

First /Primero**Home Visit Form/Formulario de la Visita Familiar**Child's Name/*Nombre del Niño* _____Parent's Name/*Nombre del Padre* _____Date/*Fecha* _____Length of Visit/*Duración de la Visita*: _____Visit Location/*Lugar de la Visita*: Home/*Casa*: _____Center/*Centro* _____Alternate Location/*Otro lugar* _____Reason/*Razón* _____Staff Making Contact/*Personal Haciendo Contacto*: _____ Rescheduled/*Reprogramado*: Y or N / *S ó N*Reason for No Contact /*Razón para no tener contacto*: _____*Check off each item as completed / *Marque cada punto mientras lo completa*

☒	Items to be reviewed with ALL families/ Artículos para ser revisados con todas las familias
	Family Portrait / Retrato Familiar
	Children's Bathroom Policy / La Política del Baño de los Niños
	Family of the Week or Family Album / La Familia de la Semana o Álbum de la Familia
	Parent Child Activity Record - homework and observations / Registro de Actividad de Padre y Niño - Tarea y Observaciones
	Newsletters / Boletines Informativos
	Screeners and Assessments - inform parents on the screeners we use and our on-going assessment process / Exámenes y Evaluaciones - informar a los padres sobre los exámenes que usamos, y nuestro proceso de evaluación continua.
	Complete ASQ SE Screener / Completar los exámenes ASQ SE
	School Readiness Goals / Metas para la preparación para la escuela
	Site specific information / Información específica del centro
Individual Family Information / Información Individual de la Familia	

☒	Items to be reviewed for families that did Not attend orientation/ Artículos para ser revisados con las familias que No asistieron a la orientación
	Pedestrian Safety Guidelines (family handbook) / Revisar las Pautas de Seguridad para Peatones (en el manual para familias)
	Health Policies (family handbook) / Las Políticas de la Salud (en el manual para familias)
	Mealtime Policy and 6-week menu cycle / La Política de la Hora de Comer y el ciclo del menú de 6 semanas
	Evacuation Procedures / Los Procedimientos de la Evacuación
	Discipline Policy (family handbook) / La Política de la Disciplina (en el manual para familias)
	Behavioral concerns process (review BOR) and Introducing Behavior Tracking Process to Family Members / Proceso de preocupaciones de comportamiento (revisar BOR) e Introducir el Proceso de Seguimiento del Comportamiento a los Miembros de la Familia
	Spare clothes & Diapers (family handbook) / Ropa extra y pañales (en el manual de la familia)
	Volunteering/ Policy Council/ Center Committee Meetings (family handbook)/Ofreciendo ser Voluntario /El Consejo de Políticas / Reuniones del Comité del Centro (en el manual para familias)
	(HS Only) Field Trips (family handbook) / (Sólo HS) Días de Campo (paseos) (en el manual para familias)

Parents Signature / *Firma del Padre*_____
Date / *Fecha*_____
Child Development Staff Signature / *Firma de la Maestra*_____
Date/*Fecha*_____
Family Worker Signature / *Firma de la Trabajadora Familiar*_____
Date/*Fecha*_____
Interpreted by (if needed) *Firma del Intérprete*_____
Date /*Fecha*

Family Portrait

Parent Name(s): _____ Child Name: _____ Date: _____ Center: _____		_____ Interviewing Staff _____ Parent Signature
What activities does your family like to do together?	What are your family rules?	What are the three most important things you would like me to know about your family?
Mother/Mother Figure Involvement What ways would you like to be involved in your child's education? What are some activities you enjoy?	What type of music does your family listen to?	Father/Father Figure Involvement What ways would you like to be involved in your child's education? What are some activities you enjoy?
What are some of your families' favorite books to read together?		

Who are the important people (and pets) in your child's life?	What do you hope your child learns in our program?	What foods does your child enjoy?															
What helps your child when he/she is: Sad?	Angry?	Scared?															
What activities does your child enjoy: <table border="0"> <tr> <td>Blocks/legos</td> <td>Sand box</td> <td>Cutting/gluing</td> <td>Baby dolls</td> <td>Pretend cooking</td> </tr> <tr> <td>Books</td> <td>Outside play</td> <td>Dress-up</td> <td>Coloring</td> <td>Water table</td> </tr> <tr> <td>Cars/trains</td> <td>Painting</td> <td>Play-doh</td> <td>Riding toys</td> <td>Puzzles</td> </tr> </table>			Blocks/legos	Sand box	Cutting/gluing	Baby dolls	Pretend cooking	Books	Outside play	Dress-up	Coloring	Water table	Cars/trains	Painting	Play-doh	Riding toys	Puzzles
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Give a copy of the Family Portrait to the Family Worker prior to filing in curriculum binder.

CHILDREN'S BATHROOM POLICY

POLICY: The Board of Directors, Policy Council, Executive Director and staff of Shasta Head Start Child Development, Inc., have determined that supervision of children in the bathrooms must be conducted by Shasta Head Start staff only. Parents or community volunteers are not allowed to oversee bathroom supervision, even if they have been fingerprinted.

EXCEPTION: The only exception to this rule is that a parent may accompany his/her own child to the bathroom when other children **are not** present.

REASONS: The reasons for Shasta Head Start's Children's Bathroom Open Door Policy, are as follows:

1. To assure staff's ability to supervise children at all times;
2. Safety for children and parents;
3. To keep children from playing in bathroom;
4. Sanitation issues;
5. Hygiene issues;
6. Children feel more safe - can see and know where adult is in case they need help; and
7. Title 22 licensing requires that children must be in visual view of supervising staff.

EHS Family Albums

Dear Parents:

In an effort to support your child when they are away from your care, we invite you to put together a book or album to keep in your child's classroom. How you do it and the materials you use are up to you; be as creative as you want! This is a good parent/child activity to do together. If you need half sheets of construction paper, markers or other supplies, let us know and we will loan these materials to you. Albums are intended to be handled by infants and toddlers and will be laminated to protect the pictures. Here are a few suggestions for your family album:

PICTURES (SNAPSHOTS) of your child from birth to the present, people who live in your household or other important family members and friends, photos of pets, favorite outings, etc. Staff members would also be happy to take a photo of you and your child at the center.

MAGAZINE PICTURES of favorite foods, toys and/or colors. Your child can help with choosing pictures, taping or gluing. You could also have your child color on the pages, or you could trace their handprint.

ROUTINES are very important to young children. Include pictures or write about mealtimes, bedtime or naptime, or other family routines at home. Kids also love to know what their parents are doing when they are away. Include information or pictures about your routines at work, school or home while they are at the center.

LABEL EVERYTHING so teachers can talk about the pictures with your child.

The ideas are unlimited. Just let us know if you have any questions, or need help in any way. The kids enjoy looking at their albums and the albums of their friends. We hope this is a good experience for you, and we look forward to learning about your family.

Don't forget: Any funds (if applicable) or time you put into this project is in-kind. Be sure to write it down!

Shasta Early Head Start Child Development, Inc.
Parent / Child Home Activity Record

First & Last Name: _____ **Site:** _____ **Mo/Yr:** _____

Check off the time spent on an activity you completed using the Parent-Child Activity sheet, or on any additional special activities you did with your child. We are unable to count daily caregiving tasks.

ACTIVITY	SUN			MON			TUES			WED			THUR			FRI			SAT		
Minutes per activity	5	15	30	5	15	30	5	15	30	5	15	30	5	15	30	5	15	30	5	15	30
FLD – Foundational Language Development																					
Read to your child																					
Sing Songs																					
Symbol recognition																					
Visit Library																					
COG - Cognition																					
Imitation/Pretend play																					
Matching/Sorting (same, different)																					
Numbers (more, less, counting)																					
ATL – Approaches to Learning																					
Play dough																					
Color, paint																					
Music, dance																					
Practice taking turns																					
PD and HLTH – Physical Development and Health																					
Large Motor (jump, run, crawl)																					
Small Motor (tear paper, pickup small pieces of food, etc.)																					
Try new food																					
SED – Social Emotional Development																					
Practice consistent routines (bedtime, meals, bath time, etc.)																					
Mirror play																					
Talk about feelings																					
Additional Activities																					
Book Bags																					
Child Goals																					
Child Observation																					
Total																					

Parent Signature: _____ **Date:** _____

Shasta Head Start Staff Purposes Only

Grand Total Hours _____ **(Total minutes ÷ 60) Staff's Signature:** _____

Parent Observations

For teachers to truly understand your child's strengths, interests, and goal areas, it is helpful for parents to write observations of their child participating in the above activities and turn those observations into the child's teacher. Thank you for your help!

Please choose an activity and write an observation about your child on the lines provided below. Avoid using words that give your opinion, (She was "happy." He "wanted" the toy). Instead use words that describe the facts of what your child is doing or saying, (She smiled. He picked up the toy). Remember to write your child's name and the date on the observation. Turn in completed observations along with your parent/child activity records to your child's teacher.

Sample: 09.17.14 - "Today when I picked up Jasmine at school, she ran to greet me with a smile on her face."

Write your observation here.

Parent /Child Activities

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Walk to a nearby park to play. <i>PD-HLTH</i>	Have a "tea party" with your child and their stuffed animals. <i>SED</i>	Make wet footprints on the sidewalk. <i>COG</i>	Pretend to be a duck and waddle around. <i>PD</i>	Squish, pound, pat and push play dough. <i>ATL</i>
Take a bubble bath. Talk about what bubbles feel like. <i>ATL</i>	Look through family pictures and talk about what you see. <i>SED</i>	Let your child spread peanut butter and fruit spread on bread <i>HLTH</i>	Visit a relative or friend <i>SED</i>	Look at pictures of your family and talk about the events shown. <i>SED</i>
Visit the library and check out books. <i>FLD</i>	Brush your child's teeth, and help them to brush your teeth. <i>HLTH</i>	Read a book with your child. <i>FLD</i>	Hand your baby different objects to grasp. <i>PD</i>	Sing a song your child learned at school. <i>FLD</i>

Share a Raising a Reader book with your child.

Week 1

School Readiness Goals for Infants and Toddlers

Shasta Head Start has established School Readiness Goals to help ensure that children are ready for school and families are ready to support their child's learning. These goals will help children develop the skills, knowledge, and attitudes necessary for school and later learning in life. Together we will focus on achieving these goals by planning activities and individualizing for all children.

Domain: Social and Emotional Development

- Infants and toddlers will show increasing awareness of own identity and preferences as distinct from and in relation to others. (DRDP (2025) SED 1) (*HSELOF Sense of Identity and Belonging*)
- Infants and toddlers will develop an increasing ability to identify and process emotions. (DRDP (2025) SED 5) (*HSELOF Emotional Functioning*)

Domain: Approaches to Learning

- Infants and toddlers will develop increasing ability to engage by sustaining attention, contributing, and persisting, when appropriate, related to learning activities. (DRDP (2025) ATL 1) (*HSELOF Cognitive Self-Regulation*)

Domain: Foundational Language Development

- Infants and toddlers will use increasingly complex language, including vocabulary, sentences, questions, narrative, and explanations, in their home language, English, sign language, or Augmentative and Alternative Communication (AAC). (DRDP (2025) FLD 2) (*HSELOF Vocabulary*)
- Infants and toddlers will engage in back-and-forth communication with shared focus in increasingly extended conversations, using home language, English, sign language, or AAC. (DRDP (2025) FLD 3) (*HSELOF Communication and Speaking*)

Domain: Cognition and Math

- Infants and toddlers will show increasing understanding of objects in relation to each other and how objects move in space. (DRDP (2025) COG: MATH 1) (*HSELOF Emergent Mathematical Thinking*)
- Infants and toddlers will show increasing ability to sort objects into groups according to attributes, qualities, features, characteristics, or use. (DRDP (2025) COG: MATH 2) (*HSELOF Emergent Mathematical Thinking*)

Domain: Physical Development

- Infants and toddlers will demonstrate increasing precision, strength, coordination, and efficiency when using muscles of the hand for play and functional tasks. (DRDP (2025) PD 4) (*HSELOF Fine Motor*)

Domain: Health

- Infants and toddlers will show increasing awareness of safety and increasingly demonstrate knowledge of safety skills. (DRDP (2025) HLTH 1) (*HSELOF Health, Safety, and Nutrition*)



Introducing Behavior Tracking Process to Family Members

Dear Parents and Guardians,

Thank you for entrusting your child to us at Shasta Head Start. We take great pride in the quality of our early education program and are committed to providing every child with the support and opportunities they need to learn and grow.

In the classroom, children are learning how to play with others, follow routines, and develop important social and emotional skills. As part of this learning process, some children may experience challenges in managing their emotions and behavior. Please know that your child's well-being—and the well-being of all children in our care—is our highest priority as we work to support those who may need extra help in this area.

While we cannot share personal or confidential information about any specific child, we want to assure you that we are doing everything we can to help each child succeed in our program. When a child demonstrates ongoing challenging behavior, we begin using Behavior Observation Reports to better understand and address the situation. If this step becomes necessary for your child, we will partner closely with you to support their growth. This may include meetings with your child's teacher and a referral to our Mental Health Department, who will work with you and the teaching staff to develop strategies that help your child manage their emotions in a healthy way.

Our top priority is always safety in the classroom. If a child's behavior puts others at risk, we may need to temporarily reduce their classroom schedule and provide more intensive support.

We also ask for your help in talking with your child if they mention another child's behavior. We focus on sending the message that every child is an important member of our classroom community, and that some children may need help calming down and learning how to play gently. In the classroom, we use a variety of strategies to teach children how to express themselves, ask for space, and manage their emotions. We encourage you to speak with your child's teacher to learn more about these strategies and to practice them at home.

Please reassure your child that their teachers are there to keep everyone safe and that they can help their classmates by showing kindness, patience, and good social skills at school.

Thank you for being our partners in supporting your child's development.

Sincerely,

Shasta Head Start Staff

Behavior Observation Report (BOR) &/or Behavior Incident Report (BIR)

Select the appropriate option: ☐ BOR ☐ BIR*

*If BIR is selected, document the reason in the comment section at the end of the report and obtain signatures.

Child's Name: _____		Staff Name: _____
Date: _____	Time of Occurrence: _____	Classroom: _____
What Happened Before? <i>(from the child's perspective)</i>	Describe the Behavior Like a Camera Sees It <i>(form of behavior)</i>	What Happened Immediately After? <i>(from the child's perspective)</i>
Why is this happening? (refer to <i>Toward a Better Understanding of Children's Behavior</i> for support, if needed)		
☐ Developmental Stage ☐ Environment ☐ Lack of Skills ☐ Unmet Emotional Need	☐ Individual Differences ☐ Temperament ☐ Sensory Motor Capacities ☐ Disability	☐ Health Issue ☐ Express Emotion ☐ Other: _____
Possible Motivation/Function (select all that seem possible)		
☐ Obtain Desired Item ☐ Obtain Desired Activity ☐ Gain Connection to Person ☐ Gain Sensory Stimulation	☐ Express Emotion ☐ Initiate Social Interaction ☐ Avoid Adults ☐ Avoid Sensory Stimulation	☐ Avoid Task ☐ Avoid Peers ☐ Get Help ☐ Other: _____
Location of Occurrence (select only one)		
☐ Indoor Play Area ☐ Outdoor Play Area ☐ Bus	☐ Eating Area ☐ Sleeping Area ☐ Center: _____	☐ Bathroom/Changing Area ☐ Other: _____
Activity or Routine (select only one)		
☐ Arrival/Drop-Off Time ☐ Meals/Snack ☐ Nap/Quiet Time ☐ Self-Care	☐ Large Group ☐ Inside Play ☐ Outdoor Play ☐ Small Group Activity	☐ Departure/Pick-Up Time ☐ Transition ☐ Individual Activity ☐ Other: _____
Others Directly Involved (select all that apply)		
☐ Teacher/Primary Caregiver ☐ Associate Teacher ☐ Aide	☐ Family Member ☐ Family Child Care Staff ☐ Support/Administrative Staff	☐ Peers/Classmates Initials: _____ ☐ Other: _____
What happened later? What did others do? (select all that apply, even if written above)		
☐ Acknowledged Distress ☐ Offered Comfort ☐ Tried Soothing Strategies ☐ Peers Move Away ☐ Used Words to Connect with Child	☐ Adult Moved Closer ☐ Acknowledged Feelings ☐ Visual Reminder (first/then, visual cue) ☐ Redirection ☐ Time with Adult	☐ Physical Guidance ☐ Family Contact ☐ Social-Emotional Teaching Strategy (describe): _____ ☐ Other: _____

Comments (include strengths as well as setting events (if known)): _____

All BIRs must be reviewed & signed by HT/SS and sent to Area Manager for approval prior to reviewing with parent. Parent/guardian signature will be obtained as acknowledgment of Behavior Incident. If the signature cannot be obtained quickly enough, staff can review the BIR with the parent (initial below) and retrieve signature later. The completed BIR will be scanned to Dis./MH Dept. within 48 hours of incident. Signatures are not required on BORs. Refer to [SOP 5.3.24.1 Behavior Incidents](#) for more information.

SS/HT Signature: _____ Parent/Guardian Signature: _____

I have reviewed with the parent/guardian (initial): _____ Reviewed: ☐ In-Person ☐ Phone ☐ Other: _____