permission from the Curriculum Directors or designee is prohibited.

4. Do not install, download or place any software or external data on the devices.

5. Contact your Curriculum Director or Program Manager to add new songs/music to the devices.

6. Store your assigned devices and speakers in a safe and secure place as you are responsible for the upkeep.

7. Include your assigned MP3 player and speakers on your inventory list.

8. Report immediately to your Curriculum Director or Program Manager any problems with your device/speakers or if either becomes lost or stolen.

9. Delete photos from your iPad immediately after the photo has been used for its original purpose. Do not store children's photos on your classroom iPad. These devices share an Apple Account and all classroom photos can be seen by other classrooms within the CSNT Head Start Program.

Revised 4/23/2024