



Exhibit “R” LSF Policies and Procedures Manual – Health and Safety

The following sixty-six pages are LSF Policies and Procedures Manual Section 09.

- 09.01 Head Start School Readiness & Early Childhood Development
 - 09.01.2 Head Start/Early Head Start Center/Classroom Activities
 - 09.01.6 Safety
- 09.05 Health and Safety
 - 09.05.02 Safety Practices

This is to certify that I have read and understand that I am expected to abide by LSF policies and procedures 09.01 Head Start School Readiness and Early Childhood Development 09.01.2 Head Start/Early Head Start Center Classroom Activities, 09.01.6 Safety, and 09.05 Health and Safety 09.05.02 Safety Practices. I further understand that any violation of this policy may be subject to disciplinary action up to and including termination of employment.

Print Name: _____ Agency: _____

Signature: _____ Date: _ _____

Exhibit “R” LSF Policies and Procedures Manual – Health and Safety

Lutheran Services Florida, Inc.

09. Head Start

Section 09.01 Head Start School Readiness and Early Childhood Development

09.01.2 Head Start/Early Head Start Center/Classroom Activities

Creation Date: 11/01/2013

Attachments: None

Policy Statement: It is the responsibility of all classroom staff (Teacher, Teacher Assistant, and Center Directors) to maintain close supervision, conduct head counts, and know the total number of the children in their group at all times. All employees are responsible for ensuring the safety and security of children at the center.

Scope: This policy applies to all Head Start services and programs of Lutheran Services Florida.

Policy Guidelines:

1. Children must be attended to and under the direct contact of staff at all times.
2. Children are not allowed in the kitchen.
3. Children must be in constant visual supervision. At a minimum staff must count the children when:
 - a. In the classroom
 - b. Children are transitioning between classroom activities
 - c. Staff is returning from breaks and meals
 - d. Children are going and coming from the restroom for centers with restrooms located within the classrooms and those with restrooms outside of the classroom

- e. While on the playground and when moving between indoor and outdoor times
 - f. Staff are transitioning during morning hours and out in the afternoons
 - g. On field trips or when special guests are in the building
 - h. Classrooms are being placed together or divided into separate groups
4. All sign-in/out books will accompany classrooms on the playground to ensure children are being signed in and out by parents.
5. Classroom staff sign at the time of hire the Head Start Standards of Conduct which indicate that no child will be left alone or unsupervised while in the employee's care. At no time:
 - a. May a child be asked to supervise another child.
 - b. May children be sent to the bathroom unsupervised.
 - c. May volunteers, foster grandparents, substitute teachers, or non-employees be left with a group of children.
 - d. May non-teaching staff be left alone to supervise children.
 - e. May children be instructed to deliver messages to other classrooms while unsupervised.
 - f. May children be asked or instructed to carry out any activity that will reasonably place them out of the teacher's sight.
6. Classroom staff will ensure appropriate child-adult ratios are maintained at all times during indoor and outdoor activities, including all play areas.
7. Classroom staff must ensure that the intra-center transition form accurately reflects the number of children under their supervision at all times.
8. Roll Call must be taken.
9. Teachers will be responsible for monitoring the intra-center transition form daily.
10. Center Directors/Site Managers will conduct a random spot check of the classroom head count, the whiteboard count, sign in/out sheet, and intra-center transition form.
11. Teachers will post visual reminder on the whiteboard near the exit door with current student count.
12. Visual reminder will be posted using student pictures/names.
13. Staff will monitor children through restroom transitions.
14. Classroom staff will supervise children during special activities, such as field trips, etc.

15. EHS staff members are required to be present in the room or bathroom and able to see and hear all infants and toddlers at all times.
16. Areas in the center that are accessible to the public are off limits and children are to be taught boundaries and off limit areas. Look at shared public spaces
17. In Head Start, when children are resting quietly during nap time, staff must be within sight and hearing of children within the classroom.
18. Teaching staff will position themselves strategically where they can observe and see the children at all times.

Classroom Placement

1. The Center Director/Site Manager (with input from the appropriate Family and Community Engagement Manager for children with disabilities) is responsible for ensuring each class has:
 - a. Head Start: More 4-year-olds than 3-year-olds
 - b. Head Start: An equal distribution of children with disabilities
 - c. Early Head Start: Siblings in separate classrooms, where possible (i.e., triplets attending a two classroom center)
2. To the extent possible, children should remain with the same teacher while in the center.
3. The procedure for placement of children is as follows:
 - a. Upon receipt of a Placement Memo, the Center Director will enroll the child in an appropriate classroom based on:
 - i. Head Start: the majority of children being four (4) years old, with a maximum enrollment of twenty (20) per class (depending on square footage). If the majority of the children are three (3), there can be only 17 children in a classroom. (Pending if local licensing is stricter).
 - ii. Early Head Start: a maximum enrollment of 4 children per staff and 8 per group. Staff must ensure that crawling babies have adequate crib and floor space for exploring the environment.
4. The Center Director/Site Manager and Classroom Teacher must ensure that all records, including Emergency Medical Release are received from Family and Community Engagement Specialist prior to child's first day. (Child's physical must be included at the time of enrollment).

Curriculum

1. The Head Start Performance Standards defines curriculum as “the goals for children’s development and learning; the experiences through which they will achieve these goals; what staff and parents do to help children achieve these goals; and the materials needed to support the implementation of the curriculum.” It is also the philosophy that is shared by the program and the parents.
2. A planned, organized, consistently implemented curriculum supports child development and education for infants, toddlers and preschoolers. The curriculum helps the program meet goals for children’s development and learning by providing experiences to meet such goals, identifying the roles of staff members and parents, and distinguishing appropriate materials and equipment.
3. The Frog Street Curriculum for Infant, Toddlers, and Two’s, Family Child Care Homes and also The Frog Street Curriculum for Preschoolers meets each of these stated objectives. A variety of additional resources are used to ensure the Head Start curriculum meets the needs of all children (i.e., Anti-Bias Curriculum, Conscious Discipline, Positive Behavior Support (PBS), Florida Department of Education Sample Activities, Head Start Innovation Resource Guide, Language and Literacy Environmental Print Activities, and ECERS-R, ITERS-R, etc.)
4. LSF provides ongoing access to resources in early childhood education, including expanded access to coaching materials and key webinars to assist in implementing the tools effectively. Examples of key tools to be accessed include Teacher Success Rubric, Coaching Success Criteria, Curriculum Planning, assessment templates and alignments charts, Manage by Outcomes School Readiness Tracking Tool, VPK assessments, CLASS assessments, and Child Outcomes.
5. In addition, all classroom services are designed to allow parents to become fully integrated into the program’s philosophy of early childhood development. Parents must be encouraged to participate as observers of their child’s development and as partners in the education of their children. Children with limited English proficiency and those with disabilities will be successful in making meaningful progress in attaining knowledge and skills because the curriculum contains flexible instructional strategies. The program must implement a curriculum in collaboration with parents for preschoolers that:
 - a. Supports each child’s individual pattern of development and learning.
 - b. Provides for the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to

develop age-appropriate literacy, numeric, reasoning, problem solving and decision-making skills which form a foundation for school readiness and later school success.

- c. Develop phonemic, print, and numeric awareness.
 - d. Understand and use language to communicate for various purposes.
 - e. Understand and use increasingly complex and varied vocabulary.
 - f. Develop and demonstrate an appreciation of books.
 - g. In the case of non-English background children, progress toward acquisition of the English language.
 - h. Know that letters of the alphabet are a special category of visual graphics that can be individually named.
 - i. Recognize a word as a unit of print.
 - j. Identify at a minimum 18 upper and 15 lower case letters of the alphabet.
 - k. Associate sounds with written words and letters.
 - l. Integrates all educational aspects of the health, nutrition, and mental health services into program activities;
 - m. Ensures that the program environment helps children develop emotional security and facility in social relationships.
 - n. Enhances each child's understanding of self as an individual and as a member of a group;
 - o. Provides each child with opportunities for success to help develop feelings of competence, self-esteem, and positive attitudes toward learning;
 - p. Provides individual and small group experiences both indoors and outdoors as reflected in the lesson plans.
6. Promotes each child's physical development by:
- a. Providing sufficient time, indoor and outdoor space, equipment, materials and adult guidance for active play and movement that support the development of gross motor skills.

- b. Providing appropriate time, space, equipment, materials and adult guidance for the development of fine motor skills according to each child's developmental level.

The Frog Street Curriculum for Preschoolers

1. Each preschool classroom teacher shall utilize this curriculum guide (located in each classroom) as the foundation for planning all of the educational activities within the Head Start classroom.
2. Staff must use the strategies in the guide weekly for planning or modifying classroom activities and addressing each child's individual needs; including those with special needs.
3. These activities should be based on the age and stage of development of the children and results of each child's Teaching Strategies Gold Assessment.
4. The Center Directors/Site Managers are responsible for monitoring the use of the curriculum guide for planned classroom activities.
5. Training - As needed staff will be trained on Frog Street Curriculum and the importance of the Head Start Early Learning Outcomes Framework.

Curriculum Development and Lesson Plans

1. Parents should be involved in the implementation of the curriculum and lesson plans used in the Head Start/Early Head Start centers. Staff must ensure that individual parents are advised of the program's curriculum. Note- lesson plans must have a signature from a parent and Center Director/Site Manager prior to posting/implementation.

Safety and the Curriculum

1. The program recognizes the importance of preparing children for later success and key to this concept are activities that allow children to discuss both difficult and common situations they may face while on their life's journey. It is required that staff emphasizes in the curriculum in the following areas:
 - a. Substance Avoidance (including Smoke-Free activities which also must be shared with parents)
 - b. Water Safety
 - c. Personal Safety
 - d. Health Safety
 - e. Fire Safety
 - f. Anti-violence

- g. Pedestrian Safety (within the first 30 days of the program year). In addition, classroom teachers should periodically incorporate pedestrian safety activities throughout the program year.
 - h. As a part of the transportation safety training, children must be taught:
 - i. Safe riding practices;
 - j. Safety procedures for boarding and leaving the vehicle;
 - k. Safety procedures for walking field trips
 - l. Recognition of the danger zones around the vehicle;
 - m. Emergency evacuation procedures, including participating in an emergency evacuation drill conducted on the vehicle the child will be riding.
2. Staff must also use available community resources to augment these topics as needed. Center Directors/Site Managers are responsible for monitoring the lesson to ensure all safety area units are implemented in each classroom.

Early Head Start – Frog Street Curriculum for Infants and Toddlers

1. The Frog Street Curriculum for Infants, Toddlers and Two's and Family Child Care Homes is used for planning classroom routines and activities based on the children's ages and stages of development. A variety of additional resources are used to ensure the curriculum meets the needs of all children (i.e., Character Development, Frog Street Curriculum for Infants and Toddlers, Teaching Young Children Using Themes, etc.)
2. Staff are to use the Frog Street Curriculum for Infants, Toddlers and Two's and Family Child Care Homes as well as the Teaching Strategies GOLD library, to plan and implement ongoing classroom activities, both individual and small group.
3. The Early Childhood Education Supervisor/Mentor Coach/Education Specialist is to monitor the use of the guide and provide staff with additional training and assistance.

Classroom/Early Learning Environment Arrangement/Labeling

1. The arrangement of work and play areas should make maximum use of the space available and should creatively take into account any fixed features or special limitations of the room. Staff must be aware of potential barriers (i.e., air conditioning vents, electrical outlets, etc.) when arranging furniture or displaying paper materials.

Classroom Learning Centers and Arrangement

1. The arrangement of work and play areas should make maximum use of the space available and should creatively take into account any fixed features or

special limitations of the room. Staff must be aware of potential barriers (i.e., air conditioning vents, electrical outlets, doorways, emergency exits, walkways and creating blind spots around cubby area and furniture) when arranging furniture or displaying paper materials.

2. It shall be the responsibility of each classroom teacher and assistant to work together to arrange the classroom into functional learning areas recognizable by the children according to the following:

- a. Head Start:

- i. Art Area– the art center area should be available to children as a free choice for a substantial portion of the day. At least three to five different art materials must be accessible from the five categories listed under “Art Materials” below. The teaching staff encourages individual expression. When art materials are used children can do free art and are not required or expected to follow an example. The art center should adhere to the following:

1. Materials should be stored so children can use them as independently as possible, even though the classroom staff may decide which art activities will be available each day. Children’s art supplies should be readily accessible (i.e., glue, paint, etc.) (Note: Classroom staff supplies, such as large containers of glue or tempera paint/powder should not be stored in the art center where children have access to them.)
2. Be physically located near a water source (if possible). Small containers of water can be used if no water source is available in the classroom.
3. Include a variety of surfaces on which to paint, draw, or glue. These will include various types and colors of paper, leaves from trees, smooth stones (not too small), etc.
4. Drawing materials: things used to draw/scribble–crayons,
5. watercolor markers, felt tip markers, pencils, colored
6. pencils, chalk; things to draw/scribble on varies types,
7. shapes and sizes of paper, chalk boards, paper plates, dry
8. erase boards.
9. Tools: Include safety scissors, hole punchers, tape dispenser with tape, tools to use with play dough, stencils, sponge painters, rollers, brushes of various sizes and shape.
10. Collage materials: paste, glue, various types of color and shapes of paper, felt remnants, magazine pictures, yarn, cotton balls Styrofoam egg carton (sanitize with bleach solution before use), pipe cleaners, small boxes, fabric, and anything else that can be glued together.

11. Three-dimensional materials: clay, play dough, wood for gluing, pipe cleaners and modeling compound.
 12. Paint material: finger paint, tempera paints, watercolor paint set with appropriate brushes and paper.
 13. Art materials should be neatly stored on shelves.
- ii. Music & Movement Area – The music and movement center should be available to children as a free choice and as a group activity for a substantial portion of the day.
1. Music Material: An audiovisual center or small table/shelf is provided in each classroom for the record player/tape recorder/ or compact disc recorder, headsets, CD's, tapes, records of various types of music. Older children must be able to use electronic equipment independently such as the computers and iPads.
 2. Staff must ensure all cords are out of the children's reach, and not dangling to create a choke or trip hazard. All outlets must be covered when not in use.
 3. Musical Instruments: At least 1 per child musical instruments must be accessible to children. Rhythm and band instruments must be included in the music and movement center. Staff should select instruments that do not require children to put them in their mouths.
- iii. Library Area - helping preschoolers develop a close and enjoyable relationship with books is a vital step towards literacy. This area will be a cozy, quiet place for curling up with a book. There must be adequate space for book browsing by small groups of children and readers. The center will provide a comfortable atmosphere through means of carpet and pillows to sit and lie on, and additional material ideas. The listening and learning center should be available to children as a free choice for a substantial portion of the day.
1. The books at least 20 must be a selection of carefully chosen sturdy books with a variety of stories, attractive illustrations, and simple, familiar plots. There must be books with less familiar stories to stimulate interest and books without print. These books should be chosen from the best books available for young children and will include:
 1. Fantasy: pretend stories about people and animals
 2. Factual Information: books with pictures of real animals, facts about real animals and plants, or other real-life experiences

3. Nature and Science: books on five senses, the human body, houses of different animals
 4. Different Races and Cultures: stories about people from different races and cultures, books in other languages
 5. Different Abilities: books on individuals with disabilities and how they might use aids such as hearing aid, a wheelchair or crutches. Books must be selected that contain characters and information on the cultures of the children in the classroom. Children's books written by authors who are of the same culture as the children in the group should be provided.
 6. Books must be neatly displayed, with covers visible to facilitate easy identification and selection.
 7. Books must be rotated periodically to encourage interest.
 8. Books on display will be read and used with small group and individual times to stimulate interest and independent book handling.
 9. The book and music center may share resources as children select books with stories on records or tapes that the children can listen to as they look at the books. Puppets and a puppet theater may also be available as children choose to act out stories on flannel boards or story-board activities.
 10. Each interest area has books pertaining to the area (i.e. construction, art, house etc.). All books should be easily accessible to the children with a minimum of 20 books (Disney books cannot be used.).
 11. Books should be repaired/ replaced as needed. No missing pages, missing covers, broken spines, or torn books.
- iv. Discovery Area - the math and science center should be available to children as a free choice for a substantial portion of the day. Providing nature/science materials and activities, as well as plenty of exposure to the outdoor world, gives children a wider base from which to develop vocabulary and learn to understand basic nature concepts. Preschoolers need many hands-on opportunities to explore quantity, size, and shape in order to build the foundation for later abstract mathematical learning.
1. There should be a variety of measuring devices, clocks, timers, thermometer (child appropriate and non-breakable), magnets, magnifying glasses, scales, stethoscope, binoculars, and globes.
 2. There should be ongoing collections of nature finds, such as rocks, feathers, shells, leaves, plants or animals etc.

3. The sand/water table with accessories may be located near the Discovery area. Teachers must be within arm's reach of every child at the water table. Water changed out after each child's use. A child's hands must be washed before and after use. A child may not have any bandage or wound/open sore may not use the sand/water table. A sign must be posted indicating handwashing before and after use and no bandage or wound/open sore to be permitted for use.
4. These items will be rotated regularly to stimulate children's interest and exploration, and may include items related to themes and seasons, in addition to basic items:

v. Math

1. Counting: Number counters or other small objects to count money in the pretend and learn center, pegboards with numbers printed and holes to match, puzzles, toys or games where quantities of objects (pictures or real) are matched to written numbers, beads and bead patterns.
2. Measuring: measuring cups and spoons, balance scale with things to weigh, rulers, tape measures, thermometers, height chart, foot size measurer.
3. Comparing Quantities: toys and games that require children figure out "more or less", cubes that stack up to various heights, nested cups, puzzles or three-dimensional graduated cylinders showing a sequence of different heights, chart and graph activities, playing cards, abacus.
4. Recognizing Shapes: puzzles with different geometric shapes, attribute blocks of different size, color, shape, thickness, parquetry blocks, magnetic shapes, pattern or matching cards for any shape toys.
5. Becoming familiar with written numbers: number puzzles, magnetic numbers, number lotto, clocks, calendar, playing cards, number books and posters.

vi. Science

1. Collections of Natural Objects: leaves, seashells, rocks,
2. Different types of wood, pinecones, bird nests
3. Living Things: house plants, garden in a ball, window bird feeder, aquarium with fish, ant farm, worm farm, butterfly hatching kit, eggs that hatch

4. Nature Science Books, Games, or Toys: books must have realistic pictures photos or drawings and tell facts about animals or other natural things. Games must be realistic and tell facts about animals or other natural things, games must be realistic and fact-based such as board games with realistic themes, nature picture matching cards, and nature sequence cards.
 5. Nature/Science Activities: Magnets with objects to experiment with, magnifying glasses with things to look at, sink and float activity, shaking cans or plastic bottles filled with different substances, smelling and matching cans filled with different spices, color paddles to make colors that match objects or color cards, planting seeds and watching seeds grow, lifting objects with levers and pulleys, completing a weather chart after looking outside to see the weather, looking at objects under a simple microscope.
- vii. Dramatic Play Area - should provide opportunities for children to learn about the world by acting out their understanding of the roles of people in their world. The pretend and learn center should be available to children as a free choice for a substantial portion of the day. Children practice the most language skills and also develop their social skills.
1. This area must remain flexible and occasionally staff must add, remove, or change equipment and themes as the children's interests suggests. Some suggested themes or prop boxes can include:
 2. Store (cash register, bags, pretend money, things sold in store such as food containers, shoes, clothing, and hats)
 3. Restaurant (menus, place settings, money, aprons, tablecloth, empty ketchup bottles, play foods, plastic vase for artificial flowers).
 4. Construction Worker (hats, shovels, tools)
 5. Zookeeper (stuffed animals, tickets, money, uniforms, and foods for animals)
 6. Medical (gauge bandages, tape, doctor kit, dolls, blankets, stethoscope, uniform, medicine dropper).
 7. Farmer or Gardener (gardening tools including rakes and shovel, seed packets, toy animals, hats, gardening gloves).
 8. Fantasy Theme (costumes, magic wands, and non-frightening masks)

9. Leisure theme (books or flyers from amusement parks, books from travel offices)
 10. The area should include items such as furnishings that simulate a home (i.e., stove, refrigerator, sink, table, chairs, dresser, doll bed, mirror, ironing board, etc.) If possible, staff should separate the kitchen area from the bedroom area.
 11. There should be kitchen accessories (i.e., unbreakable dishes, pots and pans, eating and cooking utensils, mops, brooms, dust pans, and empty clean food containers.)
 12. Classroom staff must allow the children to imagine the foods that they cook, serve, and eat. Staff may provide clay and modeling compounds that will encourage the children to make “pretend” food.
 13. Dolls must represent the cultures of the children in the group and include clothing and blankets or other accessories for the dolls.
 14. Staff must keep the dolls and doll clothes clean. Dolls can also be made from socks, fabric, and standard art materials.
 15. Dress up clothes, shoes, (various hats for boys and girls), and jewelry should be provided. Staff should avoid wigs or items that cannot be easily cleaned. A variety of dress up clothing and accessories should be available (both boy’s and girl’s items) and should be clean and in good repair.
 16. Staff must give special attention to the length of clothing to minimize stumbling or injury. Do not provide more items than orderly storage permits.
 17. Dress up clothes or costumes associated with a variety of occupations and circumstances may be included in this center.
 18. Clothes should be cleaned regularly.
- viii. Block Area – children explore and learn spatial and mathematical concepts and build their own settings in which to pretend. The construction center should be available to children as a free choice for a substantial portion of the day. Children use blocks to build various sizes of structures and to learn math concepts.
1. Adequate space must be provided for construction on the floor with blocks. Also, a flat surface is best for building and must be carpeted. Carpet should be smooth and of low pile.
 2. This center should include at least 10-20 of each of the following blocks; wooden unit blocks, soft/homemade blocks, hollow blocks. In addition, they should include block accessories (people, animals, transportation toys, traffic signs, etc.) and sturdy castoff materials such as spools and

other unusual finds that are safe and provide construction potential.

3. The area must have orderly storage and adequate space for the blocks and the accessories, which will support independent access. Clean-up time will be enhanced as children classify and make relationships regarding different sizes and shapes.
- ix. Table Toys Area – Materials in this center should allow children to develop fine motor skills, eye-hand coordination, number, color, spatial concepts, and problem-solving skills. The table toys area should be available to children as a free choice for a substantial portion of the day. The materials must be developmentally appropriate which means that the materials interest and challenge children, in terms of their ages and abilities, without being frustrated.
1. There should be a table present that is large enough for several children to work at the same time.
 2. There should be a variety of manipulative items, such as puzzles, pegs and pegboards, small blocks, beads for stringing, and construction sets. A lock board with a variety of latches, bolt board with a variety of different unit screws, washers and nuts, button, snap, zip and hook boards should be provided.
 3. Teachers and Center Directors are to ensure that at least five of the following materials are present and available for children in this area:
 4. Small building toys: interlocking blocks, Lincoln logs, small blocks (inch cubes), bristle blocks, tinker toys, magnetic blocks.
 5. Manipulative: beads and strings in various sizes, colors, shapes, lacing cards with strings, pegs with peg boards, parquet shapes or other shapes used to make designs, zip interlocking plates and connectors, links, snap blocks, nuts and bolts, sticks with connectors for building, pop beads, snap cubes, magnetic blocks, Mr. Potato Head, toy train tracks.
 6. Puzzles: picture puzzles in frames with different numbers of pieces, with or without knobs to grasp; easier puzzles have each piece as an individual picture while more difficult puzzles require a combination of pieces to complete the picture with interlocking pieces. Puzzles without frames, such as floor puzzles, jigsaw puzzles.

- x. Writing Area – the writing area should include a variety of materials used to encourage this important skill. Appropriate materials should be located in all the learning centers. Before learning to write, it is important that children practice tracing and drawing with a pencil to gain basic pencil-control skills. These activities lead to the ability to form letters and numbers. Teaching staff must provide children with opportunities to trace and draw in a fun and motivating format. Teachers will see progress from straight vertical lines to more challenging lines, such as curved, zigzag, and diagonals. The Writing Center should be available to children as a free choice for a substantial portion of the day.
1. Materials for use in writing will include pencils, markers, paper, numbers, and examples of letters/numbers, matching games, crayons and magazines.
 2. Children should be encouraged to progress in writing according to their interest and developmental level.
 3. Materials should encourage and promote phonological awareness, numeracy, language development, print, letter knowledge, and read aloud activities.
- xi. Sand and Water Area – Children develop sensory awareness with materials such as sand, water, dirt. The stress reducing characteristics of sand and water play make it a valuable activity in the preschool classroom. Very active children tend to calm down while running sand through their fingers or pouring from one container to another. They explore and distinguish textures by sifting, pouring, comparing, measuring and experimenting with a variety of materials as well as develop math concepts. The Sand/Water table should be available to children as a free choice for a substantial portion of the day as indicated above.
1. All material must be accessible to children for their independent use; squirt bottles/creatures, shovels/scoops, whisks, eggbeater, water can, water wheel, sand molds, sponges, buckets, cups, sifters, funnels, tubing, pumps, baster, etc.
 2. Children must wear smocks (limit smocks to 4 children).
 3. Children with open sores on their hands or forearms will not be permitted to play at the sand and water table.
 4. Children need to wash their hands before and after participating in this activity.
 5. Teaching staff must ensure the sand/water table is covered with a lid when not in use.

- xii. Cozy Area – is provided because children sometimes need time away from the classroom activities and/or stimulation of a group. Children also sometimes choose to play alone. If a child would like a quiet place to relax, the classroom staff should direct the child to a part of the room which is not being used. The child must still be seen and supervised. Under no circumstances is this area to be used as a “time out” space.
 - xiii. Space for Privacy/Computer Area – A computer with programs that are appropriate for children and encourage active participation and creativity can be used as a space for privacy. If two computers are used side by side, use should be limited to one child per computer to count as private space. The Computer Center should be available to children as a free choice for a substantial portion of the day. Children become familiar with computers and develop concepts with variety of programs appropriate for their developmental level. The “No Interruption Rule” must be discussed with children: Teaching staff must explain to children that children using the cozy area or any other space for privacy should be respected and not interrupted.
 - 1. The child must still be seen and supervised.
 - 2. Computer usage for Head Start is limited to 20 minutes per child.
 - 3. Under no circumstances is this area to be used as a “time out” space.
 - 4. Center Directors must monitor and assist in identifying adequate “quiet” space.
- b. Early Head Start: Centers and Family Child Care Homes and items to be displayed within the classroom and on the outdoor play areas. All shelves must be labeled with pictures of the items. Duplicate items need to be available to minimize wait time.
- i. Library Area - Durable Books: types included are cloth/vinyl and hard-cover-thick pages. Some should be interactive, textured and simple word text. Topics should be concept development (colors, shapes, numbers, health, growth, and everyday activities), variety of real photographs and other art media and some incorporating the use of rhyme and alliteration. Younger infants are provided strong contrast of black and white pictures.
 - 1. The books should reflect the children’s home language and culture. There should be at least 16 books, 2 books per child for Center base and at least 12 books for Family Child Care Homes.

2. Puppets and other soft, quiet interactive toys and materials.
 3. Simple Nursery Rhymes posted to facilitate song and conversation.
 4. Arranged in a cozy design with softness and fostering activities of reading, and other quiet play.
 5. Cozy area is suitable for infants who are non-mobile.
- ii. Table Toy Area - grasping toys, busy boxes, stacking cups, and textured materials.
1. Variety of puzzles including single matching, multiple and textured, chunky.
 2. Shape sorting, large stringing beads, stacking rings large pegs with pegboards matching.
 3. Variety of large interlocking toys including large legos and rings.
- iii. Science Area
1. Color paddles and magnifiers with appropriate items to examine. Live plants with appropriate safeguards.
- iv. Sensory tables: water and sand, variation with tools, float/sink items, such as funnels, cups, watering cans and water wheels. Teachers must be within arm's reach of every child at the water table. Water changed out after each child's use. A child's hands must be washed before and after use. A child may not have any bandage or wound/open sore may not use the sand/water table. A sign must be posted indicating handwashing before and after use and no bandage or wound/open sore to be permitted for use.
- v. Musical instruments: bells, sand blocks, rhythm sticks, drums, shakers, tambourines that reflect a variety of rhythm, tone and cultures.
- vi. Nature Science Books that represent nature realistically.
- vii. Nature Science Toys that represent nature realistically.
- viii. Art Area –
1. Thick crayons, markers, thick pencils, chalk.
 2. Various types of paper for coloring on, finger painting and tearing.
 3. Play dough and tools, such as mallets, rolling pins and only plastic cookie cutters may be used

4. Art easel with paint brushes, tempura paint and other tools as needed.
 5. Finger paints.
- ix. Dramatic Play - furnishings to promote social interaction (stove, sink, refrigerator, table and chairs)
1. Durable, washable materials: dress up clothes, shoes, hats, food, pots, pans, dishes, and utensils
 2. Mirrors, toy phones, puppets, dolls, doll cot
 3. Multi-cultural babies, including clothes and baby items such as diapers, bottles
- x. Construction Area - variety of blocks in color, texture and sizes such as vinyl stacking blocks, cardboard blocks, texture blocks, soft blocks.
1. Containers for filling, dumping, storing and sorting.
 2. People, cars, trucks, animals.
 3. Accessories such as a farmhouse, doll house and a garage
- xi. Outdoor time: low slides, push-pull trikes, soft area for non-mobile infants for crawling, balls, push/pull toys, outdoor vinyl panel, sturdy things to pull-up on riding toys without pedals tunnels, large push/pull wheel toys, riding toys with pedals.
1. Activities are planned for gross motor such as, music movement, parachute play, bouncing balls and sand play, etc.
 2. Sensory play/creative activities available such as water play, chalk, bubbles.
 3. Dramatic play is encouraged, and materials provided.
 4. Books for outdoor literacy development.
- xii. Math
1. Counting: puzzles, toys or games where quantities of objects (pictures or real) are matched to written numbers,
 2. Measuring: measuring cups and spoons, balance scale with things to weigh, rulers, tape measures, thermometers, height chart, foot size measurer.
 3. Comparing Quantities: toys and games that require children figure out "more or less", cubes that stack up to various heights, nested cups, puzzles or three-dimensional graduated cylinders showing a sequence of different heights, chart and graph activities, playing cards, abacus.

4. Recognizing Shapes: puzzles with different geometric shapes, attribute blocks of different size, color, shape, thickness, parquetry blocks, magnetic shapes, pattern or matching cards for any shape toys.
 5. Becoming familiar with written numbers: number puzzles, magnetic numbers, number lotto, clocks, calendar, playing cards, number books and posters.
3. The Center Director/Site Manager/Education Supervisor must ensure that each classroom in his/her center adheres to the above areas, that all materials are developmentally appropriate, current and updated, and that each area is present in the classroom.
 4. Staff will ensure that noisy centers are located away from quiet centers.
 5. Materials must be stored in an orderly fashion and be accessible to all children in order to promote independence.
 6. Materials not intended for children's use, including staff purses, adult scissors, bleach bottles, will be stored out of children's reach and/or in locked cabinets.
 7. Child-sized tables should be placed in the areas as needed.
 8. Areas should be large enough to accommodate several children with at least five different types of materials to support learning experiences.
 9. Materials will be rotated according to the themes to stimulate interest and promote the concepts being explored.
 10. Materials will be checked regularly to ensure they are in good repair. Simple repairs can be made by the classroom staff if possible. More complicated repairs are to be reported to the Supervisor for appropriate Head Start Facilities Request and for inventory control.
 11. The arrangement of the learning centers will not leave long open spaces that invite running in the classroom.
 12. The flow of traffic in the classroom will be observed by the classroom staff and Center Director/Site Manager carefully to ensure easy movement throughout the room. Adaptations to arrangements will be made as needed.
 13. Boys and girls will receive equal encouragement to use all learning centers.
 14. All centers must include writing materials and books to promote language and literacy development.
 15. All center staff will also ensure that materials, when not in use, are stored in labeled or original containers and placed in an orderly manner on shelves.
 16. Teachers must ensure computer usage for Head Start is limited to 20 minutes per child.

Classroom Labels

1. Classroom staff will ensure that all learning centers, classroom equipment, and materials are labeled. Labeling will be used to build cognitive skills, enhance emergent literacy skills, establish ownership, and assist children

2. in understanding where items belong. Labels for learning centers will not dominate the classroom environment.
3. The classroom teacher/assistant are responsible for ensuring all areas in the classroom are labeled, and materials used by the children are stored in containers that are attractively labeled with pictures/objects and words.
4. Staff will use a variety of developmentally appropriate techniques for labeling, which include words, tracings or outlines, catalog pictures, drawings, photographs of objects, pictures on box covers, and actual objects.
 - a. Example #1: Aa - One picture of an apple, ant, etc. Apple spelled out emphasizing A in upper and lower case, etc.
 - b. Example #2: Number 5 - picture of the number five, symbol representing five items, and five spelled out in letters. 5 Five
 - c. Example #3: "Old Macdonald had a farm (Picture of Old Macdonald and a farm) E-I-E-I-O."
5. Staff will take into consideration the developmental levels and individual children's needs when determining the types and combinations of labels that are used.
6. Learning centers will be clearly identified using developmentally appropriate labels, which may include pictures of real children working in the area. These labels must be based on concrete representations of each area.
7. When using written words, the classroom staff will form words with upper- and lower-case letters. The home language of children will be reflected in written labels.
8. The classroom staff will place each child's name, symbol, and/or picture on individual cubbies and cots. Place the child's first name only and date on projects that are posted in or outside of the classroom. Any projects produced for display outside of the classroom should have the child's first name only and date.
9. The classroom staff will label the various bulletin boards around the classroom to include current information such as: parent information, themes, children's work, daily schedule, emergency area, etc.
10. Staff will use labels to introduce children to other languages by reflecting words from those languages throughout the classroom environment. Organizers should be in different colors. Themes need to be evident and rotated with fresh art monthly.

11. Staff will ensure that all labels are neat, legible, and spelled correctly.

Displaying Children's Work

1. At the beginning of the year, the classroom walls should provide plenty of space for the display of children's artwork. The walls will gradually be filled with child-made items that reflect the experiences, activities, and interests of the children.
2. Classroom staff will designate special places for each child's work at his/her eye level and other various heights for children to be able to view at different angles (i.e. – ceilings, walls, etc. – based on local fire regulations).
3. Children's work will be treated with care and respect. If a child desires not to display his/her work, this choice will be respected.
4. Classroom staff will continue to encourage children to display their work.
5. Children will be given the opportunity to assist with planning and providing work for theme-related bulletin boards.
6. Ditto sheets and product art will not be used. Center Directors/Site Managers/Education Supervisors are expected to monitor classrooms and coach employees on issues related to appropriate art activities. Children will be encouraged to create art independently with a variety of materials available.
7. Staff will create a variety of ways to showcase children's work.
8. Children's work must be displayed at children's eye level.
9. At least two art products must be displayed for each child monthly.
10. Emerging Literacy, Numeracy, Phonemic and Language Development
11. All children need a solid foundation for reading and mathematics. Classroom staff will plan activities and experiences that will provide opportunities for children to increase their knowledge and understanding of literacy and numeracy development. Staff will:
12. Ensure that written materials are in horizontal lines of print.

13. Remain mindful of the importance of printing clearly and largely enough for the children to easily read. Staff is to use correct grammar and punctuation (do not use all capital letters).
14. Have reading and writing materials accessible in all learning centers to support children's awareness of letters and numbers.
15. Provide opportunities for children to listen to stories read aloud by an adult or on tape throughout the day.
16. Provide opportunities for children to reflect upon experiences and to see their own words being written by adults.
17. Provide opportunities for children to participate in a variety of dramatic play activities that become increasingly complex.
18. Provide books and stories with repetitive verses, words, and sounds or in which the pictures follow the text closely, so children can relate what they hear to what they see.
19. Help children develop an awareness of the sounds of language by using rhymes and by identifying sounds. Games and activities will be played using words and songs, poetry, jingles, stories, chants, rhythm through movement and action rhymes to enhance the development of phonemic awareness.
20. Provide opportunities for children to count in sequence to 10 and beyond.
21. Use language to compare numbers of objects with terms such as more, less, greater than, fewer and equal to.
22. Provide opportunities for children to sort, match, count objects, and match groups of objects, such as color, shape, and size.
23. Provide opportunities for children to separate and name concrete objects, such as "how many".
24. Provide children with opportunities to associate the names of letters with their shapes and sounds.
25. Classroom staff will receive as needed but at a minimum annual training on using developmentally appropriate strategies when planning activities to support emerging literacy and numeracy.
26. Center Directors/Site Managers/Education Supervisors are responsible for monitoring classrooms regularly to ensure the environment is print rich and that children are being encouraged to interact with environmental print.

Classroom Schedules

Head Start

1. The Classroom Teacher shall post a daily activity schedule (for parents) and a child-friendly pictorial schedule in a conspicuous location in each Head Start classroom. The schedule must contain one-word descriptions with an illustration, clock with accurate time reflected and numerical time shown, and two columns read left to right. Staff will refer back to the pictorial schedule throughout the day and ensure activities are aligned when transitioning. Tooth brushing must be reflected after breakfast. The following activities must be reflected with flexible times:
 - a. Arrival
 - b. Breakfast (30 minutes), lunch (30 minutes)
 - c. Tooth brushing (breakfast 20 minutes)
 - d. Read Aloud (10 minutes in the morning and afternoon)
 - e. Circle Time 1 and 2 (15 – 20 minutes)
 - f. Interest Areas/Child Initiated Time – (total of 3.5 hours daily)
 - g. Social and Emotional Development (10-15 minutes)
 - h. Outdoor time (30 minutes) morning and afternoon
 - i. Rest time (up to 2 hrs.)
 - j. Snack (15-30 minutes)
 - k. Reflection of the Day(15-20 minutes)
 - l. Nutrition/Health/Safety Activity(15-20 minutes)
 - m. Small Group (10 - 15 minutes)
 - n. Departure
2. The Head Start and Early Head Start Center Directors/Site Managers/Education Supervisors are responsible for reviewing the schedule prior to the first day of school to ensure that:
 - a. There is a balance of child-initiated and adult-directed activities.
 - b. There is a balance of quiet and active activities.
 - c. There are opportunities for small group and individual activities.
 - d. Both the indoor and outdoor environments are utilized.
3. Any modifications to the schedule must be made immediately and approved by the Center Director/Site Manager in accordance with program expectations.
4. The classroom staff will develop the weekly lesson plans and small group plan in accordance with the daily schedule.
5. This schedule shall be followed unless the Center Director/Site Manager grants prior authorization for alteration. The Center Director/Site Manager at his/her

discretion may initiate documented emergency changes, but these changes must be noted immediately and forwarded to the Supervisor.

Early Head Start

1. Early Head Start Classrooms must have a pictorial schedule posted in a conspicuous location. The schedule must read from left to right and use simple words with pictures to describe the activities.
2. The pictorial schedule must be designed to include the following:
 - a. Morning
 - i. Greeting
 - ii. Floor Time/Centers
 - iii. Potty/Hand Washing
 - iv. Breakfast
 - v. Brush/Mouth Swipe
 - vi. Diapering
 - vii. Rest
 - b. Mid-Morning
 - i. Diaper
 - ii. Outdoor Time
 - iii. Floor Time/Centers
 - iv. Potty / Hand washing
 - v. Lunch
 - vi. Brush/Mouth Swipe
 - vii. Rest
 - c. Afternoon
 - i. Diapering
 - ii. Potty/Hand washing
 - iii. Snack
 - iv. Outdoor Time
 - v. Floor Time/Centers
 - vi. Departure
3. The Adult Schedule must be designed as follows:
 - a. Morning-Staff will wash hands upon entering the classroom; greeting/parent and child; children's hands will be washed upon entering the classroom; routine: diapering, toileting, washing of hands; breakfast; play time (toys, books, centers); clean up, wash hands; breakfast; routine:

tooth brushing/mouth swipe, diapering, toileting, hand and face washing, floor time; outdoor play; clean up and wash hands and face.

- b. Mid-morning routine: stories, books; puzzles, creative play, hand and face washing; lunch; routine: tooth brushing/mouth swipe, diapering, toileting, hand and face washing.
 - c. Afternoon-routine: nap, quiet time, hand and face washing; snack; routine: diapering, toileting, wash hands, fine motor; outdoor play; floor time; clean up, prepare for going home.
4. Activity Requirements are as follows:
- a. Diapering/Toileting as needed.
 - b. Toddlers rest period after lunch around 11:30 a.m. until they wake up on their own.
 - c. Breakfast: 30 minutes; Lunch: 30 minutes; Snack: 15 – 20 minutes
 - d. Oral hygiene for toddlers: Toddlers will brush after breakfast and lunch, rinse after snack
 - e. Teachers maintain 4:1 ratio/grouping
 - f. Outside: 30 minutes in morning and afternoon, (weather permitting)

Lesson Plans (Including Goal, Activity, and Materials)

1. Lesson plans provide teaching staff with the opportunity to plan a logical, consistent sequence of activities for the children. The planning process allows staff to view the children's needs as individuals, develop activities for small groups, use the curriculum and supplemental educational journals to augment learning activities, and work cooperatively to develop skill enhancement plans.
2. All plans are to be created with the intent that the activities are best suited to the child's individual characteristics, strengths, and needs. The following is to be observed:
3. Staff will develop, in conjunction with parents, weekly lesson plans which support the curriculum, guide daily activities, and respond to the individual needs and interests of the children.
4. Staff will determine the needs of the children and use the curriculum guide goals and objectives, activities, input from parents (home visits or parent conferences), information from the Ages & Stages – EHS, Brigance, Teaching Strategies Gold, IFSP and IEP, and the themes found in the Frog Street Curriculum to complete lesson plans.

5. Activities must be neatly and professionally documented in the Lesson Plan online in Teaching Strategies Gold, individualized for each child; printed, signed by a parent and displayed in the classroom.
6. Center Directors/Site Managers/Education Supervisor are responsible for weekly monitoring lesson plans for compliance.
7. All field trips must be recorded in the lesson plans, including walking and buggy trips.
8. There must be one activity from the curriculum guide included in the lesson plans weekly.
9. Center Directors/Site Managers/Education Supervisor are responsible for monitoring and documenting curriculum integration.
10. Lesson plans will indicate Teaching Strategies Gold scales, IEP/IESP (IFSP) and initials of 2 children per teacher daily.
11. Lesson Plans are to be completed by Thursday for the following week.
12. Center Directors/Site Managers and a parent must initial the lesson plan.

Head Start

1. The Head Start lesson plan headings must reflect the time frame of the activity (i.e., Circle Time - 9:00 a.m.), and must include the following Activities: Center Time, Circle Time, Language Time to include vocabulary, Literacy Time to include letter knowledge, and phonological awareness, Math Time, Content Connection, Outdoor Play, Social/Emotional, English Language Learners, Focus Question, and Parent Involvement through a home connection.
2. The plans must include the Theme - clearly note on the lesson plan book the theme that is being used for the classroom activities. Plans are to be written so there is a clear link to the identified theme and classroom activities.
3. The individualized education plan for each child, which will also include any input from the parent or other assessment concerns. In addition, the activities listed in the lesson plans should include the following:
4. All activities will have a stated goal, for example, the child will be able to count using one to one correspondence.
5. If a parent is doing an activity with the class, the stated goal for the activity must be provided, and have the parent sign the lesson plan book under that activity.

6. Child initiated time should reflect all interest centers open and the activities that are available for the children.
7. Literacy should include a read aloud, vocabulary and letter knowledge.
8. Circle Time should include activities focusing on different cross-curricular concepts each day.
9. Nutrition/Health/Safety should include only one activity of the three categories.
10. Outdoor time will reflect 10-minute teacher directed activity. For rainy day activities, one weekly activity should be identified on the lesson plan as a rainy-day activity.
11. English Language Learners should include teaching strategies to help children of all language backgrounds and abilities meet the lesson objectives.
12. Focus Questions should include a question on a topic children will focus on based on the theme.
13. During the week prior to a field trip, lesson plans should indicate an activity to introduce children to the theme of the field trip. Lesson plans during the week of the field trip should continue with the theme of the field trip and must prepare the children for the trip. After the field trip a review of what was learned should include an experience chart.
14. All lesson plans should be reviewed by a parent. Encourage the parent to include comments, and signature on the lesson plan.

Early Head Start

1. Lesson Plans for a Newly Enrolled Child - information from the Curriculum Planning Questionnaire (CPQ) is to be used for the lesson plans until the initial assessments are completed on the child.
2. On-going Lesson Plans - once the initial Teaching Strategies GOLD assessment is completed, the Brigance or Ages and Stages Questionnaire, "CPQ", and staff observations related to the selected theme listed in the Center Operation calendar are to be used to plan lessons. As indicated in the individual block, one activity is required to be "Health, Safety, or Nutrition" based.

Required Components of the Lesson Plan

1. Lesson plans are required to be individualized to the child and follow Developmentally Appropriate Practices for Infants and Toddlers.
2. Section One - Title area of the plan must include the following components:

- a. Date range for the weekly activities will be implemented (this includes month, days, and year).
 - b. Child's name (first name only).
 - c. Theme from the Planning Calendar.
 - d. Parents signature (required).
 - e. Teacher/Teacher Assistant signature.

3. Section Two – There are six (6) block areas to write the lesson activity and each block area has:
 - a. An area titled "Goal", which is the goal or rationale of the activity.
 - b. An area titled "Activity", which is the title or name of the activity.
 - c. Required areas are:
 - d. Fine Motor
 - e. Gross Motor (includes rainy day activities)
 - f. Language (includes Social-Emotional)
 - g. Creative Expression (includes Art, Music, and Dramatic Play)
 - h. An area titled "Materials", which is what materials, toys, equipment, etc. is needed to implement the activity.

4. One individual block on top also has key Developmental Indicators and Objectives. It is required to integrate into the lesson plan activity a corresponding skill number from the child's Teaching Strategies GOLD assessment record. This fulfills the requirement for individualized lesson planning.

5. Three blocks reference an indicator. It is required to integrate into the lesson plan activity a corresponding skill number from the child's Teaching Strategies GOLD assessment. This fulfills the requirement for individualized lesson planning.

6. One block will be specifically designed to reference the child's Parent Input.

7. One block is specifically designed to indicate, if applicable, the child has an Individualized Family Support Plan (IFSP), medical or nutrition plan. The teaching staff will circle which one applies. The reviewer will initial to verify that activities have been planned and incorporated in the lesson for the child.

8. Parents are required to sign the individualized lesson plans for their child and provide input in the plan. You may add an area entitled "Parent's Signature".

9. Individualized lesson plans must be in individual folders to ensure confidentiality.

10. Center Directors must review the individualized lesson plan and initial by Thursday for the upcoming week. Any revision will be discussed with staff at this moment.

Group Lesson Plan

1. Teaching staff will complete a group lesson. Staff will use the database library to plan activities based on the developmental level and needs of each infant and toddler. Upon completion, the staff will print a copy and post it on the parent bulletin board.
2. The Center Director will monitor the daily schedule and lesson plans to ensure that both reflect a balance of quiet/active, small group, and teacher-directed/child-initiated activities monthly (or as needed) at their designated centers.
3. The Center Director will review lesson plans and initial to ensure that individualized activities are planned and carried out. Center Directors will use observations to plan additional training for staff on classroom individualization as needed.
4. The Early Childhood Supervisor will monitor quarterly assigned Center Directors' classroom to include lesson plans.
5. Staff may use the following initials to assist in identifying the resources used to plan classroom activities:
 - a. CPQ – Curriculum Planning Questionnaire
 - b. BOW – Book of the Week
 - c. TSG – Teaching Strategies Gold
 - d. CCIT – Frog Street Curriculum for Infants and Toddlers
 - e. FSFCCCH – Frog Street Curriculum for Family Child Care Homes
 - f. Frog – Frog Street Curriculum

Anecdotal Notations

1. Anecdotal notations recorded by the teacher enhance the ongoing planning related to the interests and abilities of the individual child. These recordings are also to be used to report changes in the child's emotional and behavior patterns.
2. Non-Teaching Strategies GOLD Assessment Anecdotal Notations for HS/EHS are to include:
 - a. Information on child's first day.

- b. Information on child's emotional and/or behavioral concerns.
 - c. As applicable, information on child's transitioning experiences.
3. These notations are to be documented on the hard copy "Anecdotal Record Form".
 4. Teaching staff must document information on child's first day for returning children as well.
 5. Anecdotal record forms must be kept in child's classroom file.
 6. Head Start/Early Head Start classroom staff and Family Child Care Home Providers are required to complete ongoing assessments of the children and input assessments in the Teaching Strategies Gold assessment tool. These recordings are specific to developmental issues.
 7. Staff will need to document 1 individual note per week per child with an additional 1 note per week for the group activity.

Anecdotal Note Requirements

1. Staff must use the following techniques to document a note:
 - a. Get close enough to the activity to hear what is being said, but not close enough to interfere with the conversation.
 - b. Write what you see and hear. Give as much detail as possible including descriptive words.
 - c. Indicate the date the behavior was observed. Describe only observable behavior.
 - d. Record where the behavior was observed.
 - e. Describe what the child did and/or said; use quotes to document the child's language.
 - f. Any child observations or Anecdotal Record must adhere to the LSF confidentiality policy and release of records.
 - g. Center Directors are responsible for monitoring to ensure that classroom staff members adhere to these requirements.
 - h. Records are to remain in each center. Under no circumstances is staff to transport records home.

Assessment

1. Developmental assessments are used to determine the child's functional age, as well as to provide parents and staff important information on the child's abilities. Whereas, screening instruments are used to provide a quick "snapshot" of a child. The information obtained via a screening may result in the program taking a closer look at the child but does not result in automatic referrals.

Assessment - Teaching Strategies Gold

1. The program uses the Teaching Strategies Gold Assessment Program that is developmentally appropriate and individualized to meet the needs of each child. Individual progress is measured in 6 domains with 38 objectives and teachers gather specific information based on observations.
2. The Frog Street Curriculum or Frog Street is used for planning daily lessons based on the children's ages and stages of development and is fully integrated with the concepts found in the Head Start Child Development and Early Learning Outcomes Framework and the Teaching Strategies Gold Assessment Tool.

Training Staff in the Teaching Strategies Gold

1. Center Directors are responsible for ensuring that all staff members receive adequate training in the Teaching Strategies Gold (HS and EHS). While refresher courses on the Teaching Strategies Gold will be offered, new staff will need to be trained as soon as possible.
2. Each Center Director will provide one-on-one training to new staff members within 30 days of hire. Ongoing Training will be provided to ensure employees remain comfortable working with the system.
3. The Teaching Strategies Gold Training Manual is to be used to provide training for all teaching staff, including those at contracted sites.

Beginning Assessment

1. There are three checkpoints in Teaching Strategies Gold. The first one is in October, the second one in February, and Documentation in the Teaching Strategies Gold system ends on July 31 or the last day of school. Staff will print out the hard copy notes from the system at each checkpoint and place them in the child's folder.
2. As new children continue to enroll in the program, Teachers must add the new children's information into the Teaching Strategies Gold within one week of enrollment (with support from the Education Manager).

3. Teachers are to only add new children to the Teaching Strategies Gold within one week of enrollment. Teachers will maintain an updated and accurate Teaching Strategies Gold roster of children.
4. Drop or Transfer Child Classroom throughout the Year Classroom staff members are to forward to their appropriate Early Childhood Education Supervisor a completed Drop/Transfer form or email change within five (5) days of a child dropping/transferring from or to the classroom.
5. Classroom staff is to complete the Drop/Transfer notice only after they have received the Termination Notice from Family and Community Engagement.
6. Staff must ensure that all anecdotal notes are up to date prior to submitting the Drop/Transfer Form.
7. The Early Childhood Supervisors, Center Directors are responsible for verifying all Teaching Strategies Gold Assessments are entered into the database within three days of receipt of the Drop/Transfer notice.
8. The Early Childhood Education Supervisor at the receiving center is to enroll the child into the system and notify the Teacher that the process was completed.

New staff Access to the System

1. Within five (5) working days of the start date of a new staff member, the Human Resources must notify the assigned Center Director
2. via email of the date the new staff member is to report for work. The following information must be included as part of the notification:
3. The staff member's first and last name, Position, official start date, center and class in which the staff member will be working (if replacing an existing staff member, include the name and position of the staff member that is being replaced).
4. The assigned IT will then assign the staff member a login name and password and email this information to the Center Director within seven (7) working days of notification of the new hire.

Transfer of Staff

1. Within five (5) working days of an employee's transfer, the Center Directors must notify the assigned Director of Education/Education Manager/Education Manager
2. The staff member's first and last name, position, center, and class in which the staff member will be working must be noted.

3. The assigned Early Childhood Education Supervisor or designee will reassign the staff member who is transferring to the appropriate class and/or center within the Teaching Strategies Gold Assessment.
4. The staff member will not require any new login name or passwords. This will be done within 3 working days of notification of the transfer.
5. The assigned IT or designee will notify the Center Director via email that the reassignment has been completed in the Teaching Strategies Gold Assessment.

Assessment Timelines

1. Assessment - ECERS-R twice yearly, ECERS-R assessments will be conducted in all Head Start classrooms by certified individuals. Based on
2. the results a plan of action will be completed by the responsible Center Director and forwarded to the Director of Education/Education Manager for review, then to the Director of Education, Professional Development, and Training
3. Assessment – ITERS-R Twice yearly, ITERS-R assessments will be conducted in all Early Head Start classrooms by certified individuals. Based on the results a plan of action will be completed by the responsible Center Director and forwarded to the Director of Education/Education Manager for review, then to the Director of Education, Professional Development, and Training
4. Assessment – CLASS two times a year, certified Center Directors and Early Childhood Education Supervisor will conduct the CLASS assessment in each Head Start classroom. All the CLASS assessments must be forwarded to the Director of Education/Education Manager for review who will forward to the Director of Education, Professional Development, and Training.

Screening – Brigance (See Family and Community Engagement.); Ages and Stages – SE (PBC)

Observations - Newly Enrolled Children

1. During August & September of the school year, staff are to use the screening tools (i.e., Brigance and CPQ -HS), to document initial notes on the Teaching Strategies Assessment. New children enrolling throughout the year will follow the above procedure.
2. Center Directors are responsible for:
 - a. Assisting staff with anecdotal notes during center visits
 - b. Monitoring staff using the system to ensure proper documentation and implementation.
 - c. Working with staff to design a framework for classroom coverage to allow entry of data.

- d. Providing ongoing training to new and existing staff and addressing any technical questions or concerns.
 - e. Monitoring system usable by designated staff.
 - f. Meeting quarterly with Early Childhood Education Supervisor to discuss Widely Held Expectations.
3. Teachers are responsible for ensuring the children's progress is accurately noted and that developmental gains are reflected.

Head Start/ Early Head Start

1. Teaching Strategies GOLD is an authentic, ongoing observational assessment tool based upon years of feedback from thousands of educators and important new research about how children develop and learn. It is designed to help teachers and assess what children know and can do to assess their strengths, needs and interests. With this information, teachers can guide children's learning by planning engaging experiences that are responsive to individual and group needs.
2. HS/EHS classroom teachers/ are responsible for assessing children using the Teaching Strategies GOLD Assessment on an ongoing basis using the following scales:
 - a. Scale Code
 - i. SE: Social and Emotional
 - ii. PH: Physical
 - iii. LC: Language and Communication
 - iv. CG: Cognitive Development and General Knowledge
 - v. L: Literacy
 - vi. M: Mathematics
3. The objectives focus on the six Developmental Areas. The developmental areas are narrowed down to 38 objectives. These objectives are aligned with the Head Start Performance Standard as well as the Florida Learning Standards.
4. Classroom staff is to access the Teaching Strategies GOLD no less than two times weekly and document the ongoing growth of the children.
5. Classroom staff will document the anecdotal notes per scale, per month, per child using the Teaching Strategies Individual Observation Record
6. Form. This is to be considered the hard copy which must be kept with the child's folder and not leave the classroom.
7. Classroom staff will complete the age-appropriate hard copy Teaching Strategies GOLD Individual Observation Record Form for each child.
8. The following will be the Checkpoint Seasons:

- a. Fall – October 29
- b. Winter – February 15
- c. Spring – July 31 or the last day of school

Head Start/Early Head Start Anecdotal Notes

1. Each anecdotal note will include the following
 - a. When: date and time of the observation.
 - b. Who: child's first name.
 - c. What: Begin with Scale code and indicator number.
 - d. Then, describe the behavior or skill. (Example: 9/20/17: PM #17. During morning play time, Caleb was on the floor lying on his stomach. He was able to creep forward to reach a toy.)
2. Teachers are responsible for assisting in the writing of anecdotal recordings on children and for monitoring monthly using the Teaching Strategies Anecdotal Notes Form to ensure that classroom staff members adhere to these requirements. Every effort should be made to write at least one anecdotal notation during ongoing visits.
3. Center Directors are responsible to monitor the notes staff enter into the system for frequency, quality, quantity and grammar.
4. Center Directors need to record observations using the Teaching Strategies Monthly Checklist and discuss results with individual teaching Staff.
5. Center Directors must view the Widely Held Expectations Report, and discuss with classroom staff.
6. Center Directors are to provide guidance to staff in planning for infants and toddlers who are below the expectation's threshold.
7. The Early Childhood Education Supervisor will review the reports weekly to ensure growth across all domains and checkpoints are completed in a timely manner. The Early Childhood Education Supervisor must discuss any concerns with the Director of Education/Education Manager/Education Manager.
8. Anecdotal records are to remain in each center. Under no circumstances is staff to transport records home.
9. A copy of the child's assessment record will be forwarded to the Head Start Teacher upon final transition to the Head Start classroom.

Transitioning Assessment Information to HS

1. The Early Head Start teacher is to forward a copy of the Teaching Strategies GOLD assessments to the Center Director who will forward to the Head Start classroom teacher.

Intra-Center Transfers

1. No child will be transferred from class to class or from grouping to grouping within a center without the benefit of a transfer conference. The staff/parent requesting the transfer must notify the Center Director in writing, listing reasons for this request (parents may request transfer verbally to staff, who then document and have parent sign).
2. The request will be forwarded to the Family and Community Engagement Staff, who will initiate a transfer conference with the classroom staff, Center Director, the Family and Community Engagement Manager (if applicable), and parent, to determine the legitimacy of the request in the best interest of the child. Changes will only occur if there is a vacancy in another class.

Inter-Center Transfers

1. The Center Director, upon notification by phone or receipt of a Change of Status Form (See ERSEA), will send the child's classroom folder and confidential folder to the child's new placement via interoffice mail or have the file immediately transported by any program staff member.

Transitions and Routines

1. Classroom staff will, as needed, receive training on using appropriate strategies when planning for routines and transitions within the daily schedule. Center Directors are responsible for monitoring and providing technical assistance to staff. Staff must:
2. Provide children with periodic warnings before changing from one activity to the next.
3. Allow children additional time if needed to complete task after the activity is over.
4. Establish a routine that will help to make the transition from one activity to the other as smooth as possible. Ex. Use a specific song/music, props such as a rain stick, a "choo-choo" train, etc.
5. When staff needs additional help with transition activities Center Directors will recommend books.
6. Staff and children will wash hands prior to transitioning to other classrooms.

Separation and Attachment/Transitioning New Children into Center

1. Transitioning new children into the center is an important responsibility of staff. Children and parents experience separation anxiety and other feelings of discomfort and fear when being apart for the first time.

Separation Anxiety

1. A child's fear is a normal part of development and often appears as an attempt to adjust to a particular stress in their environment. Separation Anxiety typically appears during the first year of life, however, it may occur anytime a child is separated from their primary caregiver. Though infants demonstrate signs of stress, it is around the age of six months that the distress can be focused on strange places, people, and separation from their primary caregiver. Fundamentally the child is learning that people or objects exist even if out of their sight and they are learning they have some control with their environment by using their method of communication—their behavior. Classroom staff are to recognize the signs of normal behaviors in children experiencing separation anxiety:
 - a. Difficulty in sleeping, eating and toilet training.
 - b. An increase in frequency and intensity with crying and clinging to familiar adults.
 - c. Demonstrating fear over situations that were previously not fearful (very common at age two).
 - d. Quiet and withdrawn.
 - e. Decreased frustration tolerance with increased aggression such as biting, hitting and unwilling to compromise.
2. Teacher Interventions and Classroom Management Techniques:
 - a. Be prepared and expect the child and their parent/guardian to struggle with the separation.
 - b. Have a consistent routine. Avoid field trips and visitors during the first months of the school year.
 - c. Get to know what soothes the child.
 - d. Help the parent/guardian to feel at ease in leaving their child with you.

- e. Provide consistent emotional warmth and psychological security; for example, engaging greetings/departures, a welcoming environment that is not overly stimulating, enhancing attachment with attentive and sensitive care - immediate responses to basic needs for food, warmth, safety and engaging, positive interactions with touching, holding, eye-contact and verbal exchanges.
- f. Encourage the Child's Family to:
 - i. Allow time for the teacher to be with the child in their new environment during his/her presence (parent/guardian).
 - ii. Encourage the parent/guardian to bring a "transitional object", a security item from home, such as a blanket, stuffed animal, etc.
 - iii. Have photos of the child with their family in the classroom. Do not "prepare" the child in advance of the separation, because their ability to understand the concept of time is not developed.
 - iv. The parent/guardian should tell the child where they are going, who will be taking care of you (the child), and reassurance that they will return.
 - v. Respect the child's feeling to be upset and encourage the parent/guardian to be calm.
 - vi. Allow the child to approach the new teacher on his/her own terms.
 - vii. Encourage the parent/guardian to engage their child in an activity before leaving.

Transition

1. The following suggestions should be attempted when new children enter the care giving setting (there are distinct similarities):
 - a. Prepare in advance for new children.
 - b. Discuss as much information with parent as possible and document on the Parent Contact Form.
 - c. Ask parent if they can spend 10-15 minutes on the first day.
 - d. Discuss classroom routine with child and parent and document on the Parent Contact Form.

- e. Encourage parents to read the Parent Handbook, and ask parent, when possible, to volunteer in the classroom.
- f. Encourage parent to be honest about the child's time away from home. Advise parent to share positives about being in the center.
- g. Allow child to bring something from home (i.e., animal, blanket, etc.), and if child has a difficult time separating, ask parent to tape his/her voice for child to listen to at the center.

Kindergarten Transition

1. Transition between Head Start and Kindergarten is a major life change for young children. Children will have to adjust to a new peer group, new authority figure, and new expectations. Staff will find that the majority of the activities listed below are a natural part of the early childhood classroom setting, but particular emphasis can be placed on these activities toward the end of the program year.
2. Staff can help prepare children for kindergarten by:
 - a. Providing encouragement to act cooperatively with peers.
 - b. Teaching positive, specific communication skills.
 - c. Using dramatic play as an avenue to introduce kindergarten themes (provide props).
 - d. Praising children's progress and telling them they're ready for kindergarten.
 - e. Setting up cafeteria/role play.
 - f. Providing dressing, toileting, writing center activities, etc.
 - g. Sharing pictures of the kindergarten, playground, cafeteria, etc.
 - h. Coordinating with the kindergarten teacher an activity where the kindergarten class makes a book for the Head Start children.
 - i. Developing an individual child portfolio to give parents to share with the kindergarten teacher.
 - j. Reading stories.
3. In addition, the parent will need to be prepared for the changes they will face moving from Head Start to Kindergarten. Staff should provide parents with

encouragement and share examples of ways that parents can stay involved at the Kindergarten level. Staff should also share differences between Head Start and Kindergarten with the parent, a few examples are:

- a. Fewer education opportunities – conferences, workshops, etc.
 - b. Additional expenses for supplies, special activities, meals, etc.
 - c. More formal and structured.
4. Classroom staff is also required to complete Kindergarten transition activities, which involve accompanying the children to kindergarten visits.
 5. The assigned VPK/Education Supervisor will send an email notification regarding the kindergarten visits starting in January.
 6. Beginning the first week of January, the Center Director will contact the school principal at an elementary school nearest to the center. (Refer to section T Field Trips.)
 7. Staff sends out Field Trip Notice to parent/parents notifying them of the kindergarten visits and encouraging parents to attend. Also need to plan classroom activities leading up to visit.
 8. Staff is to ensure that at a minimum:
 - a. Information is shared with kindergarten staff and vice versa on classroom activities in both organizations.
 - b. An activity that demonstrates what will happen in kindergarten.
 - c. Compare daily schedules for kindergarten class versus Head Start class.
 - d. Tour eating area.
 9. Upon return from kindergarten visit, staff must discuss/plan:
 - a. Sequence of activities (i.e., using experience chart or circle time, etc.)
 - b. A follow-up activity.

Early Head Start Transition

1. The transition from Early Head Start to Head Start is a big step for young children. Children will have to adjust to an increased number of peers in a group, a new teacher and assistant, different children (some of whom may have already formed friendships), larger teacher-child ratios and a new daily routine.
2. Staff is to make this transition as smooth and rewarding as possible.

3. Six months prior to the child's third birthday, the teacher will observe the following transition steps: (The information must be shared with the Family and Community Engagement Specialist).
4. Classroom staff can help prepare the children for the transition by:
 - a. Talking to the child about visiting with Head Start children and/or inviting a Head Start Teacher to come talk to the children.
 - b. Providing encouragement for child to interact with older peers. encouraging positive, specific communication skills.
 - c. Praising child's progress and using the opportunity to talk about the Head Start setting.
 - d. Providing more opportunities in the different center areas for self-help skills such as dressing, toileting, writing, etc.
 - e. Reading stories to the children and allowing children to read to them.
 - f. Coordinating with the Head Start teacher at a minimum of three short visits per week, where feasible, at different times of their daily routine; to include naptime and mealtimes. During the first visit to the Head Start classroom, discuss differences in EHS/HS with the child and parent if present. Document on the Infant/Toddler Daily Sheet that the child visited a HS classroom today and a brief summary of what they did for the parents.
 - g. Ensure all visits to the Head Start section are documented in the child's individualized lesson plan and or anecdotal record.
 - h. In addition, the Head Start teacher will give verbal feedback to the EHS teacher on the child's transitioning progress. EHS teacher must document the feedback in the child's anecdotal record.
 - i. Recommendations on when the child may officially transition to Head Start will be based upon solid transition planning that takes into consideration:
 - i. The child's needs
 - ii. If the placement is developmentally appropriate for the child
 - iii. The program's approved process for selection and enrollment that supports transitioning Early Head Start children as of their third birthday, when appropriate.
5. On the day of the meeting, (Family and Community Engagement Specialist serving as the Facilitator), the teacher will fill out the Transition Form as she and

the staff present discuss with the parent the child's progress, needs and readiness for the transition.

6. The teacher and staff present will encourage the parent to be part of the transition that will begin to take place slowly during those six months prior to his/her third birthday. The parent will sign the form at the end of the meeting. A copy of the transition form will be placed in the classroom file.
7. The teacher will encourage parent input and document it on the transition form.

Health, Nutrition and Meal Services Duties

Supplies – Reference Nutrition

Reporting of Meals Served – Reference Nutrition

Food Service – Reference Nutrition

Classroom Staff Meal Responsibility – Reference Nutrition

1. Head Start requires that the educational aspects of nutrition services be integrated into the classroom routine. The following lists the nutrition-related duties and responsibilities of classroom staff:
 - a. Staff and children must wash their hands prior to preparing meals. While children are waiting for the lesson to begin, they must be engaged in education activities (Music, Language, etc.). The following must be observed:
 - i. Staff must follow sanitizing procedures. (See Health) Staff must teach the children to turn off the water at the sink with a paper towel.
 - ii. Children should set the table, pass out napkins, milk, eating utensils, etc.
 - iii. Children, with staff assistance, should place the bowls of food on each classroom table. The children sitting at the table should take an item of each serving of food.
 - iv. During each meal, staff members shall be engaged in pleasant conversation with the children and will also discuss the foods being served during that particular meal. One staff member should be sitting with the children eating the meal.

- v. Unless approved in writing by the Center Director due to special circumstances, at NO TIME should staff bring food/drinks from outside of the center for consumption in the classroom or playground.
- vi. Children should be engaged in family style dining and except for special diets, share the same menu.
- vii. Early Head Start staff should encourage infants/toddlers to feed and serve themselves, where applicable.
- viii. Children should be taught to clean up after themselves and to pour out unused milk.

Nutrition Projects

Posting of Menu – Reference Nutrition

Kitchen Facilities – Reference Nutrition

1. Nutrition Projects must be documented in the lesson plan and introduced in small groups so that the children can be actively involved. Activities will be developmentally appropriate, properly planned, and implemented.
2. Special attention must be given to use of sharp utensils, forks, and knives because young children are active, and accidents can occur when the safety of the children is not thoroughly addressed.
3. Staff members are responsible for filling out a Food Activity Form for ordering needed supplies from the Nutrition Coordinator in order to carry out nutrition activities found in the curriculum guide.
4. Any difficulties in securing supplies for projects must be reported to the Center Director, who will then follow up with the Nutrition Coordinator.

Brushing Teeth in the Center

1. Regular tooth brushing is vital to ensuring the health of gums and teeth and setting a pattern of brushing helps children develop good oral health habits.
2. Each classroom teacher shall instruct his/her class in the correct method of brushing one's teeth and ensure that tooth brushing occurs after breakfast and lunch.

3. The children are to swish, rinse and spit water into the sink after brushing.
4. Staff is to give children a half of a cup of water. The children are to swish the water around their mouth and spit it into the sink.
5. The staff person will model once brushing his/her own teeth.
6. The time of the activity must be recorded on the daily schedule. Toothbrushes will be ordered by the Health Specialist Coordinator and monitored by classroom teacher.
7. Toothbrushes, toothbrush holders and screens must be kept clean and replaced as often as needed. Toothbrushes must be replaced if they touch another child's toothbrush or are dropped on the floor.
8. Toothbrushes should be returned to their proper storage area after each use.
9. When labeling toothbrushes, staff should make sure that the children's name is written legibly. Staff need to ensure that the children are able to
10. get their toothbrush without cross contaminating another child's toothbrush.
11. After snack, employees are to give children a half of a cup of water. The children are to swish the water around their mouth and spit it into the sink.

Outdoor Activities

1. It is the responsibility of the classroom Teacher to request appropriate materials to support outdoor activities. The Center Director must then order requested equipment and materials that support the development of gross motor skills. Center staff will ensure that children are allowed gross motor times during the morning and afternoon schedule.
2. The Center Director at each center will assign outdoor activity periods for each classroom under his/her supervision.
3. All outdoor/gross motor activities will be included in the Head Start lesson plans and will consist of one (1), fifteen-minute teacher-directed activity
4. (conducted in two groups). (EHS - no teacher-directed activity required, however; materials must be provided to enhance gross motor development.)
5. Education staff will be actively engaged with the children at all times during outdoor activities.
6. At no time should staff sit in chairs, talk on their cellular phone or stand away from the children in shaded areas.

7. Employees are to maximize child: staff interactions by engaging with different groups of children and avoiding adult conversations.
8. Staff should attempt to incorporate classroom experiences in the outdoor environment, to include an available sand/water table.
9. Staff must use proper preparation and materials (i.e., painting, music, story time, etc.)
10. Staff will assist children in taking designated materials to the playground, and in returning the materials to the appropriate storage area.
11. Staff should be mindful of surfaces where children use chalk. Sidewalk areas are preferable.
12. It is the responsibility of the Classroom Teacher/Teacher Assistant to ensure that during inclement weather, the classroom environment is used for physical (gross motor) activities.

Outdoor Safety

1. The playground is where most child-related accidents occur in childcare settings.
2. Classroom staff must establish playground rules:
 - a. Display pictures of children sitting down while swinging or sliding.
 - b. Discuss rules with the children before going outdoors.
 - c. Praise the children who are participating appropriately.
 - d. If additional assistance is needed in developing playground safety rules, staff must consult with the Center Director or Deputy Director of Education/Education Manager/Education Manager.
3. The Center Director is responsible for ensuring the playground area is visually checked daily before children are allowed to enter and play. Staff will remove the hazard (if possible) before allowing children to play in the area.
4. There must be two adult staff on the playground at all times, with one staff being a permanent LSF Head Start Teacher. These staff must:
 - a. Stand near slides and other climbing apparatus
 - b. Assist children while they are playing
 - c. Ensure that child safety helmets are used when children are on tricycles
5. Staff should immediately check all gates to ensure they are closed and properly latched at all times.

6. Children must always be closely supervised. No more than one (1) class of children will be on the playground at one time, and two staff must accompany each group on the playground (this does not include foster grandparents). (EHS - no more than 8 children out on the playground at a time with 2 staff members present).
7. Classroom staff will take a first aid kit and the clipboard with the Sign-In/Out Sheets, Inter-Center Transition form and parent emergency contact numbers to the playground daily.
8. Safety Checklist - All center staff and the Center Directors will receive training on the Playground Safety Checklist as needed.
9. The checklist is to be used by the teachers and Center Director at the center before the children go out daily.
10. The checklist is to be easily accessible for Child Care Licensing inspections. Each week the forms are to be forwarded to the Education Supervisor
11. Repair and safety issues are to be immediately brought to the Center Director's attention, who will prepare a Work Order and forward to the Facilities Supervisor.
12. If the hazard noted on the checklist can be immediately corrected, the Center Director will instruct the Staff members to eliminate the hazard before allowing children to play in the area.
13. If the hazard cannot be immediately corrected, (i.e., broken equipment, etc.) the Center Director will immediately notify the Facilities Supervisor who is responsible for immediately attending to the problem.
14. The Center Director must closely monitor playground Surfacing and ensure the rubber playground surfacing remains at a depth of 10"-12" around swings.
15. The Center Director at each center is responsible for reporting it to the Facilities Supervisor via Work Order when the rubber surfacing falls below this amount.
16. A depth of 9-12 inches is to be present in the remaining areas of the playground.
17. Staff is to supervise the outdoor play area in such a way that the children's safety can be easily monitored and ensured. Under no circumstances are children to be outside of the employee's field of vision.
18. Staff are to use due care when conducting outside activities.
19. Consideration of weather conditions (excessive heat, cold, or approaching thunderstorms) should be noted when planning outdoor activities.

20. Classroom staff must maintain supervision of children having to use the bathroom while out at play.
21. Staff must ensure children have adequate water when playing outdoors, and appropriate clothing for temperature.
22. Staff must dress for the weather and be prepared to go outside daily (as weather permits).
23. Awareness of activity in visual areas around the center. Should it appear that criminal or dangerous behaviors are occurring in an area near the center or playground; staff must immediately act to remove children. Staff may conduct gross motor activities inside.
24. Staff will regularly practice the use of code word “hot wheels” should an emergency situation occurs while children are outdoors. This will alert the children to evacuate back into the classrooms (if needed).
25. Staff members are to ensure children use toys and equipment in a safe manner.
26. Bikes – children are to ride bikes with helmets and bouffant caps on.
27. Children are not allowed to ram bikes into each other. Children should be given warnings and reminded how to use bikes in a positive manner.
28. Bikes are to be put away before the end of the day.
29. Climbing Equipment – children should be taught how to properly use equipment.
30. Children must slide feet first on their bottom.
31. Children must climb using the ladder.
32. Running – Children should run on grassy areas. To prevent skinned knees and hands, have children avoid running on paved or concrete areas.
33. Training will be provided on Playground Safety as needed.

Multi-Cultural Activities

1. LSF, Inc. Head Start/Early Head Start believes that effective programming requires multi-cultural activities. Accordingly, the Center Directors, Classroom Teachers, and parents will work cooperatively to ensure the curriculum reflects the principles listed in the U.S. Department of Health and Human Services Multi-Cultural Principles for Head Start Programs.

2. Classroom's equipment and materials must be supportive of the cultural and ethnic background of the children and the surrounding community.
3. Center Directors will randomly monitor classrooms monthly to ensure that developmentally and culturally appropriate activities are being implemented.
4. It is the responsibility of center staff to request, and Center Directors to order materials and equipment annually (and as needed) that support the cultural and ethnic diversity of the children in the program.
5. When these materials need updating or replacing, the Center Director must submit requests to the Early Childhood Education Supervisor for approval.
6. The Early Childhood Education Supervisor will place an order to secure the materials.
7. Classroom staff must inform the Center Director of changes in the ethnic composition of the classroom so that adequate materials may be purchased.
8. Parents are to be consulted to ensure that materials selected are representative of the family's ethnic background.

Field Trips

1. "Field trips (defined as active learning and social development for children away from the center and/or immediate vicinity) are an integral part of the educational experience planned for the children and should focus on and serve as a follow-up to curriculum areas being covered in the classroom".

Field Trip Planning Guide when Preparing for Field Trips

1. Field trips must be selected from the "Approved Field Trips" list and are to be pre-approved by the Center Director. The Early Childhood Education Supervisor will send an Approved Field Trips list annually (or as needed) in August. Each center is allowed two in-house field trips.

Head Start

1. The following guidelines are to be used to ensure a consistent daily schedule and adherence to developmentally appropriate practices for children ages and 3-5:
2. Field trip arrangements need to begin starting in the month of September (for the new school year).
3. Staff will make pre-departure preparation, trip activities, and follow-up activities.

4. Staff will ask children questions about the upcoming trip and record responses.
5. Staff will develop goals for the trip and take cues from the children about their interests.
6. Teachers must then attach the field trip planning and meal request forms Field Trip Request, forward to the Center Director for signature, and send all to the Early Childhood Education Supervisor later than the 3rd working day of the prior month. The Center Director will record in-house, and community walk field trips on a master calendar in their center.
7. Departure time should be no earlier than 9:00 a.m. and return to the center no later than 11:30 a.m. unless a packed lunch is arranged.
8. The field trip activity must be listed in the lesson plans. This includes trips to the library and other community agencies.
9. Field trips may not be planned on days when appointments for special needs are scheduled (such as dental appointments, staffing, or therapy).
10. Children will wear identification tags, and all other policies set forth in the procedures for emergencies will be observed.
11. Center Name, Address, and Phone Number are the only information to be placed on tag.
12. Children's names may not be placed on the tag for safety reasons.
13. The classroom teacher must ensure each parent is notified of all approved field trips at least two weeks in advance using the Field Trip Form.
14. A reminder notification is to be sent home at least one week prior using the Field Trip Reminder Form.
15. Every effort must be made to encourage parent volunteers to participate as additional chaperons, but family members of the staff may not be used as volunteers on field trip activities.
16. No child will be left behind in the classroom of another staff. As much as possible, all children should attend the trip. Special approval from the Early Childhood Education Supervisor will have to be received to approve children not attending the trip.
17. Head Start staff child ratio is 1 to 5 for all field trips, including nature walks, etc.

18. If a check is needed for an in-house field trip, accounting needs a minimum 4-week advance notice in order to process.

19. When attending field trips, the teaching staff must:

- a. Check each child's file for signed Field Trip Permission Slip and take the classroom roster.
- b. Check the roll periodically and conduct head counts frequently to ensure that a child doesn't get separated from the group. Conduct mandatory head counts during walking field trips, community walks, etc.
- c. Ensure each child has a center identification tag. The field trip is supposed to be fun, but the children's safety is crucial on any outing.
- d. Take copies of the Emergency Medical Treatment Forms in case there is an accident, and a child has to be taken to a medical facility.
- e. Be sure to bring the children's medication on the trip and a first aid kit.
- f. Allow time and opportunities for children to explore and seek their own information.
- g. Provide specific tasks for children to accomplish or pieces of information to gain during the trip.
- h. Ask open-ended questions as children explore and discover.
- i. Provide opportunities for children to share experiences, exchange information and observations at the site.
- j. Remain alert to any safety concerns and react quickly to protect the children and staff.

20. After the field trip staff will follow-up with an activity.

21. The purpose and benefit of each field trip will be monitored closely to ensure adherence to procedures, the Approved Field Trip List, and developmentally appropriate practices.

22. Field trips during the month of August and September will not be granted.

Early Head Start

1. Field trips for the toddlers/twos are to be walking field trips and/or buggy ride. These are to be short in nature and planned. They should be included on the lesson and not be used as a substitute for outdoor play. It can also be counted as a field trip if visitors come to the classrooms. These could be a librarian, dental hygienist or other visiting professional.
2. The child-staff ratio will be 1 to 4 on walking field trips. Staff are encouraged to schedule two groups of four, and to ask volunteers to assist.
3. Trips are not to last longer than 10 to 30 minutes depending on the age of the children.

Children's Rest Period

1. Head Start-All Head Start Children should be encouraged to rest/sleep during rest time. It is an important time for their bodies to regenerate the energy they need for the rest of the day. Children should be encouraged to stay on their cots. They should be encouraged to close their eyes, relax, and remain quiet.
2. For those children who have outgrown rest/sleep time, staff are encouraged to foster ideas that will keep those children from disrupting the individuals who are sleeping. Children are not to be forced to go to sleep, and parents are not to be chastised because their child will not sleep during naptime. Possibly incorporate stretch/ relaxation exercises prior to getting on the cot.
3. Early Head Start- Because of the nature of toddler sleeping habits, staff must work closely with the Center Director to coordinate classroom planning
4. activities. There must never be a time when there are more than 4 toddlers with one staff. Staff will monitor sleeping patterns of the toddlers and respond appropriately to children who cry at nap time.

Center Director General Recommendations

1. Center Directors are responsible for providing staff with individual guidance and direction on children.
2. Suggestions and recommendations to staff about children or suggestions concerning the classroom environment should be recorded on the Education Service Summary Form and filed in the staff portfolio.
3. The Center Director must work closely with the employee to ensure the recommendations to improve classroom quality are implemented.

Intergenerational Program

1. Head Start believes in and encourages the involvement of all individuals in the implementation of a program for young children. The involvement of the elderly is important because it affords children who otherwise may not have the opportunity to interact with older members of our population. It is important to the elderly because it gives them the opportunity to share customs and values with the younger generation.
2. Staff is encouraged to in invite the elderly to the centers and participate in activities with the children.

Center TV Set

1. There will be no TVs at any of the Head Start/Early Head Start Centers.

ADMINISTRATIVE RESPONSIBILITY: The President/CEO has overall responsibility and authority for administration of this policy and the Center Program Directors and Program Managers have responsibility for maintaining this policy.



Lutheran Services Florida, Inc.

09. Head Start

Section 09.01 Head Start School Readiness and Early Childhood Development

09.01.6 Safety

Creation Date: 11/01/2013

Attachments: None

Policy Statement: Center staff will ensure the safety of the children left in their care. Center staff members are expected to use the teamwork approach to ensure the safety of those in the building.

Scope: This policy applies to all Head Start services and programs of Lutheran Services Florida.

Policy Guidelines:

Home Visits

1. It is becoming more difficult to make home visits because some parents feel insecure about allowing staff in their homes and some areas are unsafe for staff. The following procedures should be observed when making home visits:
 - a. Call before making the trip. Utilize watchful eyes when areas feel uncomfortable. If you feel uneasy or see unsafe situations, cancel your visit immediately (remember to notify the parents of the cancellation).
 - b. In unsafe areas, home visits should be made in pairs (Center Directors/Family and Community Engagement staff should be asked to assist).

- c. Look for alternative meeting places after two documented attempts have been made.
2. Staff must provide documentation to Center Director and get written approval from the Director of Education/Education Manager.

Irate Visitors, Parents or Persons picking up Children Appearing to be Under the Influence of Drugs or Alcohol

1. When adults picking up children are verbally abusive or shout profanity in front of the children, staff should observe the following procedures:
 - a. Try to remain calm and address the person(s) concern.
 - b. Let the person(s) know that we cannot allow profanity and inappropriate behavior to be displayed in front of the children.
 - c. Try to escort the person(s) to a location in the building where the discussion can be held in private. If you feel the safety of the child(ren) or the staff are in jeopardy, contact the police immediately. Sometimes it is helpful to ask another staff member to talk to the irate person.
 - d. Try to encourage person(s) who appear to be unstable or under the influence of alcohol drugs not to take a child from the building, and to contact someone who can. If the individual does not agree, contact the Child Abuse Hotline and the police immediately.
 - e. Document the behavior displayed by the parent or designated adult and get a witness, if necessary. If the person strikes a staff member, immediately contact the police.
 - f. Complete a Family and Community Engagement Alert Form and forward it to Family Community Engagement Manager. Remember both staff and parents or designated adults have the right to document their perception of what occurred.
 - g. If the police are called, staff must get the report number and include that information in the Critical Incident Report.

Irate Staff

1. If situations should occur where staff members become upset and irate, use profanity or inappropriate behaviors, it is imperative that a calm staff person try to escort the staff to a location in the building where the discussion can be held in private.

2. The incident must be immediately documented and then reported to the Center Director, Director of Education/Education Manager and Head Start Director.
3. The employee feeling threatened will be required to complete a Workplace Violence Incident Report that must be faxed to the Head Start/Early Head Start Administrative Assistant, who will immediately notify the Program Director.
4. The information must be forwarded to the Human Resources Manager.
5. The Head Start/Early Head Start will ensure that all procedures required by the Workplace Violence Policy are enforced.
6. If the staff member continues with inappropriate behaviors, the police must be contacted.
7. A copy of the police/security services report must be forwarded to Human Resources, Director of Education/Education Manager, and Head Start Director for progressive disciplinary action, which may include termination.
8. Employees may be reassigned pending internal investigation.

Building Safety

1. Employees are expected to be alert to conditions hazardous to themselves or the public and to take appropriate steps to avoid, remove or mitigate them. This may involve making physical corrections to remove the hazard and/or taking measures to avoid contact with the hazard. At all times, center doors are to remain locked for safety purposes.
2. Every individual is responsible for his or her own safety, but the program recognizes that a teamwork approach can help everyone work in harmony to help provide a safe environment. Employees should integrate building safety awareness and good practices into all aspects of their work.

Reporting Damaged/Stolen or Missing Agency Owned Property

1. Agency employees must do everything in their power to protect public property from loss due to theft. As guardians of the Agency trust, the employee is expected to immediately notify their supervisor of any damaged, stolen, or missing property.
2. When Agency owned property is damaged, stolen or missing it must be immediately reported to the appropriate law enforcement agency.

3. Staff members are to be careful not to make statements to the law enforcement officer that are not accurate and based on firsthand knowledge.
4. Staff must also be careful not to contaminate the area and destroy evidence that may lead to the arrest of the perpetrator.
5. The information must also be reported by completing a Property Loss Notice Form or appropriate paperwork. The Agency has insurance coverage on buildings and contents owned by the LSF, Inc.
6. All forms (if received) are to be forwarded to the appropriate supervisor, who forwards them to the Associate VP of Support Services and VP of Operations.
7. If the Center Directors receive a copy of the report, it must be checked for a report number and then forwarded to the VP of Operations and the Director of Continuous Quality Improvement.

Fire Safety

1. Early warning (typically through an alarm or other system), adequate means of egress (exit routes) and occupant familiarity with the escape plan through knowledge and practice are the three key elements of emergency preparedness.
2. Fire Prevention: To ensure the safety of all occupants of a Head Start facility, all staff must know how to sound the alarm and get all children out of the facility quickly.
3. In addition, all staff must check storage areas for combustible and flammable materials. Combustible materials are those that can burn, such as paper and wood.
4. Flammable materials are those that can ignite explosively, such as gasoline, petroleum products, and paint products.
5. These materials should be safely stored outside the facility in a separate storage building or inside an approved, fire-retardant cabinet.
6. The following must be observed when planning for the exiting of a center due to a fire emergency:
 - a. Staff must know “two ways out” of every location in the building. Ensure that exit routes are posted in each room.
 - b. Maintain clear exit paths through halls or stairwells.
 - c. All rooms should have installed emergency lighting.

- d. Work with children to ensure all recognize the sound and/or sight of the fire alarm.
- e. Have children practice crawling behind the teacher and holding onto a knotted rope.
- f. Ensure there is a safe meeting place away from the building and away from the area where the fire truck might be.
- g. Teach children to recognize a firefighter in full gear. Invite firefighters to visit the classroom and show children how they put on their gear.
- h. Involve parents in instructing the children and reinforcing the concepts at home, including practicing home fire drills.
- i. Center Directors will secure the center cell phone during the evacuation to notify the Administrative Office of the emergency.

Exits

1. It is the responsibility of the Center Directors to ensure that all exits are clear of tables, storage shelves, and other equipment, and that exit lights are always working.
2. Evacuation routes and Exit signs must be posted in each classroom and used during the monthly fire drills.
3. Should an exit light need replacing, the Center Directors will notify the Facilities Supervisor via email with a Work Order attached.

Fire Drills

1. Staff must record and post accurate results on Fire Drill Record Form: date, time of day, evacuation time.
2. Classroom staff are responsible for taking the classroom attendance sheet, emergency cards, and enrollment form with them during the fire drill.
3. It is also the responsibility of each Center Director to have posted in each classroom:
 - a. The fire escape route is to be taken from the center in case of a fire.
 - b. A chart of the classroom illustrating the escape routes to be taken between the cots in case of a fire during the rest period.

- c. A whistle on a chain (in a readily accessible location) or manual fire alarm, to be used for fire drills and/or an actual emergency.
4. Centers must conduct one fire drill during nap time at least annually.
5. Facilities Supervisor must contact appropriate company to service the fire extinguisher and the alarm panel box annually, and forward Fire Inspections to the Director of Support Services.

Tornado Drills

1. Center employees are responsible for conducting quarterly tornado drills with the children. (For details on how to conduct the drill) See CODE BLUE - Emergency Preparedness section)

Smoke Detectors

1. Once per month, the Center Director (or designee) tests the smoke detector and record information on the Smoke Detector Record Form. Batteries are to be immediately secured and delivered as soon as possible from the Facilities Supervisor.

Fire Awareness

1. Annually, the Center Director will disseminate information during the month of September on Fire Safety.
2. Classroom staff must plan activities that address fire safety. Center Directors is responsible for monitoring the implementation of this procedure during center visits.

Disaster Plan - Refer to Program Management Procedures.

Outside Threats/Emergency Plan - Code Blue

1. The Code Blue Emergency Plan addresses a variety of emergency situations including weather related disasters.
2. It is the responsibility of all Education employees to ensure that any outside threat is taken seriously and that the procedures found in the Code Blue Manual (located at each center and throughout Administration Office) are used to address crisis situations.

3. All staff must have a role in assisting in an emergency, and Center Directors must ensure that center staff members have discussed how they will proceed during a crisis.
4. Center Directors are responsible for maintaining in a convenient location the Code Blue Manual and Code Blue Kit. All staff are to be familiar in the Code Blue plan and must be trained annually or as needed by the Center Directors.

Electrical Outlets

1. It is the responsibility of each classroom Teacher/Teacher Assistant Center Directors to ensure that all electrical outlets accessible to children are child resistant, including those located in surge protectors.
2. The Center Directors must be immediately notified of missing outlet covers, and the information forwarded to the Facilities Supervisor.

Blood borne Pathogens - See Health Procedures

ADMINISTRATIVE RESPONSIBILITY: The President/CEO has overall responsibility and authority for administration of this policy and the Center Program Directors and Program Managers have responsibility for maintaining this policy.



Lutheran Services Florida, Inc.

09. Head Start

Section 09.05 Health and Safety

09.05.02 Safety Practices

Creation Date: 11/01/2013

Attachments: None

Policy Statement: A program must establish, train staff on, implement, and enforce a system of health and safety practices that ensure children are kept safe at all times. Staff will recognize the importance of establishing and implementing policies and procedures to respond to emergencies. A well documented and written plan will be followed to ensure the health and safety of children and staff. 1302.47

Scope: This policy applies to all Head Start services and programs of Lutheran Services Florida.

Policy Guidelines:

1. The "Dental and Medical Emergencies procedures" poster written in English and Spanish must be prominently displayed in each Center's classroom:
 - a. Dental Emergency and First Aid Procedures:

Toothache

Rinse the mouth vigorously with warm water to clean out debris. Use dental floss to remove any food that might be trapped between the teeth. If swelling is present, place cold compresses on the outside of the cheek. (Do not use heat or place aspirin on the aching tooth or gum tissues.) The child should see the dentist as soon as possible.

Knocked-Out Tooth	Handle tooth as little as possible – do not wipe or otherwise clean the tooth. Store it in water or milk until the child gets to the dentist. Do not try to put a tooth back in the socket. Child is to see the dentist immediately. The tooth must accompany the child! The tooth is to be taken in the container.
Broken Tooth	Gently clean dirt or debris from the injured area with warm water. Place cold compresses on the face in the area of the injured tooth to minimize swelling. Apply direct pressure (pressure) to the bleeding area with a clean cloth. The child is to be taken to the dentist immediately (by parent or guardian).
Bitten Tongue or Lip	Apply direct pressure to the bleeding area with a clean cloth. If swelling is present, apply cold compresses. If bleeding does not stop, the child should be taken to a hospital emergency room.
Object Wedged Between Teeth	Try to remove the object with dental floss. Guide the floss carefully to avoid cutting the gums. If not successful in removing the object, the child should see a dentist. Do not try to remove the object with a sharp or pointed instrument.
Possible Fractured Jaw	Immobilize the jaw by any means (handkerchief, necktie, and towel). If swelling is present, apply cold compresses. The dentist should be called or take the child immediately to a hospital emergency room.
Bleeding After Baby Tooth Falls Out	Fold and pack clean gauze or cloth over the bleeding area. Have the child bite on the gauze with pressure for 15 minutes. This may be repeated once; if bleeding persists, the child should see a dentist.
Orthodontic Problems (Braces and Retainers)	If a wire is causing irritation, cover end of the wire with a small cotton ball, beeswax, or a piece of gauze until the child can be taken to the dentist. If an appliance becomes loose or a piece of it breaks off, take the appliance and the piece with the child to the dentist.

Accident and Medical Emergency Procedures:

1. In the event of a serious accident, in which the well-being of the child is in jeopardy, the first priority of the attending staff person is to secure emergency medical care as soon as possible.
2. In the case where the child should not be moved, except under professional medical care, City/-County 911 Emergency Medical Services (EMS) should be called at once.
3. Emergency medical care should be initiated if immediate intervention is required (e.g. providing cardiopulmonary resuscitation, removing airway obstruction, etc.).
4. The hospital, or other treatment facility, should be notified by EMS, or the Center Staff of any special needs or circumstances of the child being sent for treatment.

Center staff will make available to the emergency personnel the “Authorization for Emergency Medical/Dental Treatment” form signed with the parent’s signature.

5. After the child has been placed out of immediate danger and/or professional emergency medical care has been obtained, the following procedures should be adhered to:
 - a. Make the child as comfortable as possible, utilizing first aid procedures.
 - b. Classroom staff will immediately notify the child’s parent(s) if professional medical attention is needed.
 - c. Arrangements should be made to transport the child to a medical facility and, if the parent cannot transport, the staff should take the child to the facility as instructed on the “Authorization for Emergency Medical/Dental Treatment” form.
 - d. If this is impractical, the child should be taken to the nearest hospital.
 - e. The “Authorization for Emergency Medical/Dental Treatment” form must be taken to the facility with the child.
6. In case of a less serious accident or emergency wherein the child does not have to be immediately transported to a medical facility, center staff should contact the Director of Education/Education Manager.
7. The classroom staff/ home visitor must complete and submit an “Accident or Incident Report” form to the Education Manager within 24 hours.
8. Identify conditions that seriously threaten the life or limb of a child and warrant immediate health care intervention, as in the case of serious accidents and emergencies occurring during Head Start/Early Head Start activities.
 - a. A child having a condition resulting from a less serious accident or emergency while being served in Head Start/Early Head Start.
 - b. Any health problems noted at designated screenings.
 - c. Health conditions of common childhood illnesses.
 - d. Conditions whose effects present long-range detrimental implications on the health of a child.
 - e. Conditions whose effects are relatively less serious and are not covered by Medicaid.

9. In the event a child is undergoing a health problem which requires medical attention but is not a standard provision and after all resources have been exhausted and the parent is unable to provide appropriate care, the parent may request assistance from the Head Start/Early Head Start Program via the Manager of Health and Nutrition.
10. **In case of a less serious accident or emergency wherein the child does not have to be immediately transported to a medical facility, center staff should contact the Education Manager.**
11. **If emergency medical care is required and the parent cannot assume financial responsibility, the Health/Disabilities staff must authorize treatment and, if necessary, make arrangements for the appropriate provider.**

Cases in Which the Life or Limb Of A Child Is In Serious Jeopardy And/ Or Immediate Medical Intervention Is Required

1. Staff and volunteers must be prepared to respond to emergencies which may occur while children are attending the Head Start/Early Head Start program in a uniform manner. Volunteers must immediately notify a permanent staff of any emergency situation.
2. Staff must immediately determine the extent of the injury and call City/County EMS 911.
3. An injury is considered serious when the following symptoms are present:
 - a. Significant deformity of a body part or area.
 - b. Significant bruising or swelling
 - c. Inability to use the affected area normally.
 - d. Bone fragments protruding out of a wound.
 - e. Child feels bones grating or staff/child felt or heard a snap or pop at the time of the injury.
 - f. The injured area is cold and numb.
4. Every effort will be made to contact child's parents.
5. The child should not be moved, unless the site of the accident presents further danger to the child's health.
6. Additional staff should remove any other children from the accident site.

7. The staff person trained in first aid and emergency medical care should attend to the child if immediate intervention is required (e.g. providing cardiopulmonary resuscitation, removing airway obstruction, first aid etc.).
8. If, while completing the above steps the child's circumstances change, call 911 again and provide an update on the child's current condition.
9. The Child Health Record Form, including the signed permission and/or Child Emergency and Release Information Card and any other pertinent medical emergency contact information, should accompany the child.
10. The classroom teacher will complete an Accident or Incident Report Form (see Education) to be submitted to the Early Childhood Education Manager within 24 hours of the accident/incident.
11. The original will be given to child's parent and a copy of the form will remain on file in the child's classroom folder and a copy forwarded to the Program Nurse or Disabilities and Health Services Coordinator.

In Cases of Less Serious Accidents or Medical Emergencies

1. Staff must address less serious injuries diligently, reacting to protect the interest of the child.
2. A staff person trained in first aid and emergency medical care should make the child as comfortable as possible.
3. Staff will provide First Aid and CPR as needed and use the Health Handbook as a guide.
4. If assistance or information is needed, classroom staff will call the Program Nurse first. If not reached, then call the assigned Family and Community Engagement Specialist, and Disabilities and Health Services Coordinator.
5. If emergency medical or dental care is required and the parent cannot assume financial responsibility:
 - a. Center staff or the parent will contact Family and Community Engagement Specialist, Program Nurse, or Disabilities and Health Services Coordinator to request approval.
 - b. The Family and Community Engagement Specialist, Program Nurse, or Disabilities and Health Services Coordinator will forward the Purchase Authorization Form to the Disabilities and Child Health Safety Disabilities Manager/Health Services Manager for approval.
 - c. If approved, the Health staff will then make arrangements with the appropriate provider.

6. A blank Dental form, marked as "Emergency," will accompany the child or be faxed to the Dental Provider.
7. The original will be given to child's parent and a copy of the form will remain on file in the child's classroom folder and a copy forwarded to the Program Nurse.

ADMINISTRATIVE RESPONSIBILITY: The President/CEO has overall responsibility and authority for administration of this policy and the Center Program Directors and Program Managers have responsibility for maintaining this policy.