

Big Sandy Area C.A.P., Inc. – HEAD START
Program Policies and Procedures

Developing Child Skills

POLICY:

Teachers will provide for the development of cognitive, numeracy, language and literacy skills by designing a physical environment and schedule of activities which will include experimentation, prediction, observation, inquiry, play and exploration. Opportunities for self-expression, language use and emerging literacy and numeracy development will be documented in weekly lesson plans to ensure school readiness. Lesson plans will be inclusive of children with disabilities.

This policy relates to Head Start Performance Standard CFR Section 1302.31, 1302.91

PROCEDURE:

1. Plan activities for labeling, classifying, or sorting objects by different attributes.
2. Read books and poems daily, tell children stories about real life experiences, talk about pictures and dictate experience stories children tell.
3. Provide a print rich environment and encourage children's emerging interests in writing (scribbling, drawing, copying).
4. Use flannel board, puppets, songs, finger plays, etc.
5. Extend child's thinking and learning during activities by adding new materials, asking open-ended questions, offering ideas or suggestions, joining in their play and facilitating problem solving, by use of the CLASS (Classroom Assessment Scoring System) questions placed in the classroom to help insure appropriate interaction to assist in the enhancement of cognitive thinking-problem solving skills. (See Curriculum Policy)
6. Observe natural events such as seeds growing, life cycle of pets and other animals, weather changes, etc.

7. The High Five Mathematize Resource Book will be utilized to create opportunities and events to introduce math vocabulary (sphere, cylinder, etc.) and use routine activities to introduce spatial sense.
8. Plan field trips to provide new learning experiences (*see Field Trip policy*).
9. Encourage water play and other sensory activities.
10. Document cognitive, numeracy and literacy activities on lesson plans. (*see Lesson Planning policy*)
11. Establish a library/literacy area in the classroom using the following criteria:
 - a. Placed in an area that is partitioned off from the rest of the room (enclosed on 3 sides) to reduce noise, traffic and distractions.
 - b. Contains comfortable seating for at least 2 children.
 - c. A bookshelf/holder, easily accessible to children, that shows several forward-facing books.
 - d. A collection of books available including: Fantasy, Factual, Nature and Science, different races and cultures and different abilities.
 - e. Books should be rotated each month to maintain interest from the children.
 - f. Head sets/tape players with stories and book to accompany the story. (Could be a separate listening area)
 - g. Other story related manipulatives; puppets, flannel board characters to familiar stories, magnet boards with letters and story pictures, etc.
12. Provide a writing center in the classroom which contains:
 - a. A suitable place for children to sit.
 - b. Writing supplies such as:
 1. Pens, pencils, colored pencils, crayons, markers of various size and colors.
 2. Many varieties of paper: various sizes, unlined/lined, blank booklets, pads, etc.
 3. Folders/notebooks for children to write in and keep their work.

4. Word cards with pictures for children to use and add to.
5. Stencils, alphabet letters
13. Place appropriate children's books and other printed materials in all learning centers and throughout the classroom: books, magazines, charts, posters, writing utensils, paper, etc.
14. Provide lots of meaningful print: signs, directions, rules, messages, helpers' chart, etc.
15. A Word Wall will be posted in the classroom near the large group area. Words with pictures will be added weekly. Discussion of the word wall will occur weekly to ensure the letter/word/picture have a connection.
16. Ensure the print models used are representative of the different primary languages used by families of enrolled children.
17. Create a classroom environment which is rich with numeracy:
 - a. Models of numbers are displayed in various places around the room.
 - b. Puzzles, games, books have appropriate number concepts: counting, sorting, seriating, addition, subtraction, geometric shapes, time, etc.
 - c. Number charts and graphs are used to represent numbers.
 - d. A variety and appropriate supply of manipulatives are available for children to practice counting, sorting, seriating, etc.

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Lesson Planning

POLICY:

A standard set of daily lesson plans will be used in all classrooms (*excluding Floyd County*) to ensure that all children receive a quality educational experience that will strengthen their cognitive, social, and physical skills.

This policy relates to Head Start Performance Standards 45 CFR Part 1302.33, 1302.34

PROCEDURE:

1. The Class Profile Report (*found on TSG*) will be used to determine the individual needs of children and then address those needs by documenting in the “Individualization” section of the lesson plan. Teaching staff will use this report to observe where each child falls below the widely held expectations (*color bands*) on their developmental assessment. She will then identify activities on the lesson plan that may address those particular skills and list the child in the Individualization section for those activities. All children should appear in the Individualization section of a weekly lesson plan at least once.
2. The grantee issued lesson plans will provide developmentally appropriate activities to support the development of cognitive skills, problem solving skills, literacy, reasoning, social skills, decision-making skills, gross and fine motor skills, and healthy habits.
3. After receiving a weekly lesson plan from the grantee office, the teacher will make alterations as needed and submit her finalized lesson plan to her delegate director, if applicable.
4. The lesson plan will indicate the date the plan will be utilized and include enough detail that a substitute can follow the plan if needed.

5. Lesson plans must be posted in an accessible place (*parent friendly*) in the classroom. Parents should be able to review the lesson plan upon entrance of the classroom.
6. Past lesson plans, including individualized lesson plans, should be maintained in a binder that can be presented for review if needed.

Approved by the Policy Council: May 2025

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Family Partnership Agreement

POLICY:

Staff and parents will develop a Family Partnership Agreement which seeks to support families in their efforts to reach the goals they have identified.

This policy relates to Head Start Performance Standards 45 CFR Part 1302.50, 1302.52

PROCEDURE:

1. Family Advocates will visit families immediately after their child is accepted in the Head Start program and up to 90 calendar days after enrollment to:
 - I. Complete a Family Assessment form or update as needed.
 - II. Establish a Family Partnership Agreement that includes:
 - (a) Create a family goal and steps to reach that goal. This goal should not duplicate Head Start's standard objectives that are already in place for enrolled children and families.
 - (b) Problem solve to remove barriers to reaching goal and make appropriate referrals as needed.
 - (c) Discuss opportunities available through Head Start to help achieve the goal.
 - (d) If the family is already working with another agency and has established goals or pre-existing plans, goals will be the same as those previously identified. Efforts to exchange information regarding pre-existing plans should be made. The FA must obtain copies of plans and avoid duplication of goals.
 - III. Discuss parent opportunities:
 - (a) Volunteer opportunities
 - (b) Policy Committee
 - (c) Literacy/career development options
 - (d) Childcare support/subsidy
 - (e) Community advocacy opportunities
 - IV. Follow up in medical and dental needs
 - V. Update child/family information
2. Family Advocates will have a least one (1) written goal and one

(1) referral for no less than 50% of their assigned families within 90 days of enrollment. The goals and referrals will be logged on the COPA system within 120 days.

3. Family Partnership Agreements will be reviewed at subsequent visits. Progress will be documented ~~in the update section of the agreement form and~~ on COPA.
4. Contents of the Family Partnership Agreement will be shared with other staff only when appropriate.
5. Family Partnership Agreements can be altered, changed or replaced at the family's request.

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Family Referral Tracking

POLICY:

Family Advocate will track family services referrals and follow up services.

This policy relates to Head Start Performance Standards 45 CFR Part 1302.53

PROCEDURE:

1. Head Start will make services available to each family based on identified needs. *(see Family Assessment policy)*
2. Services will be rendered directly through the agency or by referral when appropriate. *(see Accessing Community Resources and Services policy)* Family Advocates will assist families with referrals by 90 calendar days after enrollment. Referrals can be made thereafter when needed.
3. At least 50% of the families that are assigned to a Family Advocate's caseload should have a referral within the first 90 days of the child's enrollment. All referrals must be listed on COPA within 120 days of the child's enrollment.
4. Family Advocate will follow up on family referrals within 60 days as to whether the referral was used and the timeliness and responsiveness of the agency to which they are referred.
5. Referral follow-up will be documented on ~~the Family Assessment/Family Partnership Agreement COPA and maintained confidentially in the family file.~~