

EDUCATION SERVICE AREA

3	<u>EARLY CHILDHOOD DEVELOPMENT</u>
3	<u>CHILD OUTCOMES</u>
4	<u>PENNSYLVANIA LEARNING STANDARDS FOR EARLY CHILDHOOD</u>
4	<u>CLASSROOM ENROLLMENT</u>
4	<u>LESSON PLANS</u>
5	<u>CHILDREN'S EDUCATION RECORDS</u>
5	<u>CHILDREN'S PORTFOLIO</u>
5	<u>ALLERGY LIST</u>
6	<u>PARENT/TEACHER HOME VISIT</u>
6	<u>STUDY TRIPS</u>
7	<u>CHILDREN'S BIRTHDAYS</u>
7	<u>FOSTER GRANDPARENTS</u>
7	<u>SICK TIME</u>
7	<u>GUIDELINES FOR Associate Teachers WHEN SUBSTITUTING FOR TEACHERS</u>
7	<u>ORIENTATION POLICY FOR CLASSROOM SUBSTITUTES</u>
8	<u>CLASSROOM SUBSTITUTES</u>
8	<u>TEAM MEETINGS</u>
8	<u>EVALUATION OF EDUCATION STAFF</u>
8	<u>CLASSROOM FLIERS</u>
8	<u>ATTENDANCE</u>
9	<u>CLASSROOM VOLUNTEERS</u>
9	<u>PARENT VOLUNTEER TRAINING</u>
9	<u>Teacher Resource Folder</u>
10	<u>TEACHER PREP TIME</u>
12	<u>CHILD DEVELOPMENT ASSOCIATE (CDA)</u>
12	<u>ORDERING SUPPLIES</u>

<u>12</u>	<u>PROMOTING ALTERNATIVE THINKING STRATEGIES (PATHS)</u>
<u>12</u>	<u>DISCIPLINE POLICY</u>
<u>13</u>	<u>BEHAVIOR PROTOCOL AGREEMENT</u>
<u>13</u>	<u>ACTIVE SUPERVISION</u>
<u>15</u>	<u>CLASSROOM APPRECIATION DAY</u>
<u>16</u>	<u>LENDING LIBRARY</u>
<u>16</u>	<u>PET/ANIMAL POLICY</u>

3 EARLY CHILDHOOD DEVELOPMENT

The Early Childhood Development section of the Integrated Service Plan is updated on a yearly basis by the Early Childhood Specialists of the local Head Start program. The Early Childhood Development Plan reflects the performance standards, the Head Start Act, the Head Start Early Learning Framework: Birth to 5 and the philosophy of the local Head Start program.

3 CHILD OUTCOMES

Child Outcomes are documented and aggregated through Teaching Strategies GOLD.

Teaching Strategies GOLD (TSG) is based on 38 objectives organized into 10 areas of development and learning (Social-Emotional, Language, Literacy, English Language Acquisition, Cognitive, Mathematics, Scientific and Technology, Social Studies, The Arts, and Physical) and is aligned with PA Early Learning Standards and the Head Start Early Learning Framework: Birth to 5.

At the time of hire, Teachers and Associate Teachers receive training in TSG from an ECE Specialist. During this training, they are taught and practice our agency expectations of recording observations notes and completing checkpoints; the Teachers and Associate Teachers are trained how to generate, analyze and communicate TSG reports. Upon completion of training, all Teachers and Associate Teachers are required to take an Interrater Reliability Test through TSG. This test ensures that each Teacher and Associate Teacher are reliable when recording and leveling observations. In an addition to the TSG New Hire training received during the 1st week of employment, TSG trainings are provided at the beginning of each school year for all staff and throughout the school year for individuals who need extra support.

Teachers and Associate teachers record one observation note per week for each child in their primary care group. Notes are entered into the TSG system, and leveled accordingly for each objective that is aligned to their observation. The observation notes are directly aligned to the Teaching Strategy Gold Objectives. Teachers utilize the observations notes when they complete checkpoints 3 times a year (fall, winter, spring).

Teachers use the observation notes to determine a level for each objective per child. Comprehensive reports are then generated by the teachers and Early Childhood Team. Teachers utilize the Report Card to analyze children's progress at each checkpoint period; this also allows teachers to track individual children's progress throughout the year. The Report Card provides an overall picture of the whole child, and all aspects of school readiness. Teachers share this report with families at Parent Teacher Conference time. The Report Card provides valuable data for teachers to plan their lessons with intentionality, to create a Child Individual Plan with families' input at Parent/Teacher Conferences, and to select monthly individual goals for each child.

The individual goals are incorporated into lesson plans through intentionally planned activities that are implemented throughout the daily routine. In addition to the Report Card, teachers also utilize the Class Profile Report. The Class Profile compares information about children's skills, knowledge, and behaviors to widely held expectations for their age or class during a particular checkpoint period. This report is a valuable tool for teachers to plan small group experiences, reflect on teaching practices, the classroom physical environment, and materials.

The Early Childhood Team aggregates and analyzes the child outcomes data to plan training, monitor, enhance the curriculum, and purchase new materials. School Readiness Goals are discussed and analyzed through outcomes reports. Child outcome reports for the agency are shared with LCHS staff, Policy Council, LCHS Board, and Transition Advisory.

4 PENNSYLVANIA LEARNING STANDARDS FOR EARLY CHILDHOOD

The PA Early Learning Standards are meant to guide the development of pre-kindergarten programs. The key learning areas are specific areas of development that combined, represent the whole child. They include: ***Approaches to Learning through Play – Constructing, Organizing, and Applying Knowledge***; ***Language and Literacy Development – English Language Arts***; ***Mathematical Thinking and Expression – Exploring, Processing, and Problem-Solving***; ***Scientific Thinking and Technology – Exploring, Scientific Inquiry, and Discovery***; ***Social Studies Thinking – Connecting to Communities***; ***Creative Thinking and Expression – Communicating through the Arts***; ***Health, Wellness, and Physical Development – Learning About My Body***; ***Social and Emotional Development – Student Interpersonal Skills***; ***Partnerships for Learning – Families, Early Care and Education Programs, and Communities***. Standards are the general statements in each key learning area that identify what children should know or be able to do when they enter kindergarten. Each classroom has a copy of the Early Learning Standards. Teachers document their implementation of the Early Learning Standards at the beginning of their lesson plans.

4 CLASSROOM ENROLLMENT

The typical class size is eighteen (18) for SS (single session). However, at times a class/center may have more or less, depending on the composition of three and four year olds, special needs, bus availability, pending status changes, etc. Staff will evaluate these circumstances when making a determination.

If more than one-half ($\frac{1}{2}$) of the children in the classroom are determined to be three (3) years old, the class may have no more than seventeen (17) children enrolled in a SS class.

If more than one-half ($\frac{1}{2}$) of the children in the classroom are determined to be four (4) years old, the class may have no more than eighteen (18) children enrolled in a SS class.

4 LESSON PLANS

Red binders with classroom activity logs, lesson plans, and individual goal sheets are available in

the classroom for easy access for all teaching staff, classroom substitutes, parents and visitors. The lesson plans and individual goal sheets should not be taken out of the center unless attending a home visit or information is needed for an audit or federal review. The week's lesson plans will be visibly posted in the classroom. Teachers will review their plans with other classroom staff and volunteers for a clear understanding of the day. Lesson Plans are to be completed one week in advance. Teachers will document website links in their lesson plans when using technology to enhance their lessons. Lesson Plans will be checked for completion by Center Managers and Early Childhood Specialists.

5 CHILDREN'S EDUCATION RECORDS

Children's records are to be kept confidential at all times. When a Teacher is not working on the records, they should be locked in a filing cabinet in the Family Worker's office. Included in the folder should be the following:

1. ASQ3 and ASQSE Developmental Screening
2. Behavior Protocol Agreement (if applicable)
3. Positive Guidance (if applicable)
4. Behavioral Prescription (if applicable)
5. Family Interest Survey
6. In Home Orientation Checklist
7. Enrollment Day Checklist
8. Speech Screening
9. IEP (if applicable)
10. Language Acquisition Chart/EI Goal Collaboration Sheet
11. Parent-Teacher Conference Form
12. Transition or Spring Home Visit Plan
13. Transition Letter or Returning Child Letter
14. Mental Health Parent Input Form (if applicable)
15. Protocol for Non HeadStart Staff (if applicable.)
16. Pet Policy (Field Trip Permission form if applicable)
17. Recognition Awards/ Notes to Home
18. Parent Responses to At Home Activities

5 CHILDREN'S PORTFOLIO

- 3 writing samples;
- 3 drawing samples;
- 1 example of mathematics
- 1 example of science
- 1 family drawing

The examples are documented three (3) times per year: fall, winter, spring.

5 ALLERGY LIST

To ensure continuity of all centers please have yellow ALLERGY LISTS posted visibly in the classroom and kitchen. This is consistent with best practice to safely serve all children. All staff members need to be informed of all allergies. They are to be posted in an area designated by the

Center Manager and Regional Nurse. The ALLERGY List is reviewed with staff during Pre-Service Team meetings.

6 PARENT/TEACHER HOME VISIT

Teachers are required to do an orientation home visit a spring home visit for each child. Teachers will complete two (2) Parent/Teacher Conferences for each child enrolled. If a child enrolls after the fall parent teacher conference, the teacher will conduct one (1) parent teacher conference at the winter conference. **Evening Conferences scheduled accordingly with Center Manager consultation.* The first Parent/Teacher Conference will be completed **November 4-27, 2019**. The second Parent/Teacher Conference will be completed **February 3-21, 2020**. All home visits and Parent/Teacher Conferences are documented in the Education section of Child Plus within 2 weeks of completion.

Areas to be discussed at the home visit and/or conference include:

- Child's developmental progress
- Active supervision and the Picture Card Accountability System
- At home activities to expand the Head Start experience
- The child's strengths
- Opportunities to set goals for home and school for the child
- Completion of the Transition Plan (spring)
- Parent suggested classroom activities

Home visits and Parent Teacher Conferences should be scheduled in advance with the parents. A relaxed atmosphere is always best for conducting the visits and Parent Teacher Conferences . The approximate length of time for a home visit should be between 30 to 45 minutes. A Parent Teacher Conference should be between 20 to 30 minutes. Teachers should encourage parents to document a response on the Parent/Teacher Conference Form.

6 STUDY TRIPS

Each Teacher will plan **three (3) free outside study trips** and **four (4) in-house community speakers** (i.e., Northeast Highway Safety or Wyoming Valley HealthCare). Travel must be kept to 2 hour maximum for all trips. Study trips should be planned with parental input. Be sure study trips or community presenters are planned as it relates to your educational teaching and your children's individual needs and interests.

Each Teacher will plan at least one (1) study trip to a local library. Each Teacher will plan a trip to visit a kindergarten class. This trip will be counted as one of the **three (3)** outside study trips. A list of appropriate topics can be found in the education binder. Staff must accompany children on the bus. Center Managers and Early Childhood Specialist must approve all study trips before arrangements are made. After conferring with the Early Childhood Specialist the Center Manager will submit the study trip form of approved outside study trips, dates, and transportation needs to the Director of Early Childhood Education and Director of Operations by the third week of each month. Teachers are responsible for emailing the Center Manager, Director of Early Childhood Education, and Director of Operations after attending the study trip.

7 CHILDREN'S BIRTHDAYS

Children's birthdays are celebrated in the classroom at Head Start. After lunch, we serve ice cream and provide a song, and a book for their birthday. Additional foods such as cake, cupcakes, chips and candy are not allowed to be brought into the classroom by parents. Our agency policy does not allow for additional food for birthday celebrations.

Luzerne County Head Start will not be involved in passing out invitations to children's parties outside of the center. Parents will not be given a class list with addresses or phone numbers since this would be considered breaking confidentiality.

Each child receives a brand new book on his/her birthday. Sponsors who provide money for books adopt classrooms. The requested name of the donor will appear inside each book.

7 FOSTER GRANDPARENTS

Volunteers from the Foster Grandparent Program are in several of our centers. Volunteers are never to be left alone with the children. Foster Grandparents are required to have Background Clearances, complete the Foster Grandparents Job description, and sign the LCHS Confidentiality Pledge, Standards of Conduct and Professional Ethics. Clearance information is kept locked and on file in the Human Resource department. Foster Grandparents provide support and work with children who have developmental delays. Child Care Impact forms are completed twice per school year, and are sent to the Early Childhood Team Program Specialist. The forms are then submitted to the Foster Grandparent Program as part of their federal grant requirements.

7 SICK TIME

Sick time should always be used appropriately by the Education Staff. Education Staff are responsible for calling in sick within a twenty four hour period to the Center Manager at their center so a replacement can be arranged. Failure to report absence from work could result in disciplinary action up to and including termination. (See Administration Section). When an Education staff member is out for more than two (2) consecutive days, the Director of Early Childhood Education and Early Childhood Specialist should be notified by the Center Manager.

7 GUIDELINES FOR Associate Teachers WHEN SUBSTITUTING FOR TEACHERS

The Associate Teacher will work a 7 or an 8 hour day (depending on the classroom schedule). Typically, this day will include a ½ hour or 1 hour break. The Classroom Aide or substitute, will act as an Associate Teacher in the classroom, with the regular Assistant Teacher acting as the Teacher.

7 ORIENTATION POLICY FOR CLASSROOM SUBSTITUTES

A Classroom Substitute will meet with the Early Childhood Specialist and Human Resources Manager prior to substituting in the Centers. At this time, the New Hire Checklist, Employee

Packet and education forms will be reviewed and signed. Substitutes will spend time shadowing in a classroom during the training period. Classroom Substitutes will be notified in their letter of hire regarding the New Employee Orientation meeting and observation and will be advised as to whom they should contact for making these arrangements. Substitutes are invited to attend professional development trainings held throughout the school year, so they are informed of best practices.

8 CLASSROOM SUBSTITUTES

Center Managers are responsible for calling Classroom Substitutes for the classroom coverage, GED, Parent Committee and Policy Council babysitting. If substitutes are unavailable, it is up to the classroom staff to baby-sit at their center.

All Substitutes should receive an equal opportunity to substitute; however, Center Managers should notify the Early Childhood Specialist and Human Resources if a Classroom Substitute on the list is not able to come in after five (5) consecutive calls.

8 TEAM MEETINGS

National Head Start Performance Standards state that agencies must have mechanisms for regular communication among all program staff to facilitate quality outcomes for children and families. Family Workers will participate with Education Staff and other appropriate staff to share pertinent information about the children and families they serve, including Individualized Education Plan (IEP), Behavioral Plans, Positive Guidance, Family Goals, and monthly individual goals.. Education Staff will also review Education Notes in ChildPlus that have been written by their Family Worker, Nurse, and other team members. Team meetings occur monthly and are documented in ChildPlus.

8 EVALUATION OF EDUCATION STAFF

See Administration.

8 CLASSROOM FLIERS

Teachers will be responsible for sending fliers to parents about study trips and special events. The Monthly newsletter will be sent to the teachers' Education Specialist each month. A copy of all fliers and newsletters will be kept in a binder at their center. Teachers will have newsletters and flyers translated when possible if a family's home language is not English. Teachers will contact their Center Manager for guidance on translation.

8 ATTENDANCE

Teachers will be responsible for keeping daily attendance records of the children in their class. Daily attendance and attendance notes are entered into ChildPlus. Teachers must notify the Family Worker on the first day of an unexcused absence or if a pattern of absenteeism develops as time progresses. It is expected that all center staff will encourage regular attendance and

express its importance as a team effort.

Teachers will be responsible for sending the “original” (pencil copy) monthly attendance form to the Center Manager, who in turn will send it immediately to the ERSEA Coordinator. Please refer to Attendance as listed in ERSEA’s section of the Operations Manual.

9 CLASSROOM VOLUNTEERS

Parents and community people make up the bulk of our classroom volunteers. Volunteers are required by Pennsylvania law to have Background Clearances completed and reviewed before having direct routine contact with children. (***See Volunteering in Luzerne County Head Start, Inc. under the Family Engagement Section of the Operations Manual for the procedure.***)

All volunteers will be required to go through training and will act as part of the Education Staff when in the classroom. Paid Head Start Staff are responsible for the care and safety of the children.

9 PARENT VOLUNTEER TRAINING

Parents who have expressed a desire (at Orientation) to volunteer in the classroom will complete the necessary clearances and forms as noted under ***Volunteering in Luzerne County Head Start, Inc. in Family Engagement Section.***

Once volunteers have been approved they will participate in volunteer training. This session takes place in early fall and will prepare parents to work in the classroom. The training will be conducted by the Teaching staff. The parents receive training in all facets of working with young children in the Head Start classroom.

9 Teacher Resource Folder

Information related to the classroom and education component of the program can be found on Google Drive. The folder is titled “Teacher Resource Folder” and is shared with specialists, center managers, teachers, associate teachers, and classroom aides. The folder is updated by the Early Childhood Education team. Staff are introduced to the folder during new hire training and the beginning of each school year. The contents include:

:

- Philosophy, Goals and Child Development Service Plan
- Disabilities Plan and IEP information
- Luzerne County Head Start Policies
- Discipline Policy/Active Supervision
- Curriculum Information
- Orientation/Enrollment Day
- Study Trip Guidelines

- Resource List
- Education Job Descriptions
- Copies of Current Education Forms
- Education Information
- Transition Forms and Resources
- Child Outcomes

10 TEACHER PREP TIME

Teachers receive prep time on a daily basis. Based on hours of work per day and individual classroom sessions, single session teachers receive 1-2 hours of prep time per day. Teachers' prep time is scheduled based on their negotiated schedule. This time is used for paperwork, returning phone calls, emailing, planning with their Associate Teacher, and reviewing child outcomes data to plan individual child goals.

Associate Teachers also receive prep time. Based on hours of work per day, individual classroom sessions, and bus riding responsibilities, single session assistants receive 30 minutes- 1 hour and 50 minutes of prep time per day. Center Managers will arrange for additional prep as needed after consulting with the Early Childhood Specialist and Director of Early Childhood Education. This time can be used for typing weekly Key Developmental Indicators (KDI's) and to plan classroom activities.

10 EARLY CHILDHOOD FOCUS GROUPS

Focus Groups to Support Education Staff

Focus groups are an effective way to support education staff through solution-based facilitation of group discussion and resource sharing. Meeting once a month for one hour, an early childhood specialist guides discussion on the group-initiated topics as well as provides corresponding resources.

Pause for Reflection (New Teacher Group)

Discussing the victories and challenges of their first year teaching at Luzerne County Head Start, all new teachers meet monthly to gain new perspectives and strategies to incorporate into their classroom or planning time. First year teachers receive information from the National Head Start New Teachers' Series.

Teacher Council

A consistent group of teachers gathers to brainstorm new ideas and solutions. The monthly agenda is chosen by the Teacher Council, and solutions are then presented by the facilitator to the Early Childhood Education team for further consideration. Members of Teacher Council are required to be in good standing and have taught at LCHS for at least three years. Teachers may serve of Teacher Council for two years.

Positive Solutions (Challenging Behaviors Group)

Education staff voluntarily gather to learn new positive solutions to the behavior challenges they are facing in the classroom. After previewing a short video on a group-chosen topic, an early childhood specialist facilitates group discussion about strategy implementation and obstacles.

11 PRACTICE BASED COACHING

Selection of Coachees

1. Review Child Outcomes from previous school years.
2. Share Child Outcomes Data with Teachers and Family Educators for Mathematics Domain.
3. Email an invitation sent out to staff to volunteer.
4. Coachees identified and notified by Coach.

Week 1 - Introduction to Coaching (1 hr)

1. Contact Coachees to establish first meeting date.
2. Coaching Contract
 - a. Explain and answer questions/concerns.
 - b. Both parties will sign the contract.
 - c. A copy will be given to the Coachee.
 - d. Plan coaching timeframe for observation (1h - 1hr 30 min) and reflective follow up (1hr) that best meets the educator's schedule. EHS only- Coachee will select family and contact family to verify the same family will be observed for the duration of coaching.
3. Needs Assessment
 - a. Needs Assessment reviewed and completed during the first visit.
 - b. Coach will take needs assessment back to identify resources to use when creating action plan during week 2.

Week 2 - Coaching Action Plan

1. Review and discuss Needs Assessment, identifying two goals.
2. Give option to the Coachee to write or type plan.
3. Coachee will create in collaboration with the Coach. The Coachee will write the action plan.
4. The Coach will suggest resources that best meet the needs of the Coachee's action plan.

Week 3 to 8- Implementation of Coaching Action Plan

1. Data Collection of Goals through 1 hour long observation.

2. Reviewing Action Plan throughout the course of the weeks.
3. Compile and analyze data from the first round of coaching.
4. Data from coaching will be added into ChildPlus by the Coach.

12 CHILD DEVELOPMENT ASSOCIATE (CDA)

As per the Head Start Act, all Associate Teachers need a CDA by September 30, 2013 or be enrolled in a CDA credential program that will be completed within 2 years of hire. A CDA program may be offered in the community, online or by a local college. Contact the Human Resource Manager for further information.

12 ORDERING SUPPLIES

The Teachers order supplies for their classrooms once a year. They are given a specified budget to spend on consumable classroom materials. Each Teacher receives a catalog from which they choose their supplies.

Teachers complete a requisition form listing these supplies and the cost, which will be emailed to the Director of Education. The Director of Education will review the order forms and, if necessary, delete items if the amount spent is over the limit. Orders are approved by the Director of Early Childhood Education and the purchase order is emailed to the Director of Finance.

The purchase orders are emailed to the distributor. Once orders arrive, Teachers and Center Managers review their order and packing lists. Packing Lists are initialed, dated, and sent to the Director of Education for confirmation of items received. Initialed and dated packing slips are then sent to the business department. Teachers are responsible for contacting the distributor if an item is missing; they will then notify the Director of Education.

12 PROMOTING ALTERNATIVE THINKING STRATEGIES (PATHS)

Promoting **Alternative Thinking Strategies (PATHS)** is a researched-based social and emotional curriculum that addresses the following goals: 1.) Increase children's self-control, 2.) Increase children's ability to get along with others by improving friendship skills, 3.) Enhance children's self-esteem, self-confidence and ability to give and receive compliments, 4.) Increase children's understanding and communication of emotions, 5.) Help children recognize and understand how their behavior affects others, 6.) Increase children's understanding and use of logical reasoning and problem-solving vocabulary and 7.) Improve children's use of the steps of social-problem solving. Teachers will use the lessons and the extension activities to implement PATHS. Teachers will document the activities in the lesson plans on a daily basis.

12 DISCIPLINE POLICY

Luzerne County Head Start Staff provide a positive, nurturing and supportive environment to help all children gain social-emotional competency. Staff will follow and use the PATHS Curriculum

and PBIS framework to support social competence.

Children are supported in their own efforts to control their social-emotional growth and development, their own behavior, and to solve their own problems through the routine use of positive guidance. Staff will use language that encourages and empowers children to work through this positive process.

Isolation, corporal punishment, time out, or threats will not be tolerated as a means of discipline. Luzerne County Head Start, Inc. is committed to respectful partnerships with parents/guardians to promote positive child guidance.

Time Away is removing the child from an immediate situation when intervention is needed. This time can be used for an alternate activity for the child (ex. Books or gross motor) or to calm the child, debrief what just happened, problem solve, and plan how the child can re-enter the play environment. Time away is a strategy from the Positive Guidance Procedures.

Staff will follow the agency's Positive Guidance Procedures and sign yearly the Statement of Understanding.

13 BEHAVIOR PROTOCOL AGREEMENT

A behavior protocol will be reviewed with parents during Orientation to outline steps that will occur if a child's behavior becomes a safety issue. Parents will be given a copy. The parent or guardian will then sign the Behavior Protocol if Step 1 of the Positive Guidance has been started.

13 ACTIVE SUPERVISION

Children on the facility premises shall be supervised at all times. Outdoor play space used by the facility is considered part of the facility premises. The staff of Luzerne County Head Start practices Active Supervision, which means that classroom staff focus their attention on children and intentionally observe children at all times. A staff person shall be assigned the responsibility for supervision of specific children called their Primary Care Group. The staff person shall know and verbalize the names and whereabouts of the children in his/her Primary Care Group. To ensure that children are closely supervised, our staff will be using a Picture Card Accountability System. (As per the Picture Card Accountability System Handout and the Operational Manual) Each child will have an individual card containing the child's picture, the child's first and last name, and any allergies or special accommodations. The picture card will follow the children from the time they enter the program until the time they leave the program each and every day. Adults must maintain a 1:10 Ratio at all times. Adults assess and maintain the children's ratio throughout the daily routine, during outdoor play, and during all hours of operation of the center.

PICTURE CARD ACCOUNTABILITY SYSTEM

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])

When do incidents occur where children may be left unattended or out of sight and hearing of the assigned staff?

- Transition times – when a group of children move from one area to another (e.g. going to the playground, bathroom, lunch, etc., or moving from one room to another).
- When children visit other classrooms
- During drop off and pick up times
- Fire drills
- Field trips

How do incidents of children being left unsupervised occur?

- Teacher/Associate Teachers may not always know how many children they have in their care at every moment of the day.
- Teacher/Associate Teachers may not immediately count and check their Picture Cards to verify that the Teacher/Assistant Teacher has the required children assigned to her before and after moving the children from place to place (i.e. from room to the playground).
- Teacher/Associate Teachers may not know which children are assigned to them at all times.

What should be on the Picture Cards?

- A current picture of the child
- The child's first and last name
- Any allergies

Where do you store the cards when they are not in use?

- In a basket in the classroom near the sign-in sheets

How should you carry the cards?

- The cards must remain with you at all times when children are in session.
- They are to be carried in the badge holder around your neck or clipped to you.

Proper way to utilize the card system

- Look at the first Picture Card in your badge holder
- Find the child visually.
- Call out the child's name and listen for the child to respond. (You could make it into a game and ask the children to respond by saying a silly word, rhyming words, or other fun response.)
- Match the child with the Picture Card to verify that the correct child is in your care.
- Repeat with all cards.
- Perform this procedure before you leave the classroom, when you arrive at the location, when you leave the location, and again when you arrive back in your classroom.
- Perform a headcount of the entire room every 30 minutes indoors and every 15 minutes outdoors.

Procedures for drop off and pick up

As families drop off, have the family get the child's Picture Card and physically hand the card to you.

Ensure that every child has a Picture Card to start the day.

As a new Teacher/Assistant Teacher arrives and the children split into groups, divide the cards so that each Teacher/Assistant Teacher has the correct cards to match their Primary Care Group.

As the children leave the center at the end of the day, remove the Picture Card from your badge holder and return them to the basket.

Before leaving the classroom, check that all Picture Cards have been returned.

Procedures for moving children to other rooms and/or a new Teacher/Assistant Teacher entering the room

- When moving a group of children from the classroom to the playground, check the Picture Cards against the children lined up to go outdoors and check around the room for children hiding in any secluded areas.
- Check the names and number of the children at the end of the hallway prior to going outdoors

and one more time when you arrive outdoors.

- This number of checks may seem redundant, but children love hiding or sneaking away to check something that attracts their interest.
▶ Remember – Any time a child goes with another Teacher/Assistant Teacher, Picture Cards are EXCHANGED. The Picture Card follows the children from the time they enter the program to the time they leave the program each and every day (EI, OP, Nurses, Family Workers and Center Managers are included).

How to explain to families

- Talk to families upon enrollment about the importance of supervision.
- Remind them to get their Child's Picture Card every morning and hand it to their Teacher/Assistant Teacher.
- If you choose, you may ask the families at the end of the day to get their child's Picture Card and return it to the basket when their child is leaving the center.

15 CLASSROOM APPRECIATION DAY

It will be up to the individual classroom to decide when and how they would like to celebrate this day. The following criteria should be met:

1. It can occur within the two (2) weeks prior to the last day of school.
2. The average time is between 1 and 1/2 hours. Meals must be served and time should not conflict with meal service.
3. Classroom Appreciation Day should take place at your respective center and during your normal classroom day or evening session.
4. Suggested activities are displaying children's artwork as an art showing; showing a video of the past year; making a photo collage of the children.
5. Suggestions for food items are something made by the children such as: a fruit or vegetable tray, fruit salad, punch & cookies, cheese & crackers. Candy, frosted cakes and "potato chip" type snacks should be avoided.
6. The Center Manager and Education staff need to remind parents about the LCHS photo policy as noted in the Family Handbook, Policies, and Procedures before the Classroom Appreciation Day begins.

Each child will present their family with their portfolio and receive their certificate of accomplishment.

Please ask for children's input and take into consideration when making plans. Transportation will be provided *only when necessary*. Parents are to be encouraged to provide their own transportation if possible.

16 LENDING LIBRARY

Each classroom is equipped with a Lending Library containing a variety of books. Families are invited to use the library in their classroom and bring materials home. The Lending Library will be introduced to families at the Language and Literacy Parent Committee meeting.

16 PET/ANIMAL POLICY

1306.35 (b) (2) (ix)

Safeguards are required to reduce the risk for infection and injury from animals while promoting the health and safety of children.

Operational Procedure:

- ❖ Pets or visiting animals need to have documentation from a veterinarian or animal shelter to show the animals have up to date immunizations and are free from conditions that pose a threat to children's health. This documentation must be given to the teachers prior to the visits.
- ❖ Classroom pets or visiting animals must appear to be in good health and child-friendly.
- ❖ Teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.
- ❖ Persons responsible for animals must be knowledgeable in animal handling.
- ❖ No animals are allowed to "roam" – must always be under restraint (cage, leash, etc.)
- ❖ Teaching staff must clean and disinfect all areas where animals have been present.
- ❖ Staff and children must wash hands after contact with animals, animal products, feed or environments.
- ❖ Parent/Guardian of any child with pet allergies, asthma, or compromised immune system must be notified prior to the animal visit or field trip. The parent must give written permission for the animal to be present or the child to attend the field trip.
- ❖ Parents must be notified in writing before any children are exposed to any animal.
- ❖ Aquariums or cages must be regularly cleaned using gloves in a non-food preparation area, when children are not present. Be sure to clean and sanitize the area used.
- ❖ Reptiles are not allowed as classroom pets because of the risk for salmonella infection.

PET/ANIMAL POLICY PERMISSION SLIP

Parent/Guardian Permission in accordance with the Pet/Animal Policy

Due to an existing medical diagnosis, I give permission do not give permission

for my child, _____,
(Child's Name)

_____ or have an animal _____
(Place of Field Trip) (Kind of Animal)

visit the classroom.

(Date)

(Parent/Guardian Signature)

17 DonorsChoose Policy

Head Start teachers are eligible to register for DonorsChoose.org as a result of a partnership with PNC Grow Up Great and National Head Start Association (NHSA). DonorsChoose.org allows anyone to help a classroom in need with the goal of improving the tools, experiences, and materials children need for a high quality experience. Teachers can create classroom project requests, which are then posted on DonorsChoose.org and funded by donations from individual donors, corporate, or foundation partners.

Classroom materials, carpets, and furniture obtained through DonorsChoose are property of Luzerne County Head Start, Inc. (LCHS) Projects are funded with the understanding that the items are to enhance the learning experience of children attending LCHS. If a classroom teacher transfers to a new LCHS classroom, they may request to the Director of Early Childhood Education and Director of Operations that larger items (carpet, bookshelf) move with them. This request may be honored when possible as recognition of the time and effort teachers made with their project.

The registration process for DonorsChoose is as follows:

1. Visit DonorsChoose.org/teachers and click Get Started!The website guides you through the registration process with step-by-step instructions.
2. DonorsChoose.org will send a confirmation to the teacher's lchs email address provided at sign up.
3. Directions are provided in the email to confirm the teacher's email address.
4. Prior to submitting a project through DonorsChoose, teachers will email their Early Childhood Specialist with information regarding materials, furniture, and carpets to be requested. This step

will ensure that the project aligns with LCHS's curriculum and philosophy.

Staff are responsible for ensuring that photos used for the project include children with permission for photo release. DonorsChoose provides the option to share projects through personal social media accounts. LCHS should not select this option as it violates the LCHS social media policy.

Once a project has been funded, staff will email the Director of Early Childhood Education and Director of Operations to notify them of the estimated delivery date.