

# WELCOME TO HEAD START!



## **SIEOC HEAD START MISSION STATEMENT**

**SIEOC Head Start is a leader in providing family-focused, early childhood development programs.**

**Our program models and promotes learning and wellness for our children, families, staff and communities.**

**We build on partnerships and strengths to provide opportunities for all to reach their goals.**

This handbook is for parents of children enrolled in SIEOC Head Start. It contains important information for all parents about the Head Start program.

Name of Center my Child Attends:	
Location/Address:	
Telephone Number of Center:	
Your Teacher is:	
Your Family Service Worker is: Family Service Worker Cell Number:	
Head Start Main Office Numbers:	1-812-926-3190 1-888-292-5475 E-mail: <a href="mailto:headstart@sieoc.org">headstart@sieoc.org</a>
Head Start Main Office Address:	110 Importing Street PO Box 240 Aurora, IN 47001
Head Start Director	Melody Minger

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Our centers are licensed by the State of Indiana Family and Social Services Administration, Bureau of Child Care, Indianapolis, Indiana (317) 234-3923.



## Southeastern Indiana Economic Opportunity Corporation (SIEOC)

### Community Action Agency

110 Importing Street, PO Box 240

Aurora, Indiana 47001-0240

812-926-1585 or 1-888-292-5475



Dear Head Start Parents,

Southeastern Indiana Economic Opportunity Corporation (SIEOC) would like to welcome your family to the Head Start Program and to the many services of SIEOC. During your time in Head Start, the Agency would like to assist your family with the agency programs that you find helpful.

In addition to Head Start, SIEOC, administers the following programs:

- **Bev Henry Emergency Fund**
- **Energy Assistance**
- **The Emergency Food Assistance Program**
- **Federal Emergency Management Assistance**
- **Section 8 Housing Choice Voucher**
- **Covering Kids and Families**
- **Weatherization Assistance**
- **Salvation Army Service Representative**

For more information on the services offered by SIEOC please refer to your Head Start Resource Directory. If your family is in need of those services you may ask for assistance from your Family Service Worker or contact our office directly.

SIEOC's mission is to improve the conditions in which people live, learn, and work.

Enjoy your Head Start experience!



T.  
Susan Schnebelt, Deputy Director

### SIEOC THE PROMISE OF COMMUNITY ACTION

“Community Action changes people’s lives, embodies the spirit of hope, improves communities, and makes America a better place to live. We care about the entire community and we are dedicated to helping people help themselves and each other.”

## The Head Start Staff Welcomes You!

We would like to welcome your family to Head Start. We are a program of Southeastern Indiana Economic Opportunity Corporation (SIEOC), a Community Action Agency. OUR goal is to provide quality services to children and families.

This can be an exciting year for you and your child. Your child has the opportunity to learn through Education and Early Childhood Development Services. As a parent, you will have the opportunity to participate in your child's learning experiences as well as activities that are provided especially for you.

Head Start recognizes that YOU are the primary educator of our child; therefore you are invited to be an important part of your child's success in the program. Head Start wants to partner with you to develop individualized services for your child and family.

This book explains your year in Head Start and what you can expect. Please ask any questions that may come up as you are reading it.

We hope this will be a special year for you and your family!

Sincerely,



Back, left to right:

Melody Minger, Head Start Director

Sheila Fletcher, Family Services/Enrollment Coordinator

Summer Yelton, Education Coordinator

Front, left to right;

Barbara Scholle, Education Coordinator

Barbara Andrews, Disabilities Coordinator/Mentor Coach

Jessica Mills, Health Coordinator

## NON-DISCRIMINATION STATEMENTS

### SIEOC

SIEOC Head Start prohibits discrimination in its program and all its activities on the basis of race, color, national origin, gender, religion, age, disability, sexual orientation, ethnic group identification, ancestry, political beliefs, mental or physical disability, or any legally protected status. We welcome children of all abilities including children with special needs. At least 10% of enrollment opportunities are reserved for children with special needs.

### USDA CHILD NUTRITION PROGRAM

*In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.*

*Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.*

*To file a program complaint of discrimination, complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at: [http://www.ascr.usda.gov/complaint\\_filing\\_cust.html](http://www.ascr.usda.gov/complaint_filing_cust.html), and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:*

- (1) mail: U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410;*
- (2) fax: (202) 690-7442; or*
- (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).*

*This institution is an equal opportunity provider.*

# Building for the Future with CACFP

This day care receives support from the Child and Adult Care Food Program to serve healthy meals to your children.

Meals served here must meet USDA's nutrition standards.

**Good nutrition today means a stronger tomorrow!**



Breakfast	Lunch or Supper	Snacks (Two of the FIVE)
Fluid Milk Fruit or Vegetable Grains or Bread Meat/Meat Alternate	Fluid Milk Meat or meat alternate Grains or bread Vegetable Fruit	Milk Meat or meat alternate Grains or bread Fruit Vegetable

Meals--CACFP homes and centers follow meal requirements established by USDA.

**Participating Facilities**--Many different homes and centers operate CACFP and share the common goal of bringing nutritious meals and snacks to participants. Participating facilities include:

- Child Care Centers: Licensed or approved public or private nonprofit child care Centers, Head Start programs, and some for-profit centers.
- Family Child Care Homes: Licensed or approved private homes.
- After School Care Programs: Centers in low-income areas provide free snacks to School-age children and youth.
- Emergency Shelters: Programs providing meals to homeless children.

**Eligibility**--State agencies reimburse facilities that offer non-residential day care to the following children:

- Children age 12 and under,
- Migrant children age 15 and younger, and
- Youths through 18 in after school care programs in needy areas.

**Contact Information**--If you have questions about CACFP, please contact one of the following:**Sponsoring Organization/Center**  
SIEOC Head Start  
110 Importing Street Aurora, IN 47001  
Toll Free 1-888-292-5475  
Office 812-926-3190  
Fax 812-926-4475

**Indiana Department of Education**  
CACFP Staff  
School & Community Nutrition  
115 West Washington Street  
South Tower, Suite 600  
Indianapolis IN 46204  
800-537-1142 or 317-232-0850



# ABOUT HEAD START

Head Start is a federal program that promotes the school readiness of children by enhancing their cognitive, social and emotional development. All services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage.

Head Start gives children the foundation to succeed in school and life by increasing their social competency, making them ready for success.

Your child will come to classes Monday through Thursday. Their day will consist of amazing educational opportunities provided by teaching staff that are designed to be appropriate for their age and development. As a parent, you will not see large numbers of "papers" coming home, because our way of teaching allows children to learn in a hands-on way. Your child's teacher will provide learning opportunities indoors, outside and in large group, small group and individual settings, all concentrating on school readiness success for your child.

The classrooms are set up to allow children to choose freely from a range of play and learning experiences. The teachers encourage the development of self-discovery, experimental learning, freedom of choice and cooperation among children.

Children will build a firm foundation for future school success in the areas of Language and Literacy, Writing Skills, Math, Science, Physical Health, Creative Arts, and Social and Emotional Development. Outdoor time, Health, Nutrition, and Safety are also part of each day.

## What Children Learn at Head Start

- |                               |  |
|-------------------------------|--|
| >Beginning literacy skills    | >How to get along and interact with adults and peers           |
| >Self-regulation skills       | >Physical development skills                                   |
| >Self-help skills             | >Beginning mathematic skills-organizing, sorting, and counting |
| >Self-expression              | >Awareness of self and others                                  |
| >Self-confidence              | >Using their imagination to be creative                        |
| >Language skills              | >To approach new learning with interest                        |
| >Memory skills                | >Beginning science concepts                                    |
| >Basic problem solving skills |  |





## **YOUR CHILD AND FAMILY'S HEAD START EXPERIENCE**

**Head Start services are somewhat different from community to community. It is important to us to provide the type of Head Start experiences that the community needs and wants.**

### **Classes**

All classes operate Monday through Thursday. You will be notified of any necessary make-up days. Families receive two home visits during the program year.

### **Parent-Teacher Conferences**

Each family participates in two parent-teacher conferences each year. The child's progress and accomplishments are discussed during a conference between the child's parents and the child's teacher. You may request additional conferences at any time you have questions or concerns.

### **Parent Committee Meetings**

The parent meetings are held monthly, except December, and gives parents the opportunity to discuss common concerns and share ideas. These are planned from the interests expressed by the parents in your center. The Conscious Discipline Parent Curriculum will be incorporated into the meetings.

### **Family Service Visits**

Family service staff will provide monthly family service visits to identify the strengths, needs and interests of the family. Family service workers follow up on health information and concerns, follow up on children's attendance, provide resources and referrals, and work with parents to set and achieve their goals.

### **Family Activities**

There are several events scheduled throughout the program year to allow parents and their child an opportunity to spend quality fun time together. There will be specific "Dad Day" and "Mom Day", and "Family Day" events scheduled.

There will also be scheduled days in the classroom for "Mom Day", "Dad Day", and "Grandparent Day".

# Your Head Start Services



## **SIEOC HEAD START'S CORE VALUES**

SIEOC believes these values to be essential:

**COMMITMENT:** Dedication to children, families, staff, and communities in order to accomplish goals and provide positive experiences.

**INTEGRITY:** Provide an atmosphere of trust and honesty is a core value of making us a key leader in the community.

**QUALITY:** Providing a safe, high quality, family-focused early childhood program.

**PROFESSIONALISM:** Providing services in an ethical, confidential, and accountable manner.

**COMPASSION:** Interacting with each other and those we serve with empathy and sensitivity.








**DIVERSITY:** Respecting the unique differences of all individuals and communities with whom we interact.

**GROWTH:** Bring positive changes through encouraging and supporting lifelong learning.

**COLLABORATION:** Building and maintaining partnerships within and beyond the agency.

## **THE GOALS OF HEAD START**

Head Start is a family development program. The overall goal of the program is to increase the social competence of children, and to achieve that, Head Start provides the child and his/her family with comprehensive services. In the SIEOC Head Start program we provide:

-  Education services to help improve the child's skills
-  Medical services and health education
-  Dental services and dental education
-  Mental health services to ensure healthy emotional development
-  Nutrition services and nutrition education
-  Services to families through linkages to appropriate community agencies
-  Parent involvement in the classroom and at home visits, in making decisions about the program, in carrying through activities which parents develop for themselves and their family

## GENERAL INFORMATION

### Classrooms

<u>CLASSROOM</u>	<u>OPERATING TIMES</u>	<u>BREAKFAST/LUNCH/SNACK TIMES</u>
Aurora	8:00 AM – 3:00 PM	8:20 AM (B) / 11:50 AM (L) / 2:20 PM (S)
Brookville AM	7:45 AM – 11:15 AM	8:25 AM (B) / 10:30 AM (S)
Brookville PM	12:00 PM – 3:30 PM	12:20 PM (L) / 2:45 PM (S)
Dillsboro	8:00 AM – 3:00 PM	8:20 AM (B) / 11:50 AM (L) / 2:20 PM (S)
East Enterprise	8:00 AM – 3:00 PM	8:15 AM (B) / 11:00 AM (L) / 2:20 PM (S)
Laurel	8:00 AM – 3:00 PM	8:15 AM (B) / 11:00 AM (L) / 2:20 PM (S)
Lawrenceburg 1	8:00 AM – 3:00 AM	8:20 AM (B) / 11:50 AM (L) / 2:20 PM (S)
Lawrenceburg 2	8:00 AM – 3:00 PM	8:20 AM (B) / 11:50 AM (L) / 2:20 PM (S)
Morris	8:00 AM – 3:00 PM	8:15 AM (B) / 11:00 AM (L) / 2:20 PM (S)
Moore's Hill	8:00 AM – 3:00 PM	8:15 AM (B) / 10:45 AM (L) / 1:15 PM (S)
Rising Sun	8:00 AM – 3:00 PM	8:20 AM (B) / 11:50 AM (L) / 2:20 PM (S)
St. Leon	8:00 AM – 3:00 PM	8:20 AM (B) / 11:50 AM (L) / 2:20 PM (S)
Versailles AM	8:00 AM – 11:30 AM	8:20 AM (B) / 10:45 AM (S)
Versailles PM	12:00 PM – 3:30 PM	12:20 PM (L) / 2:45 PM (S)
Vevay	8:00 AM – 3:00 PM	8:20 AM (B) / 11:00 AM (L) / 2:20 PM (S)

All classes will operate Monday through Thursday. Some Friday's may be needed for make-up classes.

### Home Visits

Orientation home visits are August 17 – 28, 2020

End of the year home visits are May 24 – 28, 2021

### Classes Begin/End

All classes begin on August 31, 2020

All classes end on May 20, 2021

### Child Outcomes

Brigance – All children will be given a developmental screening by the teacher. This screening tool will show the teacher what the child already knows and what skills need to be worked on throughout the year. These will be shared with parents at the conference.


ChildPlus DRDP – This is an on-line (internet) assessment tool that provides a variety of scales that outline the development of preschool children. This will assist to set and obtain goals that will help your child be successful in kindergarten.

### Holidays and Recess


Holidays are listed on your calendars. Monthly calendars will indicate the scheduled days for your center.

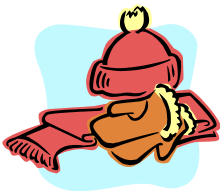



## PLANNING FOR YOUR CHILD'S HEAD START DAY


-  It is important that your child attend center classes regularly. The routine of regular attendance supports your child's learning and social development. Each day a child is unexpectedly absent, and the parent has not contacted the classroom within one (1) hour of start time, someone from the classroom will call the parent to assure the child's well-being. Therefore, it is very important to let your teacher know when your child will be absent. Please send a note or doctor note the following day with your child when an unexpected absence has occurred. Also, if attendance is not regular, or if your child misses two days in a row, with no contact from you, your teacher will be contacting you to develop a plan to make it possible for your child to attend regularly.





-  Indoor clothing should be the “everyday play” kind. The children will be climbing, crawling on floors, using paint and other messy materials, and though we have aprons, they aren't always foolproof – so please save children's good clothes for other times.





-  Please dress your child warmly enough for **outdoor play every day**. Children have an outside play period on all but the coldest days – they need jackets, mittens, hats, socks, extra slacks or snow pants, boots and scarves.


-  Labeling all clothing prevents a lot of mix-ups and losses. Write your child's name on the *inside* of all clothing, boots, and shoes.

-  Children need to wear shoes in the classroom so please remember to send them on those days when boots are necessary.

-  Items from home are difficult to share. Head Start is not responsible for items brought from home that are broken or lost.

-  Backpacks are useful, but not required, in ensuring that children have their shoes, extra clothing and cold weather gear all in one spot. Please write your child's name on the inside of the backpack.

-  Large Ziploc bags are used to keep naptime items together. Another bag is used to keep personal items, i.e. coats, extra clothes, etc. These are the only plastic bags permitted in the classroom. Cloth or paper bags may be used.

-  Make sure to check your child's cubby daily for important information or artwork that has been placed there to go home.



## CULTURAL AND RELIGIOUS BELIEFS

Cultural and religious beliefs are an important part of family life. Families will have the opportunity to identify their beliefs at the time of the Family Mapping. Adaptations are made according to what families identify. There are many items and activities in the classroom reflecting different cultures. We encourage you to share additional items and activities to demonstrate your family's culture.

Please help us in planning a program that meets your needs as a family and as a classroom group. SIEOC does not provide religious instruction or allow worship in its Head Start program.



## HOLIDAYS AND CELEBRATIONS

Holidays are times of tradition, fun, family, and friends. Each family varies in the types of holidays celebrated, and in the way they are celebrated. It is important for each child to learn about his/her family's beliefs and traditions at home. Respecting differences in cultures and family traditions is why our program does not celebrate religious-based holidays.




Here are the SIEOC Head Start guidelines for classroom recognition of holidays:

- **Holiday Discussions:** We actively participate in child-initiated discussions about holiday traditions and celebrations. Young children view celebrations in terms of their own family, and they enjoy talking about their experiences. These discussions provide meaningful learning opportunities for children as they explore similarities and differences in relation to their own families.
- **Birthdays:** Unless you wish otherwise, your child's birthday will be recognized at the classroom. Please note that classroom regulations prohibit birthday treats from being served.
- **Holiday Celebrations:** The SIEOC Head Start program follows an anti-biased holiday curriculum. Many families celebrate the holidays in many ways, and we strive to be respectful of each individual family. Therefore, holidays such as Halloween, Christmas, Easter, etc. are not celebrated in the classrooms. Instead the children will study seasonal themes and other topics of interest. We ask that you not send Halloween costumes, treats, or Christmas cards to the classroom. If you choose, your child may practice writing their name on Valentine Day cards and pass them out to peers. We do not allow classroom treats due to our program food policy, but families are encouraged to prepare and share special family dishes and desserts at center committee meetings.
- **End of the Year Celebration:** Parents may plan activities to celebrate the transition of the children to kindergarten and the accomplishments they have made in Head Start. No Head Start funds can be used to support the activities.

## GETTING YOUR CHILD TO HEAD START

The following safety rules must be followed as you transport your child to and from class:



-  If you or someone else brings your child to the center, please ask them to be on time and take the child right to the teacher or teacher assistant after signing them in. **NEVER** send a child into the center alone. The teacher's responsibility will begin only when the child reaches the classroom. **ALWAYS BRING YOUR CHILD INTO THE CLASSROOM!**
-  When you pick-up your child from the center it is very important that you tell the teacher that you are taking him/her.
-  Children will only be released to those people indicated on the Emergency Contact Information form. A note must be sent as to who will be transporting your child if it is someone other than the persons listed. An identification will be required if the staff do not know the person picking up the child. If an authorized person appears to be under the influence of drugs or alcohol while attempting to pick up your child, the program will not release your child until his or her health and safety is assured.

## ARRIVAL AND LEAVING

Starting the day with hugs and kisses will assure a good day for your child. Child care licensing requires that all children be signed in and out by a parent or authorized representative every day. This is done by signing the Attendance Form in your child's classroom. You must come into the classroom with your child and sign your full name (no initials please) in ink, no pencils. After signing your child in, please ensure that your child's teacher is aware that your child is there. Never leave your child unattended.

At the end of the day, sign out by recording the correct time, sign your full name and notify the staff that you are taking your child home. Take a few minutes to look over your child's work – a favorite book, art work, and other projects and talk with the teacher about your child's day. Please do not allow your child to leave the center ahead of you. All others who are authorized to pick up or drop off your child should be made aware of these rules.

Please be on time to pick up our child. Being late when you pick up your child causes undue anxiety for your child. Staff members have their own commitments and may need to pick up their own child. You **MUST** contact the class if you are going to be late picking up your child.



## OUTDOOR PLAY

Licensing requirements state that all children must spend time outdoors each day that the weather permits. Anytime the wind-chill temperature is above 25 degrees Fahrenheit, the children will be outside for a minimum of 10 minutes. Please be sure that your child is dressed appropriately each day for this outdoor time. If a child is unable to go outside for a health-related reason, this must be documented by a physician after the 3<sup>rd</sup> day.



# ATTENDANCE

Children and their families receive the full benefit of the program when children attend school on a regular basis, and their family is actively involved in the program. Parents/guardians are responsible for getting children to school on time, for the child to attend each day, and to notify the classroom staff when your child will not be attending. Each day a child is unexpectedly absent, and the parent has not contacted the classroom within one (1) hour of start time, someone from the classroom will call the parent to assure the child's well-being.

Unless your child is ill, please make every effort to have your child attend each scheduled class day on a regular basis. Children need schedules and routines. The importance of your child's regular attendance cannot be over emphasized. Letting your child decide whether or not to come to class will cause problems later.

Your child is expected to attend every day unless:

- The child or parent is ill
- Family emergencies
- Court requirement that the child spend time with parent

## **School attendance is important:**

- » It helps your child reach his/her full potential
- » It helps your child feel more secure and independent
- » It prepares your child for public education
- » Your child is less likely to experience learning "gaps"
- » Your child feels confident and excited about his/her learning

## **Attending Head Start Each Day Matters!**

- Your child will be more ready to learn when in Kindergarten.
- Your child will learn how to make friends. Children who attend preschool tend to get along better with other children than those who don't go to preschool.
- Your child will learn that school is a safe place and will become more comfortable being away from home.
- Your child will receive nutritious meals/snacks each day they are in school.
- Your child will learn a great deal of how the world works and have fun learning!
- Your child will experience activities and play equipment that many families don't have time or money to provide.
- Consistent attendance in preschool will create the habit of good attendance in later years.

## **NAP TIME**

SIEOC Head Start requires that all children 5 years and under rest daily. Quiet time for all children will be approximately one hour. It is not required that they sleep at this time, but it is necessary that they rest quietly for at least 30 minutes in order not to disturb other children who need to sleep. Your child will have his/her own cot. Parents may bring a thin child sized blanket and pillow for their child to use at naptime. Children's blankets will be sent home weekly for parents to wash. Nap items will be stored in a large zip lock bag so not to touch other children's items.

## **FATHERHOOD**

We encourage active fathering because solid research for the past 54+ years has shown that children who have an involved father (or father figure like a grandfather, uncle, or older brother) are more curious and confident; are better able to wait patiently for their teacher; and can maintain interest in their own work. This higher level of self-control is associated with improved life skills, greater self-esteem, and an increased ability to relate well to other people.

### **Fathers Play Differently**

While mothers and fathers are both physical with their children, fathers are typically physical in different ways. Fathers tend to play with their children, and mothers tend to care for them. Fathers are louder at play, while mothers are quieter. Mothers cuddle babies, and fathers bounce them. Fathers roughhouse, while mothers are gentle. Fathers encourage completion; mothers encourage cooperation. Fathers encourage independence, while mothers encourage security. Children who roughhouse with their fathers learn that biting, kicking, and other forms of physical violence are not acceptable. They learn self-control by being told when "enough is enough" and when to "settle down". Fathers help girls and boys learn a healthy balance between being timid and being aggressive. Children need mom's softness, as well as dad's roughhousing. Both provide security and confidence in their own ways by communicating love and physical intimacy.

### **Fathers Build Confidence**

Go to any playground and listen to the parents there. Who is often encouraging kids to swing or climb just a little higher, ride their bike just a little faster, or throw just a little harder? Who is encouraging kids to be careful? Mothers tend toward caution while fathers often encourage kids to push the limits. Either of these parenting styles by themselves can be unhealthy. One style tends toward encouraging risk without consideration of consequences. The other tends to avoid risk, which can fail to build independence, confidence, and progress. Joined together, they keep each other in balance and help children remain safe while expanding their experiences and their confidence.

## **DISCIPLINE**

Head Start will not use disciplinary methods which cause physical or emotional pain, such as hitting, shaking, cursing, threatening, binding, closeting, isolation, denial of meals, and derogatory remarks about the child or his/her family. Staff will use positive redirection when children display inappropriate behavior. Disciplinary practice will include removing the children from the group and discussing the behavior or action with the child. The staff will utilize all Conscious Discipline techniques.

## **PETS**



### **Classroom Pets**

The only pet that is considered appropriate for our classrooms is a fish.

### **Visiting Pets**

Visiting pets may be permitted with prior approval and signed permission slips.

## **VOLUNTEERING**

The Head Start program is not just for children. We welcome parent and family participation in all aspects of the program. We have an open-door policy which states that parents are welcome in the classroom at any time. Letting the teacher know that you are planning to attend is not required. Your time, ideas, and energy will make this a better program for your children. Families are strongly encouraged to volunteer a minimum of 6 hours per month, this includes time in the classroom as well as time at home working with your child and helping the teacher prepare materials for the class. Research demonstrates the more actively involved a parent is in their child's education; the better children do in school.

## **TRANSITIONING**

We want your child to be as ready as possible for kindergarten. You are an important part of helping your child be ready for making that transition. During the last parent-teacher conference, you will receive information related to kindergarten transition.

You will receive information relating to kindergarten registration dates and your teacher will arrange a day to visit the kindergarten classroom.

For those families moving on to kindergarten at the close of the Head Start year, we hope it will be a happy celebration, as you and your child anticipate starting a new chapter in their education.

## **CHILD ABUSE**

Head Start staff are mandated reporters of child abuse. Mandated reporters are required by law to immediately report any suspected abuse to Child Protective Services. These laws were created to protect children from physical abuse, sexual abuse, severe verbal abuse, and neglectful parenting. It is not the staff's position to determine actual abuse. If a child indicates that someone has "touched them" in inappropriate ways or show other signs of abuse, we are required to report it. Reporting in good faith frees the staff member from any liability; if the report proves to be unfounded. On the other hand, willful failure to report opens the staff member for criminal or civil liability. Lice is considered neglect and would be reported for any child that has open or oozing sores, a parent is refusing treatment, repeated attempts to treat have failed, or other medical issues arise.

## **ROUTINES FOR SCHOOL SUCCESS**

Bedtime routines are important to help your child wind down and get ready to sleep. Brush teeth, help your child set out the clothes they will wear to school the next day and cozy up to read a bedtime story together.

Preschoolers need 10-12 hours of sleep. If well rested, your child will be more cooperative and enjoy his/her day more. Remember to set the alarm clock for the next morning.

Parents set the example for their child by getting up when the alarm goes off. Wake your child and make this time special and fun for the two of you!

Help your child dress and get ready for school each morning.

Your child's success in school begins with consistent attendance.

## **PROBLEM SOLVING**

Parents and community members sometimes have program-related concerns that need to be addressed. Our program has procedures to resolve these issues while working to achieve our program goals.

Most questions and concerns in Head Start are solved through open communications. Every effort is made to find out all the facts before making a judgment. First ask your questions and concerns of the individuals who are directly involved.

If your questions are not answered in these communications, call the Head Start office and ask to speak to a Head Start Coordinator. The Head Start office number is on the first page of this book. The Head Start Coordinator will respond within 5 working days if they are unavailable.

If you are dissatisfied with the response from the Coordinator, you may appeal by calling or writing the Head Start Director. The Head Start Director will respond within 10 working days.

If you remain dissatisfied with the response received, you may appeal to the Head Start Policy Council, and you will be placed on the agenda for the next regularly scheduled meeting.

If the Policy Council is unable to resolve the issue, the person shall request to meet with the SIEOC Executive Director.

In the event the Executive Director cannot satisfactorily resolve the issue, the person shall submit a written request to speak with the Board of Directors. At the discretion of the Board Chairperson, the complainant shall be placed on the agenda at the next scheduled Board of Directors meeting.

The SIEOC Board of Directors decision shall be final. Appeals process available upon request.

## CHILD SAFETY

The use of tobacco, alcohol, weapons, and illegal drugs are prohibited in all of SIEOC facilities, events, and vehicles.

Please check your child prior to bringing them to class to assure they are not bringing inappropriate or harmful items.

Head Start staff are trained yearly in First Aid and CPR. A first aid kit is maintained in every class, as well as, every vehicle driven by Head Start staff.





No child will ever be left alone or unsupervised during any Head Start function.

Prior to your child starting class, you must provide information of individuals that may be contacted in the event of an emergency and you cannot be reached and who may pick-up your child from class should you become unavailable. You must provide a written statement if this information changes or someone other than those given should need to pick-up your child. If we do not have a written statement, the child will not be released. If someone arrives to pick up a child that our staff do not recognize, they will be asked to provide identification.

For the safety and well being of all Head Start children, staff will refrain from smoking during home visits, and parents are encouraged to set a good example by doing the same. Smoking is strictly prohibited at all Head Start functions, at all Head Start centers, and in the Head Start vehicles. This pertains to staff and parents.

## PEDESTRIAN SAFETY

### Stay Safe in the Parking Lot






-  Turn off vehicle engine if driver leaves vehicle.
-  **Do not leave children unattended in car without adult supervision.**
-  Hold child's hand while walking in the parking lot.
-  Look carefully behind vehicle before backing up.



### Stay Safe Crossing the Street

In order to keep our children safe in neighborhoods and around traffic areas, training in pedestrian safety is provided in the first 30 days of the program. In addition to classroom activities and information at parent center meetings, written materials are available and will be distributed at home visits.

To help ensure your child's safety please help them when crossing the street by doing the following:

-  **DO NOT ALLOW** your child to cross the street without holding the hand of an adult.
-  Stop look and listen at the curb before crossing the street.
-  Look left, right and left again before crossing.
-  Walk, don't run, across the street.
-  Cross at corners, using traffic signals and crosswalks.

## FIELD TRIPS

No field trips will be taken without written permission from the parent/guardian.

## CONFIDENTIALITY

The information that is contained in each child's file and the information that a family shares with Head Start employees is not released to agencies or persons outside of the Head Start program without the written consent of the family. The only time an agency would be contacted without a family's consent is if a staff person suspected child abuse or neglect within the family. If a staff person suspected abuse or neglect was occurring, they are mandated by law to report their suspicions to the appropriate agency.



The child's parents have access to their child's file but no other child's file.

Information regarding a child or family may be shared with consultants and other Head Start staff if the information is needed for that person to adequately do their assigned duties and serve the family.

In order to provide the safest environment possible for children, a closed circuit camera may be used by the Head Start office to monitor classroom activity. The activity may be recorded.

The following explains the process in which SIEOC Head Start protects your family's Personally Identifiable Information:

Prior to any information being shared or disclosed, written parental consent will be obtained. The consent will explain what records will be disclosed, why the records will be disclosed, and to whom the records will be disclosed.

Your consent is voluntary and may be revoked in writing at any time. In the event you decide to revoke any consent, the revocation is not retroactive and therefore it does not apply to an action that occurred before the consent was revoked.

There are situations when disclosure without parental consent is permitted and will only contain information that is deemed purposefully necessary. These circumstances are for consultants that provide services to the program; federal or state audit or evaluation; studies to improve child and family outcomes or to improve the quality of the program; addressing a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk; to comply with a judicial order or lawfully issued subpoena; program monitoring, evaluations, and performance measures for the Child and Adult Care Food Program; a caseworker or representative from the state or local child welfare agency, who has the right to access a case plan for a child in foster care placement; to address suspected or known child maltreatment.

The parent/guardian has the right to inspect or amend their child records or request copies of such records. All requests must be made in writing. The records will be made available within 45 days of the receipt of the request.

## COMMUNICATIONS

### Between Families and Head Start Staff

The Head Start program believes in regular communication between families and the Head Start staff. Our program uses a variety of ways to stay in close contact with the families and children we serve:

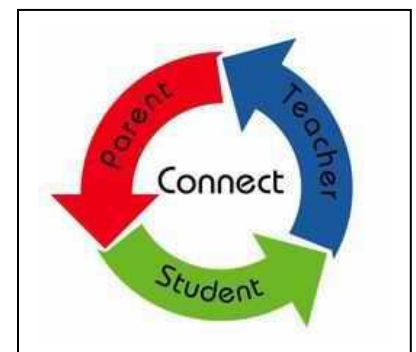
- **Home Visits:** One home visit is completed before your child's first center day. During these initial home visits, information is collected from the family to insure your child's successful transition into our classrooms. These visits give everyone the opportunity to get acquainted with one another and for the Head Start staff to collect the needed information to create a safe environment for your child. The second home visit will be completed at the end of the year.
- **Parent Conferences:** At least two parent conferences will be scheduled during the year. During these conferences your child's progress and development will be discussed with you. Parents can discuss their child's progress at any time with their teacher, but during a parent conference the information discussed will be recorded, dated and signed by the participants. Parent conferences will take place at the classroom. Parents can request a conference at any time.
- **Parent Communication Reports:** This form is completed anytime staff have to communicate with a parent regarding the following: dispensing medication, injury, eating patterns, attendance, and any other incident that may occur, i.e. child became upset during fire drill, toileting accident, child made a comment that was of a concern.
- **Telephone Calls:** Parents and teachers will talk often by phone. Staff are available to you by phone when you have questions or concerns. At the first home visit your teacher will provide you with phone numbers on page one of this book. Please make your calls before and after class to limit the number of interruptions while the staff are with the children unless it is an emergency. If you wish to talk to a Coordinator/Director, please call 926-3190 or toll free 1-888-292-5475.
- **Emergency Situations and Other Incidents:** You will be contacted immediately if your child gets ill, has an allergic reaction, is involved in acts of aggression or any incident out of the ordinary. Before your child can attend class we must have emergency contact information for you and two other reliable sources in case you can't be reached. If we cannot reach you or your emergency contacts, we will contact the local social service or law enforcement agency. It is the parent's role to notify your teacher if there are changes to your emergency contact information at any time throughout the year. Our program has policies and procedures in place to keep your child safe. Our staff are trained in first aid and CPR, universal precautions, and licensing requirements. In the event that your child sees a doctor as a result of an accident or injury that occurred while your child is at the Head Start center, it is important to report this to your teacher.
- **Family Service Visits:** Head Start Family Service staff will provide monthly family service visits to encourage, support, and guide families in obtaining reachable and realistic goals while recognizing each family's individual strengths. These visits will also allow individual assistance to families experiencing difficulties and will provide support to families in crisis. An important part of family services is to encourage families to get involved in groups or activities of similar interest in their community.





## Communications Between Families and Head Start Staff, Continued

- **Monthly Parent Newsletter:** Provides information about topics that may be of interest to families, classroom activities, community events, and entries from staff or parents.
- **Monthly Calendars:** Families will be given a calendar each month with the scheduled class days and other events.
- **Development and Learning Report and Home/School Connection Forms:** Families will receive monthly information about their child's individual interests, activities, skills, and challenges.
- **Parent Meetings:** Your center will hold regular meeting and training events, which will be held at a convenient time for the majority of the families. These are planned from the interests expressed by the parents in your center. The parent meeting gives parents the opportunity to discuss common concerns and share ideas. These concerns and ideas are important input to the Head Start Program's Policy Council. Policy Council members will report to parents the work and discussions of the Policy Council. The ongoing communication from the parent group to the Policy Council and back to the parent group is a key to developing a strong Head Start program committed to meeting the needs of children and families.
- **Policy Council:** Family members attending parent meetings will elect a representative from their center to be on the Head Start Policy Council. Policy Council members meet monthly, except June and December, to review program goals and oversee the general program operation and budget. Policy Council participation is an excellent leadership opportunity. This great learning experience provides you with first hand experience in parliamentary procedure and decision making which better prepares you for community involvement.
- **Planning Committee:** Planning committees offer parents the opportunity to meet with the Head Start Director and the Coordinators in order to help plan for the Head Start program. Local kindergarten teachers are invited to these meetings as well. Meetings are held in four counties (Dearborn, Franklin, Ripley and Switzerland), twice a year. These meetings allow us to know what the parents would like to see in the classrooms, what the kindergarten teachers would like the children to know, and overall program improvement.
- **Health Services Advisory Committee:** Parents are encouraged to participate in the Health Services Advisory Committee. Parents can bring their unique perspective as a health care consumer and recipient of Head Start health services. This advisory board meets to discuss Head Start's delivery of health services. The committee is made of community professionals who have expertise in some aspect of public health. They assist the Health Coordinator to plan for health services by bringing knowledge of their profession and their communities.
- **Behavior Incident Report:** This form is completed anytime staff have to communicate with parents regarding children's behaviors that are of a hurtful or unsafe manner to peers or adults.



# HEAD START CANCELLATION POLICIES



**Full Day Classes (8:00 AM – 3:00 PM):** In the case of extreme weather, Head Start will cancel when the local public school system does. However, if the school system is operating on a delay, the full day classes will observe the delay, but the children can still be dropped off beginning at 8:00 AM.

**Morning Classes:** In the case of extreme weather, Head Start will cancel when the local public school does, or when the public school is on a delay.

**Afternoon Classes:** In the case of extreme weather, Head Start will cancel if the local public school cancels, but will have class when the public school is operating on a delay. Other cancellations are subject to the discretion of the Head Start Director.

The following is a listing of the Head Start classrooms and the school systems where they are located:

<u>Head Start Class</u>	<u>School System</u>
Aurora .....	South Dearborn Community
Brookville .....	Franklin County
Dillsboro .....	South Dearborn Community
East Enterprise .....	Switzerland County
Laurel .....	Franklin County
Lawrenceburg .....	Lawrenceburg Community
Moore's Hill .....	South Dearborn Community
Morris.....	Batesville Community
Rising Sun.....	Rising Sun Community
St. Leon .....	South Dearborn Community
Versailles.....	South Ripley Community
Vevay .....	Switzerland County



**Due to our Head Start policies, center days could be cancelled due to lack of adequate staff and/or parent volunteers. Schedule your days to volunteer with your teacher.**

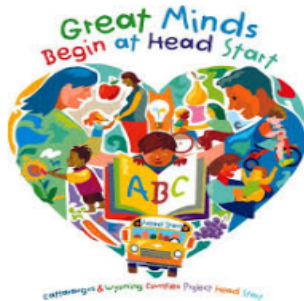
**The Head Start Director will schedule any make-up days that are needed and you will be notified by your teacher.**

It is at the discretion of the family service workers to determine if their area is safe for travel to scheduled home visits. Parents may advise their family service worker if the road or weather conditions in their area are unsafe. In the event a family service worker decides to cancel a scheduled home visit due to weather, they will call and inform the parent.

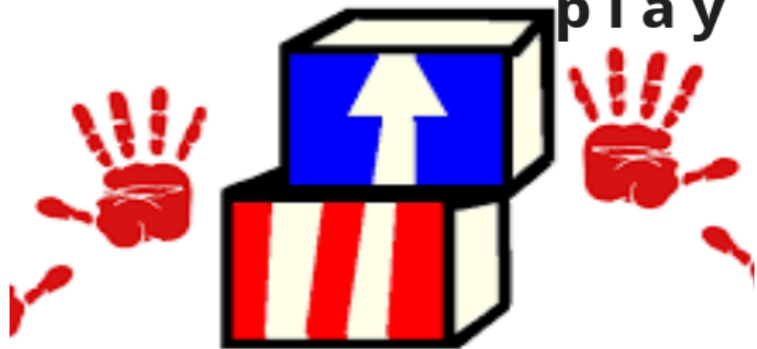
# PLAY IN YOUR CHILD'S CLASSROOM

Play gives  
children a chance  
to practice what  
they have learned.

Mr. Rogers



## How children learn through play



SIEOC Head Start uses the Creative Curriculum. This curriculum is a play based. Your child will be given an opportunity to explore the classroom centers and play. Our centers include Blocks, Dramatic Play, Science, Sand and Water, Art, Toys and Games, Computer/iPad, Library and Literacy. While your child is playing, staff are playing right along with them. Staff are trained to be intentional in the questions they ask you child to expand your child's learning. Staff are intentional in setting up their classroom to optimize your child's learning.

## What your child will learn through play.



- **Social/Emotional Skills** - Sharing, getting along with others, identifying other feelings, empathy, controlling strong emotions
- **Physical** - fine motor skills (moving a mouse, holding a pencil correctly) gross motor skills (balance, throwing and catching a ball)
- **Language** - learning and using new vocabulary, being able to define words, having conversations,
- **Cognitive** - Staying on task, persisting, pretend play, classifying
- **Literacy** - letter recognition, letter sounds, rhyming, book knowledge, writing
- **Math** - number recognition, counting, patterns, compares and measures, shapes
- **Science** - life cycles, using scientific tools, weights, sink and float
- **Social Studies** - address, phone number, how other countries live,
- **Art** - colors, cutting, music, rhythm, dance

## **SAFETY DRILLS**

As required by the Federal Performance Standards and state Child Care Licensing, the centers will hold monthly fire/tornado drills and post evacuation plans in all classrooms. During the fire drills, staff will lead children to a safe area outside of the building. During a tornado drill, staff will lead children to a designated safe place within the building. If a fire/tornado drill occurs while you are volunteering, simply follow the direction of the staff.

Lockdown/Intruder drills will be conducted at different intervals throughout the school year.

## **PROVIDING A SAFE ENVIROMENT**

SIEOC must take every precaution to assure the safety of all Head Start children, volunteers and staff.

Staff must always check the identification of individuals that do not know or recognize prior to releasing a child. The individual must also be listed on the Medical Emergency Form.

Any person having knowledge or information which would indicate a volunteer may be a threat to children, staff, other volunteers or property, shall submit their concern in writing to the Head Start Director. This information could be submitted from any person; staff, parent, volunteer, consultant or other concerned citizen.

If it is alleged that a person could be a threat, the person will be asked to submit written authorization for SIEOC to conduct a criminal history investigation, and written permission to obtain other relevant legal documentation. An investigation will be initiated. In the event the volunteer/parent refuses to authorize the investigation, they shall be prohibited from entering the classroom and/or attending any Head Start function.

Should an investigation reveal that the person is a potential threat to the health or safety of the Head Start children, staff or other volunteers, that person shall be prohibited from attending or taking part in Head Start functions.

Non-custodial issues will be dealt with on an individual basis. Legal documentation must be on file if a biological parent is not permitted to pick up a child from a Head Start function. When in question, the local police department will be called for assistance.

Should a determination be made that a person shall be prohibited from Head Start functions, that person shall be so notified pursuant to a certified letter from SIEOC. If the person refuses to follow the Head Start directive, SIEOC may seek an appropriate legal remedy.

The use and possession of handguns, firearms, live ammunition, bullets, Ninja paraphernalia, and/or deadly weapons is not permissible on school property. This includes conceal and carry permit holders. A firearm is any weapon that is capable of, or designed to, or may be converted to, expel a projectile by means of an explosion. A deadly weapon means a loaded or unloaded firearm; a weapon, device, laser or electronic stun weapon, equipment, chemical substance or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury. Pretending to have or use a gun or other dangerous object is also against school rules.

We will report any inappropriate item brought to class to the local authorities.

Volunteers that attend more than eight (8) hours per month must have a criminal history check and fingerprinting completed by SIEOC.

## **PROVIDING A SAFE ENVIROMENT, continued**

### **REGISTERED SEX OFFENDERS**

Upon becoming aware of such status of a parent or guardian:

Head Start staff will meet with the identified parent/guardian. The meeting will take place off site with a minimum of two staff members. Other family members will be invited to attend as appropriate for the situation. The parent/caregiver will be informed that anyone that has been identified as an “offender against children” is restricted from being on the premise, participating in events, and/or volunteering.

Convicted sex offenders will not be allowed to linger in our centers or have any contact with other children. Parents or legal guardians who are sex offenders may be allowed into the center, but must have a staff escort at all times and only for extenuating circumstances such as picking up/dropping off child, child illness, or injury.

If an offender shows up at the site unnecessarily, the staff will immediately remind the person to leave cooperatively. If an offender refuses to leave or indicates that he/she is a threat to any child or staff member, the police will be called, and the program or site will be placed in lockdown.

### **SHORT-AND LONG-TERM EXCLUSION**

Head Start will not exclude a child from program participation unless that child demonstrates an inability to benefit from the services offered by the program, and/or the child presents a health and safety concern. If such occurs, we will work with the child, family, and community mental health professionals if necessary, to provide alternative services.

In addition, we will never exclude any enrolled child from program participation for a long-term period on the basis of health care, mental health, and/or disabilities needs alone, provided that we can accommodate those needs (i.e. through reasonable modifications or auxiliary aids) without either fundamentally altering the program or posing a significant health of safety risk to the child or to anyone in contact with him/her.

#### **Decision to Exclude for Behavior and Health Concerns**

**Child Actions** that may require exclusion due to behavior concerns include the following:

- Failure of child to adjust after a reasonable amount of time and multiple attempts using different strategies
- Uncontrollable tantrums/angry outbursts
- Ongoing physical or verbal abuse to staff or other children

#### **Schedule of Exclusion**

The parent/guardian will be informed about the expected changes required for the child to return to the center. If actions have not been successful, the child’s parent/guardian will be advised verbally and in writing about the child’s behavior warranting exclusion. In this instance, we will consider alternative means of serving the child and family such as a shortened day option or home visits. During this exclusion period, the Head Start staff will work with special education and mental health service providers and in partnership with the family, to identify behavioral supports that could allow the child to re-enter and participate successfully in the center. Failure of the child/parent to satisfy the terms of the plan, may result in permanent exclusion from the program.

A child WILL NOT be excluded from the program without receiving adequate support from the Head Start program, including, transition assistance. The director will be the primary decision-maker on all issues related to long-term exclusion of children.

# **VIOLENT BEHAVIOR EMERGENCIES**

## **Lock Down – Violence in the Community or Center**

The violence in the community/center is primarily aimed at situations where there is an incident involving an attack from armed intruders in the center or near area that threatened the safety of students or staff. In the event that it is unsafe to evacuate the building, the following will take place:

- The children will be taken to a pre-designated spot within the center.
- The teacher assistant/classroom aide will ensure that all doors are secured/locked and the lights are off.
- The teacher and/or center staff will begin to construct a blast wall for better protection and to keep the children out of sight.
- Staff and children will remain in their current location until instructed otherwise by the law enforcement, Director, Education Coordinator or is no longer safe to stay.
- Do not allow anyone into or out of the classroom until law enforcement, Director or Education Coordinator has given you the all clear or order to evacuate.
- Follow established evacuation procedures if indicated.
- When the danger has passed, await instructions from the Director or Education Coordinator to either continue class or to call parents/emergency contact persons for child pickup.

Staff will practice the lockdown drill twice a year. Posted emergency routes should be in every room in the classroom.

## **Dealing with aggressive parents:**

Head Start encourages close links with parents and the community. We believe that students benefit when the relationship between home and school is a positive one. The vast majority of parents, guardians and other visiting the Head Start are keen to work with us and are supportive of the program. However, a tiny majority of parents have a negative attitude toward the school and sometimes, this can result in aggression, verbal and /or physical abuse towards Head Start staff.

The Head Start program expects parents and other visitors to behave in a reasonable way towards the staff. This policy outlines the steps that will be taken where parent behavior is unacceptable.

## **Types of behavior that are considered serious and inappropriate and will not be tolerated:**

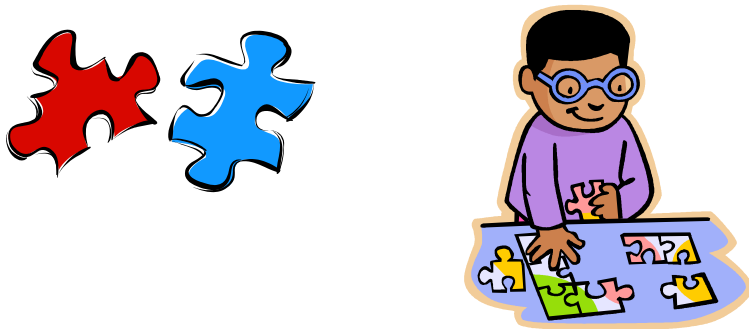
Shouting at the program staff, either in person or over the phone, physically intimidating a member of staff i.e. standing very close to him/her, the use of aggressive hand gestures, threatening program staff, shaking or holding a fist towards another person, writing abusive comments about a member of staff, swearing at a program staff member, pushing, hitting, spitting, racist or sexist comments, or breaking the programs security procedures.

## EARLY CHILDHOOD DEVELOPMENT IN HEAD START

A big part of your child's Head Start experience will be spent in our classroom, interacting with other preschool children. We have taken great care to provide a classroom environment which invites your child to learn as he/she plays. Much is learned by observing your child at play. We will ask you to help with the observations and planning for child's development.

Education activities in Head Start are individualized for enrolled children. Head Start is most successful when parents and staff work together by linking home and school activities. Each of us has something to contribute. You are the most familiar with your child's interests, routines, and experiences. This important information will be used to plan your child's Head Start year to develop cognitive, social, physical, and emotional needs.

A comprehensive program focuses on all aspects of a child's development. You can provide valuable input into the curriculum planning process through planning committees, home visits, center meetings, and parent-teacher conferences. You and your teacher will use this information to write an individual plan for your child. All children participate in activities that helps them grow physically, socially, emotionally, and intellectually.



Early  
Childhood  
Development  
in  
Head  
Start











# DRDP (2015)

A Developmental Continuum from Early Infancy to Kindergarten Entry

## Measures at-a-Glance

### Preschool Fundamental View

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
Approaches to Learning –Self-Regulation	ATL-REG 	1	Attention Maintenance	1
		2	Self-Comforting	2
		3	Imitation	3
		4	Curiosity and Initiative in Learning	4
		5	Self-Control of Feelings and Behavior	5
		6	Engagement and Persistence	6
		7	Shared Use of Space and Materials	7
Social and Emotional Development	SED 	1	Identity of Self in Relation to Others	8
		2	Social and Emotional Understanding	9
		3	Relationships and Social Interactions with Familiar Adults	10
		4	Relationships and Social Interactions with Peers	11
		5	Symbolic and Sociodramatic Play	12
Language and Literacy Development	LLD 	1	Understanding of Language (Receptive)	13
		2	Responsiveness to Language	14
		3	Communication and Use of Language (Expressive)	15
		4	Reciprocal Communication and Conversation	16
		5	Interest in Literacy	17
		6	Comprehension of Age-Appropriate Text	18
		7	Concepts About Print	19
		8	Phonological Awareness	20
		9	Letter and Word Knowledge	21
		10	Emergent Writing	22

Domain Name	Domain Abbreviation	Number within Domain	Measure Name	Page Number
English Language Development	ELD 	1	Comprehension of English (Receptive English)	23
		2	Self-Expression in English (Expressive English)	24
		3	Understanding and Response to English Literacy Activities	25
		4	Symbol, Letter, and Print Knowledge in English	26
Cognition, Including Math and Science	COG 	1	Spatial Relationships	27
		2	Classification	28
		3	Number Sense of Quantity	29
		4	Number Sense of Math Operations	30
		5	Measurement	31
		6	Patterning	32
		7	Shapes	33
Physical Development –Health	PD-HLTH 	1	Perceptual-Motor Skills and Movement Concepts	34
		2	Gross Locomotor Movement Skills	35
		3	Gross Motor Manipulative Skills	36
		4	Fine Motor Manipulative Skills	37
		5	Safety	38
		6	Personal Care Routines: Hygiene	39
		7	Personal Care Routines: Feeding	40
		8	Personal Care Routines: Dressing	41
		9	Active Physical Play	42
		10	Nutrition	43



## QUESTIONS PARENTS OFTEN ASK



### **Why is time-out not used at Head Start?**

Time out is not used in our facilities because it is not developmentally appropriate. According to Head Start Program Performance Standard 1302.90(c)(1). A program must ensure all staff, consultants, contractors, and volunteers abide by the program's standards of conduct that implement positive strategies to support children's well-being and prevent and address challenging behavior and do not maltreat or endanger the health or safety of children, including, at a minimum, that staff must not:

Use corporal punishment; use isolation to discipline a child; bind or tie a child to restraint movement or tape a child's mouth; use or withhold food as a punishment or reward; use toilet learning/training methods that punish, demean, or humiliate a child; use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child; physically abuse a child; use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or use physical activity or outdoor time as a punishment or reward.

We utilize Conscious Discipline in our classrooms. Conscious Discipline is a social-emotional learning and management program that will be used to create a school family.

### **Will my child learn to read in Head Start?**

Probably not. Most children learn to read by 6 or 7 years of age, but some learn at 4 or 5 years of age. Even if a child has a head start, he/she may not stay ahead after entering the public school. The other students most likely will catch up during the second or third grade. At Head Start, we will be setting the ground work for your child to be able to read. We will teach them letter recognition, letter sounds, book knowledge, rhyming words, and have rich conversations.

### **Why do children play so much in the Head Start classroom?**

Head Start considers play a very important part of children's learning. While playing, children are solving problems, using adults and other children as resources, experimenting with equipment, developing social skills, functioning in a give-and-take situation, increasing language and vocabulary, and imitating adult behavior. All of these activities, plus many other innovative and creative things that children do while playing help them to develop physically, intellectually, socially and emotionally.

### **How can I teach my child at home?**

By giving your child jobs to do that she can handle, by talking and listening to her, by playing games and reading stories that she enjoys, by taking the child with you whenever it is enjoyable for both of you, by asking your child questions and giving him time to figure out the answers, by maintaining a few firm consistent rules, and by letting your child know that you're glad she is your child.

## HOW DO WE GUIDE CHILDREN'S BEHAVIOR IN HEAD START?

All children display mistaken behavior from time to time. Conscious Discipline® is a method of discipline that eliminates the need for reward and punishment-style discipline. It is intended to create stronger communication within families. Conscious discipline gives children a voice and empowers them with the ability and help to achieve behavioral goals.

Every classroom management system must have a basis for motivation. The motivator in Conscious Discipline is the School Family. The School Family® is the key to building a positive classroom climate. The School Family creates an important change in classroom management where intimidation, fear and external rewards are left behind and children step into a world where actual motivation, helpfulness, problem-solving and connection manage your child's classroom. The School Family shows children how conflict can be used as a growth opportunity instead of good reason to inflict more pain.

The School Family is arranged in three components which is structure, rituals and routines. Providing structure maximizes children's learning opportunities, minimizes distractions and makes the atmosphere of the classroom pleasant.

Some of the structures in the classroom are:

- **The Safe Place.** The Safe Place is where children can learn to self-regulate their emotions. Head Start does not use "time out." The Safe Place is where children will learn anger management and self-regulation.
- **Meaningful Jobs.** Each child in a classroom has a job that helps contribute to the classroom. The meaningful jobs help children experience responsibility, self-worth, inclusion, accomplishment, unity and school spirit.
- **Friends and Family Board.** The Friends and Family Board builds community and connection and links the home family with the School Family. Each child must have pictures of their family to display on the friends and family board.
- **Ways to Be Helpful.** The first step in helping children to be successful is for the adults to focus on the behaviors we want to see and then convey that information to the children. The more we state the expectation, the more the children will comply. If a child pushed the chair under the table, use the phrase, "You pushed the chair under the table so we would not trip over it, that was helpful!"

Rituals are the events that connect us and provide quality and meaning in life. Rituals are the bond that holds the School Family together in shared, meaningful experiences.

Some of the rituals in the classroom are:

- **The Safekeeper Ritual.** The Safe Keeper Ritual is a way to verbally and nonverbally show children that the teacher's job is to keep the classroom safe and the children's job is to help keep the classroom safe. The teacher states her job is to keep everyone safe. The children put a trinket in a box and say what they will do to keep the classroom safe.

## HOW DO WE GUIDE CHILDREN'S BEHAVIOR IN HEAD START?, continued

Continued rituals in the classroom:

- **Greetings.** Greetings are used to connect with the children and families. The teachers will use a prop and ask each child, "How would you like to be greeted?" The child will choose, for example, a handshake.
- **Absent Child Ritual.** The absent child ritual sends the message to children that they are noticed when not in class and they are glad when they return. The children chant to the child that returned the next day, "You've been gone, you were missed, where would you like your welcome back kiss?" A child's meaningful job is to welcome back, will use a prop and tap the child where they would like to be kissed, for example on the hand, arm or leg.
- **Wish Well Board.** The wish well board creates a consistent classroom. It involves creating calm, loving internal state and then sending that feeling to others. The classroom has a metal tin heart and the children that are absent are put in the heart. The children will put their hand over their heart and sing to the absent child, "We wish you well, we wish you well, all through the day today, we wish you well." This wish well is not only for absent children or staff but for someone not feeling well or upset.
- **I Love You Rituals.** Dr. Becky Bailey designed I Love You Rituals as a playful means to promote the best brain development, increase attention span, reduce hyperactivity, build self-esteem, increase cooperation and assist in language development.

Routines are how we teach or demonstrate expected behaviors in the classroom. Routines are important because it helps children to be safe and know what is expected, provides consistency and predictability. The brain is pattern seeking and if the child lacks routines, their brains are pre-occupied with trying to find the pattern rather than learning.

Some of the routines in the classroom are:

- **Brain Smart Start®.** The Brain Smart Start is activities that assist in uniting, connection, disengage in stress and to commit. These activities prime the brain for a day of optimal learning. The activities are selected through Conscious Discipline songs, I Love You Rituals, Breathing Exercises, Movement, Greetings, Safekeeper Ritual, and Classroom Rules.
- **Visual Daily Schedule.** A consistent visual daily schedule helps build predictability and safety into the children's day. Knowing what comes next in the classroom or home helps lower the child's stress and provide a sense of safety for the children.
- **Visual Routines.** Visual routines are the foundation for creating a safe, organized classroom. Teachers will model, add visuals and practice the expectations for the daily routines, such as, coming to circle time or cleaning up their area.

## HOW DO WE GUIDE CHILDREN'S BEHAVIOR IN HEAD START?, continued

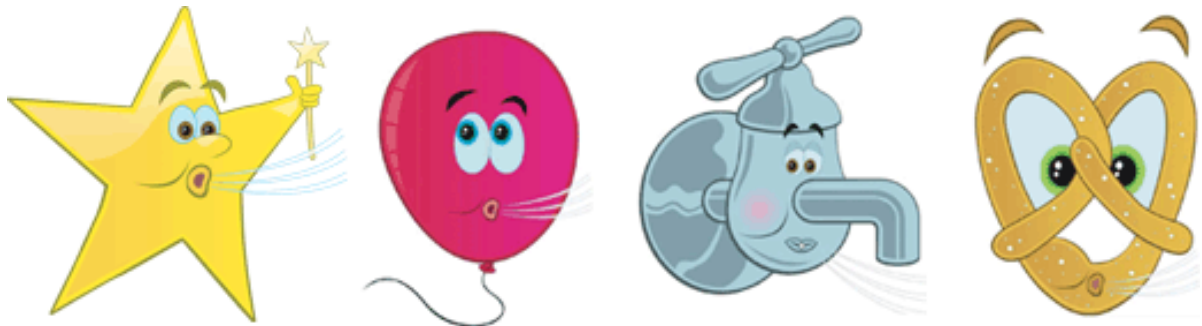
Conscious Discipline, a research-based discipline approach, can teach parents and children to:

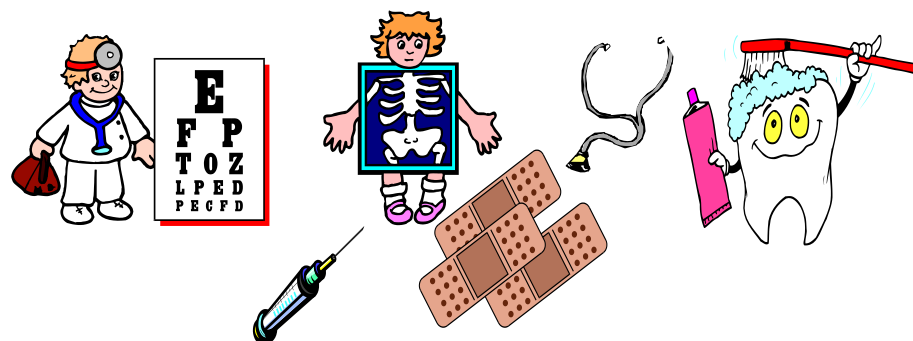
- Manage emotions instead of acting out.
- Set personal boundaries to encourage mutual respect.
- Resolve conflict in a way that creates closer relationships.
- Provide limits, structure and boundaries in the home.
- Work together and be involved in your child's life and education.
- Learn the different I Love You Rituals and do them with your children every day.
- Focus on the behaviors you want to see and then convey that information to the children. The more you state the expectation, the more the children will comply.
- Instead of becoming angry when the world does not go his or her way, take a deep breath and say, "I can handle this."

The life skills are the focus of Conscious Discipline where conflict becomes an opportunity to teach social and emotional skills instead of a power struggle that ends in punishment. Don't be surprised in the coming weeks you hear your child say, "Be a S.T.A.R." if you are upset. The S.T.A.R. means to **S**mile, **T**ake a deep breath, **A**nd, **R**elax. You may also find your child wishing people well when they are sick or going through tough times. We encourage you as a parent to learn more about Conscious Discipline. The website is [www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com). We are excited and honored to welcome you as a part of our School Family. From our heart to your heart, we wish you well!

Remember that **YOU** are your child's most important teacher.

Bailey, Becky A. Dr. *Conscious Discipline®*, *Building Resilient Classrooms*, 2015





## HEALTH

Our program shares a common goal with you:  
**That your child is healthy and ready to learn!**







Children learn best when they are healthy and safe and parents are involved.

Children need to have their immunizations current, their well checks yearly and dental exams regularly. It's important for you to be fully involved in all the medical and dental services provided to your child.

What you need to do:

- ◆ Apply for Hoosier Healthwise if your child is not covered
- ◆ Make an appointment with your doctor and dentist if your child has not had a check up in the past year
- ◆ Keep your child up to date with a yearly exam
- ◆ Keep your child's immunizations up to date
- ◆ Make appointments for any additional care that is needed
- ◆ Let your teacher and family service worker know
  - when your child goes to the doctor and dentist
  - when your child is ill, has allergies, special diets, or any other special needs.

What Head Start will do:

-  Assist you in applying for Hoosier Healthwise
-  Provide names of doctors and dentists in your community
-  Help you make the appointment
-  Tell you what to expect at your appointments
-  Arrange for transportation if needed
-  Pay for needed exams when you are not insured or under Insured

# Physical and Oral Health in Head Start



## HEALTH EDUCATION

Health education for the children is included in the daily lesson plans as part of the curriculum. Children participate in good health practices such as:



- ✎ Hand washing
- ✎ Tooth brushing
- ✎ Good hygiene
- ✎ Learning the importance in balance of rest, exercise and good nutrition

Health education for parents includes:

- 🏠 Information on community resources
- 🏠 Recognizing the importance of family preventative care and detecting signs of health problems
- 🏠 Keeping up to date on health and immunization records
- 🏠 Modeling healthy behaviors
- 🏠 A safe and healthy home



## PHYSICAL HEALTH

Child care licensing requires that every child have a physical exam on file within 30 days of starting class. If your child has had an exam in the past year a copy is all that is needed, if not, a new appointment is needed to bring the child back up to date. Physical exams and screenings are done by your doctor. Whenever your child's exam is getting ready to "expire", your teacher or family service worker will let you know.

### What to expect at your child's checkup:

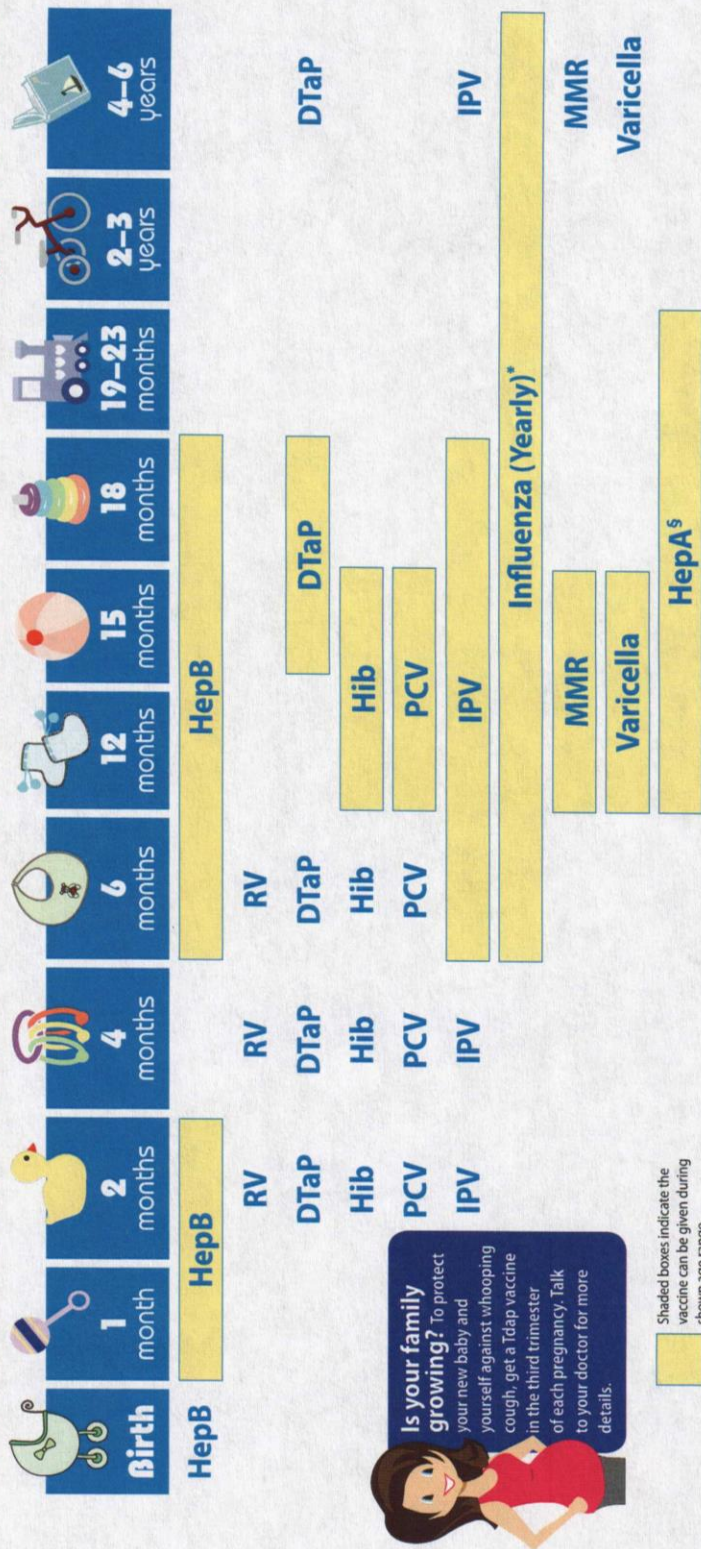
- 👩 Health education and guidance
- 👩 Measurements
  - Height and Weight
  - Blood Pressure
- 👩 Health history, including nutrition
- 👩 Information about thoughts, feelings and relationships with others
- 👩 Development/behavioral checks
- 👩 Physical, including oral exam
- 👩 Immunization review
- 👩 Blood lead test (if never tested)
- 👩 Urinalysis (optional between 3 – 5 years)
- 👩 Vision check, using eye chart
- 👩 Hearing check, using audiometer
- 👩 Dental referral for regular preventative checkups



**Your child will not be allowed to attend the center if we do not have a record of a physical exam 30 days after they start attending.** Portions of Head Start health services may be refused with a signed statement from you, but the *physical exam* is required for all children.



# 2016 Recommended Immunizations for Children from Birth Through 6 Years Old



**NOTE:** If your child misses a shot, you don't need to start over, just go back to your child's doctor for the next shot. Talk with your child's doctor if you have questions about vaccines.

**FOOTNOTES:** \* Two doses given at least four weeks apart are recommended for children aged 6 months through 8 years of age who are getting an influenza (flu) vaccine for the first time and for some other children in this age group.  
<sup>s</sup> Two doses of HepA vaccine are needed for lasting protection. The first dose of HepA vaccine should be given between 12 months and 23 months of age. The second dose should be given 6 to 18 months later. HepA vaccination may be given to any child 12 months and older to protect against HepA. Children and adolescents who did not receive the HepA vaccine and are at high-risk, should be vaccinated against HepA.

*If your child has any medical conditions that put him at risk for infection or is traveling outside the United States, talk to your child's doctor about additional vaccines that he may need.*

SEE BACK PAGE FOR MORE INFORMATION ON VACCINE-PREVENTABLE DISEASES AND THE VACCINES THAT PREVENT THEM.

For more information, call toll free  
**1-800-CDC-INFO (1-800-232-4636)**  
 or visit  
<http://www.cdc.gov/vaccines>



U.S. Department of  
 Health and Human Services  
 Centers for Disease  
 Control and Prevention



AMERICAN ACADEMY OF  
 FAMILY PHYSICIANS  
 STRONG MEDICINE FOR AMERICA

American Academy  
 of Pediatrics  
 DEDICATED TO THE HEALTH OF ALL CHILDREN®



## Vaccine-Preventable Diseases and the Vaccines that Prevent Them

Disease	Vaccine	Disease spread by	Disease symptoms	Disease complications
<b>Chickenpox</b>	Varicella vaccine protects against chickenpox.	Air, direct contact	Rash, tiredness, headache, fever	Infected blisters, bleeding disorders, encephalitis (brain swelling), pneumonia (infection in the lungs)
<b>Diphtheria</b>	DTaP* vaccine protects against diphtheria.	Air, direct contact	Sore throat, mild fever, weakness, swollen glands in neck	Swelling of the heart muscle, heart failure, coma, paralysis, death
<b>Hib</b>	Hib vaccine protects against <i>Haemophilus influenzae</i> type b.	Air, direct contact	May be no symptoms unless bacteria enter the blood	Meningitis (infection of the covering around the brain and spinal cord), intellectual disability, epiglottitis (life-threatening infection that can block the windpipe and lead to serious breathing problems), pneumonia (infection in the lungs), death
<b>Hepatitis A</b>	HepA vaccine protects against hepatitis A.	Direct contact, contaminated food or water	May be no symptoms, fever, stomach pain, loss of appetite, fatigue, vomiting, jaundice (yellowing of skin and eyes), dark urine	Liver failure, arthralgia (joint pain), kidney, pancreatic, and blood disorders
<b>Hepatitis B</b>	HepB vaccine protects against hepatitis B.	Contact with blood or body fluids	May be no symptoms, fever, headache, weakness, vomiting, jaundice (yellowing of skin and eyes), joint pain	Chronic liver infection, liver failure, liver cancer
<b>Influenza (Flu)</b>	Flu vaccine protects against influenza.	Air, direct contact	Fever, muscle pain, sore throat, cough, extreme fatigue	Pneumonia (infection in the lungs)
<b>Measles</b>	MMR** vaccine protects against measles.	Air, direct contact	Rash, fever, cough, runny nose, pinkeye	Encephalitis (brain swelling), pneumonia (infection in the lungs), death
<b>Mumps</b>	MMR** vaccine protects against mumps.	Air, direct contact	Swollen salivary glands (under the jaw), fever, headache, tiredness, muscle pain	Meningitis (infection of the covering around the brain and spinal cord), encephalitis (brain swelling), inflammation of testicles or ovaries, deafness
<b>Pertussis</b>	DTaP* vaccine protects against pertussis (whooping cough).	Air, direct contact	Severe cough, runny nose, apnea (a pause in breathing in infants)	Pneumonia (infection in the lungs), death
<b>Polio</b>	IPV vaccine protects against polio.	Air, direct contact, through the mouth	May be no symptoms, sore throat, fever, nausea, headache	Paralysis, death
<b>Pneumococcal</b>	PCV vaccine protects against pneumococcus.	Air, direct contact	May be no symptoms, pneumonia (infection in the lungs)	Bacteremia (blood infection), meningitis (infection of the covering around the brain and spinal cord), death
<b>Rotavirus</b>	RV vaccine protects against rotavirus.	Through the mouth	Diarrhea, fever, vomiting	Severe diarrhea, dehydration
<b>Rubella</b>	MMR** vaccine protects against rubella.	Air, direct contact	Children infected with rubella virus sometimes have a rash, fever, swollen lymph nodes	Very serious in pregnant women—can lead to miscarriage, stillbirth, premature delivery, birth defects
<b>Tetanus</b>	DTaP* vaccine protects against tetanus.	Exposure through cuts in skin	Stiffness in neck and abdominal muscles, difficulty swallowing, muscle spasms, fever	Broken bones, breathing difficulty, death

\* DTaP combines protection against diphtheria, tetanus, and pertussis.

\*\* MMR combines protection against measles, mumps, and rubella.

# ORAL HEALTH

Have you heard someone say or said this yourself.....

***“They’re just baby teeth, they don’t matter.”***

***Well...***

***Healthy teeth are important!***

***Taking care of your child’s first 20 teeth does matter!***



Your child is... LEARNING

Children that are experiencing pain from cavities or sensitivity may not be able to concentrate and will sometimes even exhibit unwanted behaviors.

Your child is ...TALKING

They learn to talk by moving their tongue against their teeth. If teeth hurt or are missing too early, they may have speech problems.

Your child is ... EATING

They are growing faster than they do during the rest of their life. They grow best when they eat good food like meat, fresh fruits and vegetables. If teeth hurt, they do not want to chew meat, apples and other good foods.

Your child is ...SMILING

Your child is happy making new friends...unless...other children make them feel uncomfortable about their teeth. Then your child stops smiling. Their self-esteem might become bruised.

Head Start can assist you to get the dental care your child may need. When you wait or put off treatment it only increases the amount of work and the amount of money it costs. Please don't wait.

**Your child is counting on you! Don't let your fears or misconceptions about going to the dentist keep them from being healthy and ready to learn.**









## **PROCEDURE FOR ADMINISTERING MEDICATION IN THE HEAD START PROGRAM**

All medication should be given at home unless it is absolutely necessary for it to be given during class time. The first dose of any new medication is to be given at home and monitored by the parent for 24 hours to monitor any adverse reactions.

Indiana State Licensing requires that the following procedures be in place if it is necessary for your child to receive medication at centers.

1. Written directions from your doctor including:

-  The date the order was written
-  the child's name
-  name of the medication
-  the illness or diagnosis
-  exact dosage, time, and frequency to be given
-  the physician's signature

2. Written authorization for administering the medication must be given by the parent or legal guardian.
3. The medication must be in a labeled prescription bottle with the doctor's name, the name of the medication, the dosage and the starting date.
4. The person assigned to administering the medication will closely watch for side effects. If side effects are noted, staff will notify the parent immediately, in order for the parent to contact and discuss the effects with the doctor.
5. All medication will be stored in a locked cabinet at all times when not in use. If it is to be refrigerated, it will be stored on a shelf away from food and out of children's reach, and in a locked container.
6. A log will be kept to include the child's name, date, dosage and time administered. All logs will be kept on file and side effects and follow up recorded for the child's file.

If there are any questions regarding the medication administration policy or record keeping, please contact the Health Coordinator at the Head Start office.





## Managing Illness in the Classroom

Your teacher will conduct a daily health check of your child. They will determine if your child is well enough to participate. Your child may not be able to participate if a fever of 101° or higher with symptoms of illness or two or more episodes of vomiting or diarrhea in the previous 24 hours, the child needs to remain at home until the symptoms are no longer present (without medications such as Tylenol) and the child feels well enough to participate in the normal routine and activities at Head Start.

You will be notified if more than one child has a similar illness.

Here is what you can do to help prevent the spread of illness:

- ◆ Make hand washing a priority in your home. Practice and teach your child to wash their hands well and whenever they use the rest room, before they eat, after they cough or sneeze into their hands, and after they handle pets.
- ◆ Keep your child fully immunized.
- ◆ Keep your child home when they are ill.

We take measures in the classroom to control the spread of lice. However, we do not want a child's education to be interrupted for long periods. We will notify you if more than one child has lice. If your child has lice, we will let you know at pick up and he or she can come back to class after they have been treated. Your family service worker can assist you if you need information on treatment or other resources.

Remember, lice is not a health threat, it is a nuisance. Blaming children and families is not appropriate and causes hurtful feelings. Please be respectful and know that lice is not an issue for the poor or unclean, anyone can get it.

Here is what you can do at home:

- ◆ Use your child's daily bath time routine as an opportunity to check for lice. Catching it early makes it easier to manage. Do it everyday, even when there is no breakout.
- ◆ Teach your child to not share hair accessories, hats, or combs.
- ◆ Treat only those that have lice. Treatment does not prevent lice.
- ◆ Vacuum carpets, furniture and mattresses and don't forget your child's car seat. Lice generally don't live beyond 24-48 hours after they are off the body.
- ◆ Picking out the nits is an important step in breaking the cycle.
- ◆ Consult your doctor for advice.

# Communicable disease guideline chart for child care providers 2017

Disease & Incubation	Signs/Symptoms	How Transmitted	When Communicable	Restrictions	Control Measures
<b>Cytomegalovirus</b>	Fever, sore throat	Fecal-oral, contact with urine, oral and nasal secretions. Up to 70% of children are infected between ages 1-3.	3 to 8 weeks after exposure	None	Strict hand washing procedures after diapering and toileting. Female employees of child bearing age should be referred to their primary care provider or health department for counseling about their risk of CMV infection.
<b>Chicken Pox (Varicella)</b>	Fever, skin eruption with blister like lesions	Airborne or direct contact w/vesicle fluid. Contact with shingles lesion (direct or indirect)	1-2 days before outbreak, till blisters dry	Until all the blisters have dried.	Vaccination and isolation of sick individuals. Shingles vaccine for staff as recommended by their health care provider.
<b>Diarrheal Diseases: (Varies) Salmellosis Shigellosis Giardiasis Rotaviral Enteritis E Coli 0157:H7 Cryptosporidiosis Campylobacteriosis</b> Varies from 6-14 hrs	Abnormally loose or frequent stools, vomiting and sometimes fever. A physician should diagnose specific cause.	Fecal-oral route, through contaminated articles, food/beverages and hands.	Throughout acute infection and as long as organisms are in stool.	Exclude until diarrhea is gone for 24 hours and 2 negative stool cultures or as advised by local health department and physicians.	Proper handwashing, sanitize all contaminated articles and equipment. Keep diapering and food service tasks and items <u>separate</u> . Notify parents. Check with health consultant for specifics. Notify local health department when clusters of cases occur.
<b>Head Lice (Pediculosis)</b> Eggs hatch in 7 days/1 week (can multiply in 8-10 days, lives 20-30 days).	Severe itching, small lice eggs closer than 1/4" to nits on hair. Bumpy rash on nape of neck, behind ears and/or crown of head may appear after persistent infestation.	Direct contact with live lice infested individual or their clothing, article to article contact, i.e. coats, blankets and hats.	As long as live lice remain on an infested person, or until eggs are 1/4" away from scalp.	Until after child is treated and others in the household evaluated. Do not exclude for the presence of nits only.	Vacuum to get rid of lice in environment. Wash all clothing and bedding in hot soapy water for 20 minutes. Notify parents. Keep all children's personal items and clothing separate.
<b>Scabies</b> 2-6 weeks-initial exposure 1-4 days-Re-exposure	Mite burrows under skin. Red, itchy rash tends to be in lines or burrows usually on wrists, elbow creases or between fingers.	Skin to skin contact. Shared clothing.	Until mites are destroyed	Exclude for 24 hours after initial treatment completed.	Notify parents. Wash all clothing and bedding in hot soapy water for 20 minutes. Keep all children's personal items and clothing separate.
<b>Impetigo</b> 4-10 days Staphylococcus Streptococcus 1-3 days	Blisters, crusts, scabs on skin which are flat and yellow may be weeping.	Direct contact with infected area or with nasal discharges from infected child.	When weeping, crusted lesions are present.	Exclude until on antibiotic Rx for 24 hrs. and lesion can be covered.	Child and staff wash hands frequently throughout day. Notify parent. Wear disposable gloves when treating. Cover draining lesions with dressing.
<b>Measles (Rubella)</b>	Fever, cough, red eyes, photosensitivity, spots on tongue and mouth, blotchy rash 3 <sup>rd</sup> and 7 <sup>th</sup> day, lasting 4 to 7 days	Droplet and direct contact with nasal or throat secretions.	7-18 days from exposure	From time of initial fever till 4 days after rash appears.	Hand washing after contact with secretions and vaccination. Exclude exposed, unvaccinated children until local health depart. approves return.
<b>Pertussis</b>	Irritating cough can last 1-2 months-Often has a typical "whoop"	Direct contact with oral or nasal secretions	6-20 days	5 Full days after antibiotics	Hand washing after handling secretions. Covering mouth during coughing, then hand washing. Staff vaccination.
<b>Pinkeye (Conjunctivitis)</b> Bacterial: 24-72 hrs. Viral: Usually 12-72 hrs. (3 days) Irritant: immediate watering	Tearing, swollen eyelids, redness of eyes, purulent discharge from eyes.	Contact with discharges from eye, nose or mouth. Contaminated fingers and shared articles.	During active symptoms and while drainage persists. Dependent upon cause of the infection.	No need to exclude unless condition interferes with participation or care of others. Most cases viral, no medication.	Notify parents. Diligent handwashing by staff and children. Contact health consultant/health department if more than two cases at once. Children with prolonged symptoms should be evaluated by their medical provider.
<b>Rubella (3 day measles or German measles)</b>	Low grade fever, headache, mild redness of eyes, fine rash	Contact with nasal and throat secretions.	14-23 days	7 days from onset	Vaccination and strict hand washing procedures. Exclude exposed, unvaccinated children until local health department approves return.
<b>Strep Throat/Scarlet Fever</b> 1-3 days (rarely longer)	Red, painful throat, fever. May develop rash (Scarlet Fever).	Sneezing & coughing on others, contact with mucus or saliva, contaminated articles.	2 days before symptoms until on antibiotic Rx for 24-48 hrs. Untreated cases 10-21 days.	Exclude until on antibiotic Rx for 24 hr. (Must be treated for 10 days).	Notify parents. Sanitize all articles used by child. Proper handwashing. Notify local health department when cluster of cases of the symptoms, sore throat and fever occur.
<b>Ringworm</b> (Varies by site) Mainly: 4-10 days	Red Scaling, itchy, circular lesions and broken hairs from skin/head	Direct contact with infected humans or animals, skin to skin contact or with contaminated articles	As long as lesions/infection is active. Some lesions may not be seen with the human eye.	If on Rx, may return; otherwise exclude unless lesions can be covered, clothing is acceptable.	Wash all items used by infected child, cover lesions, proper handwashing, notify parents
<b>Fifth Disease</b> 4-20 days 4-14 days; up to 21 days	Mild or no fever, "slapped cheek" rash spreading throughout body, lacy rash on arms on legs; rash may recur with sunlight, warm bath or exercise.	Sneezing & coughing on others, contact with mucus or saliva, contaminated articles	Prior to onset of rash, Not communicable after onset of rash. During the week prior to the rash appearance	No need to exclude unless condition interferes with participation or care of others	Wash hands frequently; sanitize all articles used by children. Pregnant women should tell health care provider if they have been in contact with an infected person.
<b>Meningitis</b> Bacterial: 1-10 days (usually less than 4 days) Viral: Varies	Fever, headache, vomiting, chills, neck pain or stiffness, muscle spasm, irritability.	Sneezing & coughing on others, contact with mucus or saliva, contaminated articles, or fecal-oral route-depending upon organism involved	. Bacterial-Non-communicable 24 hrs. after starting antibiotic Rx.  Viral-Prolonged period	Exclude, return with Dr.'s permission and condition does not interfere with participation or care of others.	Notify parents and local health department. Clean and sanitize all articles; proper handwashing

IN FSSA Office of Early Childhood & Out of School Learning

6/9/17

### Communicable disease guideline chart for child care providers 2017

<b>Disease &amp; incubation</b>	<b>Signs/symptoms</b>	<b>How transmitted</b>	<b>When communicable</b>	<b>Restrictions</b>	<b>Control measures</b>
<b>Hepatitis A</b> 15-50 days. Average 25-30 days	Upset stomach, tired, dark colored urine, light colored stool, yellowish skin & eyes, fever, jaundice (often jaundice not present in children under 5 years), abdominal pain and diarrhea	Fecal-oral route, through contaminated articles, food/beverages & hands.	Two weeks prior to jaundice until 1 week after jaundice (yellow) appears. If no jaundice one week prior until 2 weeks after symptoms	Exclusion until 1 week after diagnosis as long as stool is contained in diaper, or child has no accidents or no more than 2 stools over normal, and all contacts have received vaccine or immune globulin	Proper handwashing; sanitize all contaminated articles & equipment. Notify parents and local health department. (Immune Globulin or vaccination for all contacts should be considered)
<b>Hand, Foot &amp; Mouth (Coxsackie Virus)</b> Up to 6 days, usually 3-6 days.	Small blisters with reddened base primarily on hands, feet, mouth, tongue, buttocks or throat	Direct contact with nose or oral secretions and with feces	During acute stage of illness (virus may stay in stools for several weeks)	Exclude if the child does not have control of oral secretions (saliva) or condition interferes with participation or care of others.	Proper handwashing, don't share cups, glasses, etc., sanitize all contaminated articles.
<b>Roseola</b> 9-10 days	Fever, runny nose, irritability, followed by rash on trunk. Child often feels fine once rash appears.	Via saliva from a healthy adult (children under 4 may be susceptible, usually only children under 2)	Uncertain	Exclude only if condition interferes with participation or care of others.	Notify parents, proper handwashing
<b>RSV (Respiratory Syncytial Virus)</b> 1-10 days	Fever, runny nose, cough, and sometimes wheezing. May exhibit rapid or labored breathing with cyanotic (blue) episodes.	Virus spread from resp. secretion (sneezing, coughing) through close contact with infected persons or contaminated surfaces or objects.	Just prior to symptoms and when febrile	Exclude only if condition interferes with participation (rapid or labored breathing, or cyanotic episodes) or care of others.	Frequent and proper handwashing, sanitize all contaminated articles. Do not share items such as cups, glasses and utensils. Proper disposal of tissue when used for nasal and respiratory secretions.

See [www.cfoc.nrckids.org](http://www.cfoc.nrckids.org) section 3.6.1.1: Inclusion/Exclusion/Dismissal of Children for information on when to exclude children for illness and section 3.6.1.2: for Staff Exclusion for Illness.

See [www.cfoc.nrckids.org](http://www.cfoc.nrckids.org) section 7.6.3.1: Attendance of Children with HIV (same information applies to children with Hepatitis B or C).

#### References:

Red Book®, 2015 Report of the Committee on Infectious Diseases 30<sup>th</sup> ed. American Academy of Pediatrics, 141 Northwest Point Blvd., Elk Grove Village, IL 60007-1098

Caring for Our Children 3<sup>rd</sup> ed. [www.cfoc.nrckids.org](http://www.cfoc.nrckids.org)







Indiana State Department of Health Communicable Disease Reference Guide for Schools  
[http://www.in.gov/isdh/files/Communicable\\_Disease\\_Reference\\_Guide\\_for\\_Schools\\_2015\\_Edition\\_Final\\_July28\\_2015docx--ppedits.pdf](http://www.in.gov/isdh/files/Communicable_Disease_Reference_Guide_for_Schools_2015_Edition_Final_July28_2015docx--ppedits.pdf)








## NUTRITION

Good nutrition is the cornerstone of a child's health. A well nourished and healthy child is more ready to learn.






Here is what you can expect from our Head Start program:

-  Nutritious foods that meet the USDA guidelines for children 3-5 years of age
-  Foods low in fat, sugar and salt, whole grains, and high in nutrition and variety
-  For children with allergies or intolerances, menus can be individualized for your child with a statement from your doctor
-  Referrals to professionals if your child's growth or eating habits are cause for concern
-  Children with special needs can be accommodated with changes in food, equipment or utensils to meet their needs
-  Food safety and sanitation measures that protect the health and safety of all

Here is what you can expect from your child's teachers:

-  Family-style meals where children serve themselves and friendly and meaningful conversations take place
-  Food is never used as a reward or punishment
-  Positive, not forceful methods of encouraging children to try new foods
-  Promotion of good oral health by brushing teeth after a meal
-  Age appropriate food activities that encourage a positive attitude toward healthy foods

In addition to your children, families have the opportunity to learn about nutrition, including topics such as:

-  Selection and preparation of foods and meals
-  Budgeting for meals
-  Balancing good nutrition and physical activity
-  Child nutrition and eating patterns
-  Good oral health and prevention of tooth decay

# Nutrition

in

Head

Start







United States Department of Agriculture

**10  
tips**  
Nutrition  
Education Series



**MyPlate**  
**MyWins**

Based on the  
**Dietary  
Guidelines  
for Americans**

## Choose MyPlate

Use MyPlate to build your healthy eating style and maintain it for a lifetime. Choose foods and beverages from each MyPlate food group. Make sure your choices are limited in sodium, saturated fat, and added sugars. Start with small changes to make healthier choices you can enjoy.

**1 Find your healthy eating style**  
Creating a healthy style means regularly eating a variety of foods to get the nutrients and calories you need. MyPlate's tips help you create your own healthy eating solutions—"MyWins."

**2 Make half your plate fruits and vegetables**  
Eating colorful fruits and vegetables is important because they provide vitamins and minerals and most are low in calories.

**3 Focus on whole fruits**  
Choose whole fruits—fresh, frozen, dried, or canned in 100% juice. Enjoy fruit with meals, as snacks, or as a dessert.



**4 Vary your veggies**  
Try adding fresh, frozen, or canned vegetables to salads, sides, and main dishes. Choose a variety of colorful vegetables prepared in healthful ways: steamed, sauteed, roasted, or raw.



**5 Make half your grains whole grains**  
Look for whole grains listed first or second on the ingredients list—try oatmeal, popcorn, whole-grain bread, and brown rice. Limit grain-based desserts and snacks, such as cakes, cookies, and pastries.



**6 Move to low-fat or fat-free milk or yogurt**  
Choose low-fat or fat-free milk, yogurt, and soy beverages (soymilk) to cut back on saturated fat. Replace sour cream, cream, and regular cheese with low-fat yogurt, milk, and cheese.



**7 Vary your protein routine**  
Mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry. Try main dishes made with beans or seafood like tuna salad or bean chili.



**8 Drink and eat beverages and food with less sodium, saturated fat, and added sugars**  
Use the Nutrition Facts label and ingredients list to limit items high in sodium, saturated fat, and added sugars. Choose vegetable oils instead of butter, and oil-based sauces and dips instead of ones with butter, cream, or cheese.



**9 Drink water instead of sugary drinks**  
Water is calorie-free. Non-diet soda, energy or sports drinks, and other sugar-sweetened drinks contain a lot of calories from added sugars and have few nutrients.

**10 Everything you eat and drink matters**  
The right mix of foods can help you be healthier now and into the future. Turn small changes into your "MyPlate, MyWins."

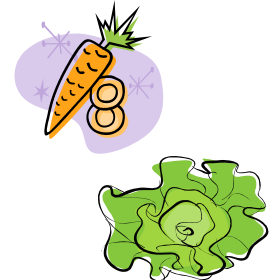
# POLICY ON BRINGING FOOD INTO CENTERS

Head Start must follow strict rules when serving food at the centers to ensure safe and healthy food service. Please note the following policies:

Adults are not allowed to have coffee, pop or similar drinks in the classroom.

According to Indiana Child Care Licensing Regulations, all food consumed by the children under the supervision of the center must be provided by the center.

All foods served meet the Child and Adult Care Food Program guidelines and meal patterns for 3-5 year olds. Children are served adequate amounts of food during classroom meals.



Head Start centers are inspected by health authorities for proper safe food handling practices.

Our nutrition policies prohibit any treats being brought into the classroom, including treats intended for birthday celebrations.

## CHILDREN WITH SPECIAL NEEDS IN HEAD START

The Head Start program focuses on the child and family as individual program participants. All children will receive a general health and developmental screening. If these screenings indicate a suspected delay, the disabilities staff in conjunction with the teaching staff will contact the family. Written parental permission is obtained before any child is referred for an evaluation.

Referral – With written parental permission, children who need further evaluation will be referred to their Local Education Agency. The evaluation and any services are at no charge.

Related Services – These are services that are supplemental to the children's instructional program. Related services may be of a developmental, corrective or supportive nature. Based on the evaluation, some of the services children may receive are enrollment in the LEA developmental preschool program and Head Start, speech therapy, occupational and/or physical therapy.

Individual Education Plan – During the case conference if it has been determined children are eligible for special education services, the Individual Education Plan (IEP) will be written. The IEP is a written document that includes measurable goals children can be expected to accomplish.

Both Head Start and the Local Education Agencies work together cooperatively to combine the range of offered services to provide the best pre-school experience for children with special needs.



Children  
with  
Special  
Needs  
in  
Head  
Start



## TECHNIQUES FOR GUIDING CHILDREN

Offer encouragement.  
Give clear directions.  
Offer praise when it is due.  
Accept each child as an individual.  
Allow children time to complete projects.  
Talk in plain language and in a pleasant tone of voice.  
Prepare children for transitions from one activity to the next.  
Give the children the chance to do as much as they can for themselves.  
Allow children to make some decisions and solve problems on their own.  
Offer assistance as needed.  
Provide guidance as necessary.

## SPECIFIC PRACTICES TO BUILD SELF-CONCEPT IN CHILDREN

Listen to children.  
Talk to children.  
Respect children's needs to do what they are capable of doing.  
Avoid competition or negative comparisons.  
Praise verbally, with body language and touching.  
Create sharing situations.  
Observe and acknowledge what is important to each child.  
Plan, organize, and encourage independent activities-  
give help when needed.

A child seldom needs a good talking to as a good listening to.

~Robert Brault

Too often we give children answers to remember rather than problems to solve.

~Roger Lewin



## MENTAL HEALTH IN HEAD START

A child's social and emotional development is a very important part of growing up. The development of a child's self-concept (or self-esteem) is equally as important as the child's physical and intellectual development.

Mental health begins with an understanding of who you are. Preschool children learn more and more about themselves on a daily basis as they interact with other children, adults and their environment. When children learn more about themselves at an early age, they are able to make more appropriate choices and decisions later in life. Parents will complete the Parent Feedback form and the Self-help and Social Emotional Rating Scales at the first home visit to provide information to individualize in the classroom.

The mental health consultant will conduct a global environmental scan (classroom observation) to assure the classroom practices foster mentally healthy development for children and adults. The classroom environmental scans will be scheduled by the mental health consultant. The mental health consultant is available to families, staff and children. Individual goals based on the children's needs are developed by the parent and teacher together to promote social and emotional development. Information is available to families on behavior patterns, child guidance, child development, stress management and activities to enhance children's social emotional development. SIEOC Head Start has a service agreement with Stacey Cornett, LCSW, IMH-IV, Mental Health Consultant. See more information on the mental health consultant on the following page.

Conscious Discipline® is a comprehensive classroom management and social emotional program that creates a learning environment where children know they are safe and loved. From this foundation of safety and caring, children will begin learning how to solve conflicts, manage their emotions and take responsibility for their actions. There will be activities that will unite, disengage stress, connecting and commitments. These life skills are the focus of Conscious Discipline where conflict becomes an opportunity to teach social and emotional skills instead of a power struggle that ends in punishment.

# Mental Health in Head Start







**Stacey Cornett, LCSW, IMH-IV**  
**Mental Health Consultant**

Ms Cornett is a licensed clinical social worker specializing in working with young children with challenging behavior and behavioral health needs. Ms. Cornett graduated from Saint Louis University in 1988 with a Master's Degree in Social Work. She also completed an 18 month clinical traineeship in infant mental health at the Infant Parent Institute. The traineeship taught Ms. Cornett the practice of infant parent psychotherapy which promotes attachment in infants and parents to prevent attachment disorder from developing. The field of Infant Mental Health provides services to 0-3 year olds and their caregivers. Ms. Cornett continued specialized training in early childhood mental health and now provides clinical supervision, reflective supervision and consultation to a number of programs serving 0-6 year olds both nationally and internationally. Ms Cornett holds an endorsement as infant mental health clinical mentor by the worldwide organization, The Alliance for the Advancement of Infant Mental Health. Ms. Cornett began working at CMHC in 1988 and has supported the development of home-based services to children in her various roles. Ms. Cornett also currently works for the Children's Home of Cincinnati where she serves as an infant and early childhood consultant. In this roles she provides oversight to early childhood mental health consultants, therapists and home visitors. Additionally, Ms. Cornett is an expert faculty with the national organization, ZERO TO THREE, in which she provides training and consultation to programs around the country. Ms. Cornett is a board member for the Indiana Association for Infant Mental Health, Infancy Onward and serves on several other boards promoting child mental health. She is the author of two books, *Home-based Services for High Risk Youth* and *Home-based Services in Infant and Early Childhood Mental Health* and several publications in the area of child mental health. Ms Cornett is the proud mother of 4 children and 2 grandchildren.

## THE SEVEN POWERS FOR CONSCIOUS ADULTS

The biggest threat to a child's sense of safety is an out of control adult. The key to safety is a conscious, mindful adult.

~~Dr. Becky Bailey~~

The Seven Powers for Conscious Adults promote mindful, conscious adults who possess the ability to self-regulate. "Conscious" is a state of active, open attention in the present moment. Without conscious awareness, our ability to change old conditioned discipline practices to effective new practices is impaired. The ability to self-regulate and perceive conflict as a teaching opportunity provides the foundation for safety in the classroom and in the home.

The seven skills of discipline provide problem solving tools adults need to transform every day discipline issues into teachable moments. These moments are our opportunity to teach children social-emotional and communication skills necessary to manage themselves, resolve conflict and develop pro-social behaviors. The seven skills are the foundation for problem-solving.

The seven powers provide a foundation that makes it possible for us to access the integrated executive brain state where all higher-order thinking occurs. From this state, we can ignore impulsive and hasty tendencies.

- Power of Perceptive
- Power of Unity
- Power of Assertiveness
- Power of Free Will
- Power of Love
- Power of Acceptance
- Power of Intention

**Power of Perception:** No one can make you angry without your permission.

Goal: To teach adults and children to take responsibility for our own upset.



Smile, Take a Deep Breath, And Relax

**Power of Unity:** We are all in this together.

Goal: To perceive compassionately, and offer compassion to others and to ourselves.



**Power of Assertiveness:** Whatever we focus on, we get more of.

Goal: To create images of expected behavior in the child and adult's brain.



## THE SEVEN POWERS FOR CONSCIOUS ADULTS, continued

**Power of Free Will:** The only person you can change is you.

Goal: Learning to connect and guide instead of force and coerce.



**Power of Love:** Choose to see the best in others.

Goal: Seeing the best in others keeps us in the higher centers of our brain so we can consciously respond instead of unconsciously react to life events.



**Power of Acceptance:** The moment is as it is.

Goal: To learn to respond to what life offers instead of attempting to make the world go our way.



**Power of Intention:** Mistakes are opportunities to learn.

Goal: To teach a new skill rather than punishing others for lacking skills we think they should possess by now.



The Seven Powers for Conscious Adults create a long-term, lasting success by guiding us to become conscious, present, adjusted and responsive to the needs of ourselves and children.

[www.ConsciousDiscipline.com](http://www.ConsciousDiscipline.com)



Dear Parents/Guardians:

The start of school is an emotional time, full of anticipation of new friends, hopes for playful learning, and fears about your child's adjustment. Whether your child is returning to Head Start or coming for the first time, he or she may experience separation anxiety. This is a feeling of fear and discomfort about being separated from familiar people. Separation anxiety is a normal reaction that most people feel at one time or another. Adults experience it when they leave home and things are not the same. Unfamiliar stores, new and different ways of speaking and foods that seem foreign can all make us feel uncomfortable and anxious; no wonder McDonald's is the same from coast to coast!

Even E.T. (a movie character from outer space) suffered from separation anxiety. Despite the efforts of his newfound friends, E.T. still yearned to go home. E.T. however, had an advantage over most preschoolers. Although he was as frantic and upset as a 3-year old, he had unusual electronic skills to cope with his homesickness (E.T. phoned home with a coat hanger, an umbrella, and an old record player). But young children have no such communication skills and their efforts at expressing their distress can be confusing and painful to watch and interpret.

Each child expresses these feelings about leaving parents in a slightly different way. Some children may protest right away, crying loudly at school or complaining at home. Some may complain of aches, pains, or illnesses. Others may have difficulty weeks after school has begun, when the initial excitement has worn off. Some children may show anger toward the new adults or children in their life.

It may help to remember that separating from home and becoming attached to new surroundings are vital parts of becoming independent. Children need our understanding and support as they make these steps. We have listed on the following pages a list of suggestions that you can use to support your child during this transition. We hope you will find these strategies helpful and useful.

Sincerely,  
Head Start Staff



## **MAKING A SEPARATION PLAN**

Leaving parents at the beginning of the school day can be difficult for any child, no matter how loved and secure the child feels. Here are some ideas you can use to make this transition smoother for you and your child:



### **Help your child anticipate what will happen each day of school.**

If your child is returning for a second or third year in the program, let him or her know that there will be new children as well as some old friends in the group. Create a “separation ritual or plan” to follow with your child each day as you drop him or her off. Keep your plan simple (for example, a story together followed by a wave at the window or a few minutes together at the breakfast table). The teachers will be glad to help you decide on a ritual, if necessary.

### **Be consistent about following your plan.**

If your child is having a particularly difficult time, adding “one more story” at the last minute will not ease these feelings; in fact, your child’s sadness or anxiety may become stronger.

### **If difficulties continue, reassess your plan with the teachers.**

Ask the teachers for suggestions and support; they have been through this many times with other children. Ask them what they do to support your child after you have left, making sure that your child’s feelings are being fully acknowledged. Ask them what activities happen right after you leave so you can go over this with your child at home. (If you are still worried about your child after you leave, you can always call the classroom from your work place to see how your child is doing.)

### **Acknowledge your child’s feelings yourself, both as you leave (if there are strong emotions) and at home when you discuss it.**

“Acknowledge feelings” means to make simple statements that label the feelings. For example, say “It’s really hard when we have to say goodbye at school. You feel really sad when I leave” or “It makes you mad when I leave you at school”. As you talk to your child, use a soft, calm voice and touch your child gently, to communicate that you understand. Pause and wait for your child’s response. It is important to show you accept your child’s feelings, even if his or her outbursts are upsetting to you. This acceptance will let your child know it is okay to have strong feelings about your leaving. With your encouragement your child will fully express feelings of sadness or anger; this usually helps children “let go” of the feelings and begin to adjust to the new friends and environment.

## **Separation Plan, continued**

**If your child is not upset, avoid pressuring him or her to be sad that you are going.**

Instead, know that your child cares very deeply about you and that you can take pride in your child's independence.

**Know that your child cannot begin to cope with your leaving until you actually leave.**

After your last goodbye, it is important that you leave without further ado. Children become confident that they are okay only after they have experienced their own ability to carry on without you in the new setting.

**Above all, show confidence in your child's ability to adjust by saying goodbye as planned.**

Do not sneak away while your child is distracted. This will make your child distrustful of the whole separation process.



Following these simple suggestions will ease this daily transition for most parents and children. If you need more help with separation problems, please feel free to talk with your teacher. We will help in any way we can.

Evans, Betsy, "You Can't Come to My Birthday Party!" High /Scope Press, 2002

High/Scope Educational Research Foundation has granted permission to reproduce parent handout.

## **FAMILY PARTNERSHIPS IN HEAD START**

Head Start is a comprehensive, strength based family program. Research has shown that parental involvement helps children be more successful throughout life.

Good partnerships mean Head Start parents and staff are learning from one another. Our partnership began with the Family Assessment that was completed during the recruitment process. Acting as a team, we will identify the strengths, needs and interests of your family. Parents are supported as they meet their own goals and as they nurture the development of their children.

Family situations affect children. The Head Start staff are prepared to assist families in finding needed resources. The Head Start Community Resource Directory given to each family assists families in exploring their own solutions.

Head Start assists families by:

- ◆ Making regular home visits.
- ◆ Referring to other services, agencies or consultants.
- ◆ Helping you identify the strengths and concerns of your family and providing a framework to help you set goals and time frames to meet your goals. Responding to your child's attendance to see if additional assistance could be provided. Working in a partnership that is driven by parent identification of their family's strengths and needs, parents and staff determine how the program can support families in pursuing their goals. Staff will assist families to accomplish their identified goals in many ways, including but not limited to, linking families to resources within their community.

# Family Partnerships in Head Start



## **PARENT RIGHTS AND RESPONSIBILITIES**

- ❖ **To be recognized as my child's primary educator.**
- ❖ **To always be treated with respect and dignity.**
- ❖ **To receive a fair and courteous answer to each question.**
- ❖ **To be welcomed into my child's classroom. We have an open-door policy and I may visit the center at any time during its hours of operation.**
- ❖ **To receive information and guidance from the Head Start program about my child's progress and development, including regular progress reports from my child's teacher.**
- ❖ **To participate in discussions about my child's progress and setting goals for my child's learning and development.**
- ❖ **To be supported as an advocate for my child. In the event that my child has a diagnosed disability or has been referred for a concern; I will be involved by the local school district in creating an Individualized Education Plan, and will be kept informed on my child's progress in meeting his/her goals.**
- ❖ **To be informed about resources within the community related to education, health, social services, and the improvement of family life.**
- ❖ **To receive information about menus and nutrition activities.**
- ❖ **To help develop adult programs which will improve daily living for myself and my family.**
- ❖ **To take part in planning and carrying out programs designed to increase my skill in areas of possible employment.**
- ❖ **To take part in decision regarding my child's center and the Head Start program. My ideas and suggestions will be valued, and I will have opportunities to share them with faculty and other parents. Opportunities include Parent Committee Meetings, Policy Council Meetings, and other workshops, trainings, and/or events.**
- ❖ **To be represented at all Policy Council meetings.**
- ❖ **To refuse some Head Start services with a signed statement.**



## PARENT INVOLVEMENT

You may already realize that Head Start is not just a program for children. It is also a program for **PARENTS** and **FAMILIES**.

The research says a parent supporting and encouraging their education strengthens children's success as learners. Head Start wants to be there to support you during this important time. Please let us know how we can help.

### Guys Too!

Children do best in life when they grow up with the active, positive involvement of both a mother and father. Whatever the measure – physical and emotional health, educational achievement, behavior, substance abuse, crime or delinquency – children are more likely to lead healthy, productive lives when both their mother and father are actively involved in their lives in positive ways. This is because moms and dads tend to parent differently, at least in some important ways, and their complementary parenting skills and attitudes combine to give children the best environment in which to grow up healthy and successful.



**Head Start believes parents are their child's first and most important teacher.**

Head Start works with parents to strengthen their role as the primary decision-maker for their children.

### Parent Involvement is Important

#### Together We Can:

- Make reading to your child a priority.
- Listen and talk with your child.
- Make class attendance an important choice.
- Stay in close communication about your child's development.



#### Get Involved By:

- Reading the newsletters and information Head Start offers.
- Volunteering or observing in your child's classroom.
- Attending Parent Meetings.
- Get involved with Policy Council to share your ideas.
- Talk with your family service worker about planning how you can become involved.

# Parent Involvement in Head Start



# WAYS PARENTS CAN PARTICIPATE

You will find there are many ways parents can be involved in Head Start. This section of the Parent Handbook has information on each of them.

## Parent Committee

Parent Rights and Responsibilities.....	Page 57
Parent Committee Meetings.....	Page 60
Elected Officers and Duties .....	Page 60

## Policy Council.....Page 61

Role of Policy Council members .....	Page 61
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## In-Kind and Volunteer Time Donations.....Pages 62 - 63

## Volunteering in the Classroom.....Pages 64 - 67

## Other Ways to Participate:

For those of you who prefer not to volunteer with the children or those of you who cannot volunteer during school hours, here are some activities that can be done at home or after class:

- ✓ Prepare learning materials for class
- ✓ Repair broken equipment
- ✓ Wash doll clothes, dress up clothes, paint smocks, etc.
- ✓ Call or write notes to other families for the Head Start class
- ✓ Help plan weekly lessons which meet your child's needs
- ✓ Prepare bulletin boards
- ✓ Collect books on monthly themes from the library
- ✓ Bring items to share your culture into the classroom
- ✓ Come into the classroom and share your culture
- ✓ Volunteer to go on field trips



### What about becoming a paid staff member?

When all qualifications are equal between current Head Start parents and other applicants, Head Start parents must receive preference for non-professional positions within the program. We encourage you to apply for these jobs as they become available, and list the ways you have been involved in Head Start on your application. Training is provided to help you advance to a position requiring greater knowledge and responsibility.

## PARENT COMMITTEE MEETINGS

### Who is on it?

All parents who have children enrolled at the Head Start site are members of the Parent Committee.

### What does it do?

The Parent Committee Meetings are friendly and informal. This way you can help each other to come up with good ideas for the program. It is a time to talk about what's happening and what's important at your site.



### **The Parent Committee members:**

- ✓ Advise staff in developing and carrying out local program policies, activities and services.
- ✓ Are encouraged to discover and discuss what parents would like to do and what they would like to learn; and how these can be carried out with staff assistance. Discuss what you can do as parents to get your children ready for kindergarten and life after Head Start.
- ✓ Elect a Chairperson, Vice Chairperson and Secretary. The Chairperson and Vice Chairperson are the representative to Policy Council.
- ✓ Encourage their representatives to attend the Policy Council meetings as they represent your views when writing the grant, budget and policies.

### **Head Start Staff will:**

- ✓ Encourage unstructured time for parents to informally talk to each other.
- ✓ Make sure parents understand the meeting agenda is theirs and that staff only acts as a facilitator for them.
- ✓ Make sure the Parent Committee Meeting is a fun meaningful time.

Since family service workers' attend parent meetings to provide input and act as resources for parents, they cannot be responsible for childcare during the meeting. Classroom problems and concerns should be identified to your teacher before discussing them at parent meetings. Please give your teacher the opportunity to solve the concern. If the concern is not resolved by the teacher, then you should call the Education/Transition Coordinator.



# HEAD START POLICY COUNCIL

## WHAT IS THE POLICY COUNCIL?

Policy Council is a group of parents and community members who meet monthly to oversee the delivery of services to children and families. Through Policy Council, members actively share in making decisions about the program.

## Who are the Policy Council Members?

- Parents of enrolled children – over half the Policy Council membership is made up of parents with enrolled children.
- Community representatives include; past parents, representatives from local resource services, professional organizations or collaborative adventures.



Being a member of Policy Council is a wonderful leadership opportunity!



## How do I get to be a Policy Council Member?

Each local parent group elects a parent to represent their group at Policy Council.

## What is the Work of Policy Council?

Policy Council works with Head Start management staff and the SIEOC Board of Directors to develop, review, and approve or disapprove:

- Funding applications
- Procedures for shared decision-making about long and short-long range program planning
- The composition of the policy group and their selection procedures
- The annual and on-going self assessment process
- Criteria for recruitment and enrollment
- Personnel policies

## What is my Role on Policy Council?

- **Attend** the scheduled Policy Council meetings. Members who can't attend will arrange for their Alternate Policy Council member to attend in their place, making sure your classroom is represented.
- **Listen** to the needs of your local parents and represent their interest at the Policy Council meeting.
- **Report** the work of Policy Council to your local parent group.
- **Call** the office if you will be absent.
- **Serve** on committees such as interview potential employees, budget or fiscal review, and program self-assessment.
- **Communicate** if you are no longer available to participate in Policy Council.
- **Submit** your request for a \$20.00 meeting reimbursement for attending each meeting.

# **VOLUNTEERING, IN-KIND AND LOCAL MATCH**

There are several reasons volunteers are needed to help in the classroom:



- ❖ The Head Start program must have 25 cents of volunteer time, materials, or goods for every dollar awarded us by the Federal Government.
- ❖ Head Start must provide opportunities for parent involvement at the classroom anytime during hours of operation.
- ❖ Parents or other family members who volunteer also benefit from their volunteer time. Children look forward to having their parents or other important people in their lives as the teacher. They enjoy teaching the parent about classroom rules and routines. The parent then has a chance to see firsthand how the child operates in a classroom setting.
- ❖ The Head Start program is required to keep records of the amount of time, materials and/or good donated to the program. The volunteer must use a “pink” form provided by Head Start staff to document specifically what they donated, including specific time frames. Each donation is given a dollar value. These “imaginary dollars” add up throughout the year until our local match requirement has been met. Last year we had to collect over \$560,000 in these “imaginary dollars”.



Parent participation is not, and cannot, be required as a condition of enrolling a child in the program, but it is strongly encouraged.

## In-kind Break Down, Simple Math to Help Our Program!

Each Head Start classroom needs **\$35,000** per school year to run! Wow, that's a lot of money!!!

But, let's break it down into an easier number.

**35,000** divided by **9** months = **3,888.89** per month (still a large number)

**Let's make it smaller!**

There are **17 – 20** children in a classroom

**3,888.89** divided by **17** children = approximately **228.76** a child per month.

**3888.89** divided by **20** children = approximately **194.45** a child per month.

How is each child supposed to come up with that?

Each hour you volunteer is worth 14.07

**How do you volunteer?**

Home/School Connection is 15 minutes each day, which comes out to at least 3 hours a month.

Reading to your child is 15 minutes each day, which comes out to at least 3 hours a month.

Taking items home from the teacher to cut, etc. is worth 15 - 30 minutes

Classroom volunteers, Family Events, Policy Council, Shubert's Family Nights,  
are worth the amount of time of the event.

**Now how does that add up?**

228.76 divided by 14.07 = 16.26 hours per child per month

194.45 divided by 14.07 = 13.82 hours per child per month

That means that if each child/family in the classroom went above and beyond and donated 3 ½ hours  
a week, our classes would raise over  
\$33,516

Now that's a great math activity and a great way to support our HEAD START SCHOOL FAMILY!

Can we count on you?



## Why should I volunteer?

- ? To promote lifelong learning
- ? Learning experience for you and the children
- ? Children are excited about having volunteers in their rooms
- ? Flexible schedules
- ? Provides a positive responsibility
- ? Rewarding through child's reactions
- ? F-U-N!



## Volunteer Requirements:

- 🌈 Emergency Information
- 🌈 Confidentiality statement
- 🌈 Safe environment check form (if necessary)
- 🌈 TB test, physical exam, criminal history check, fingerprinting and  
\*orientation/folder for volunteers that assist in the classroom for more than eight hours per month.

### \*Orientation Packet/Folder includes:

- 1) Developmentally appropriate practices for the program
- 2) Goals and philosophy of the center
- 3) Daily schedules, routines and transition procedures
- 4) Parent communication policies
- 5) Child abuse detection, prevention, and reporting responsibilities
- 6) Recognizing symptoms of illness
- 7) Cleaning, sanitation and disinfecting procedures
- 8) Special needs inclusion policy
- 9) Training specific to the special needs of children under their care
- 10) Copy of child care center licensing regulations
- 11) Anti-bias handout

## Family Involvement:

There are many opportunities for parents/family members to grow, learn, and participate in the program. Your time, ideas, and energy will make this a better program for your children. Parents, grandparents, aunts, uncles, extended family members, etc. are all invited and encouraged to volunteer as often as possible.

The following pages describe the guidelines and areas in which volunteers can assist in the classroom.

# GUIDELINES FOR CLASSROOM VOLUNTEERS

Welcome to Head Start. As a volunteer, we want to help you learn about working with small children. Your main job is to take care of individual children's needs. Check the "Daily Schedule or Lesson Plan" for the activities that will be going on during the hours you will be working. Indicate which activities you prefer to help with. Following are general suggestions for working with children:

## ADULTS SHOULD

- Respect the children.
- Be friendly, but not gushy.
- Suggest, but not dictate.
- Remember that children do not understand "hurry".
- Participate with the other children and adults in classroom activities.
- Speak calmly, except in emergency.
- Squat to the level of children to talk or listen.
- Pay attention to children at all times, remembering that young children are inclined to take sudden action.
- Remember that for this occasion, the children come first.
- Remember that "don't" is an unfriendly word. Try to think of do's instead.
- Be genuine and friendly and do not talk down or use an artificial voice.
- Be familiar with good hygiene and with safety factors to eliminate risks to children. First Aid Supplies: Ask the teacher where supplies are kept. Report any injuries to the teacher IMMEDIATELY.
- Model appropriately:
  - by tasting all food and talking positively about the food offerings.
  - by washing hands before meals and after toileting.



## ADULTS CANNOT:

- Smoke in the classroom, on the playground, on the premise, or at any Head Start sponsored activity.
- Discuss a child in his presence.
- Talk unnecessarily with other adults or other volunteers. (This is a hard one!)
- Carry children. Do hold them on your lap if they need comfort.
- Laugh at a child's efforts.
- Come to the classroom sick.
- Discuss anything about the child or his family with anyone other than the teacher. Information learned about a child or his family is confidential.
- Administer medicine of any kind to Head Start children.
- Use physical punishment. Volunteers are not permitted to discipline children.
- Bring hot liquids, soda pop, etc, into the classroom.
- Bring siblings or other children with them during classroom day.



## GUIDELINES FOR CLASSROOM VOLUNTEERS, Continued



### CHILDREN SHOULD:

- ☉ Be allowed as much freedom as possible.
- ☉ Be encouraged to do “something else” when attention is wavering.
- ☉ Be encouraged to engage in group activities without discussion of sex roles.
- ☉ Be told what to do only when necessary.
- ☉ Be praised when doing well.

### CHILDREN MAY NOT:

- ✗ Play with sticks or ropes.
- ✗ Throw anything but a ball. Watch especially for rock and sand throwers on the playground.
- ✗ Hit with “things”.
- ✗ Climb on the tables, shelves or stand on the chairs.
- ✗ Put any toys or art supplies in their mouth.

### TRY TO REMEMBER:

- ⚡ To be consistent each time in handling children.
- ⚡ To use positive suggestions. “Don’t” should be used at a minimum.
- ⚡ To be generous and sincere in giving praise.
- ⚡ You may suggest “Wasn’t that fun?”.
- ⚡ When you speak to a child it is best to walk over to him and get his attention.
- ⚡ Not to unnecessarily interrupt a child’s activity.
- ⚡ To avoid ever laughing at a child’s efforts.

### ARRIVAL TIME:

- 🕒 Greet children by name as soon as possible.
- 🕒 Assure them how happy the day will be because they came.
- 🕒 Encourage them to take off all outer clothing with as little assistance as possible.
- 🕒 Mittens and hat in sleeves is good.
- 🕒 They should put clothing in their cubby.
- 🕒 Leave their bag or backpack in their cubby.
- 🕒 Encourage them to join in the activities.

### TOOTH BRUSHING:

- 🦷 Children, staff, and volunteers brush their teeth after one of their meals.

### FREE CHOICE (Learning Centers):

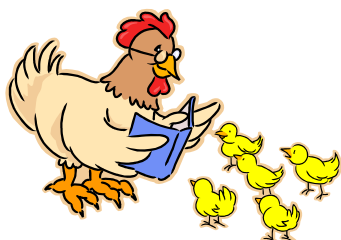
- 📌 Teacher, teacher assistant, aides, and volunteers are placed in various free choice areas to look, listen, assist in conflict resolution and facilitate turn taking.
- 📌 Check the position of other adults so you are not located in one area leaving another unattended.



# GUIDELINES FOR CLASSROOM VOLUNTEERS, Continued

## CLEAN-UP TIME:

- 👉 Give warning a few minutes ahead by announcing clean-up time clearly. It is a good idea to speak individually to each small group.
- 👉 Try to make this activity fun. Children love to be helpers.
- 👉 Have an attitude of expectancy – “Here’s a car to put away!”.
- 👉 Encourage each child to help, but do not force.
- 👉 Adults can help to make the job look “not too big” by putting away toys that aren’t being used ahead of time.
- 👉 Give praise when children help. Do not expect toys to be too straight.

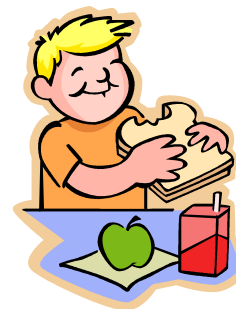


## STORY TIME:

- 👉 Listen attentively to the story and encourage children to do the same.
- 👉 Usually children should not have toys to hold to distract their attention.
- 👉 Choose a place in the circle so adults are evenly divided among the children.

## MEAL TIME:

- 🍎 Everyone must wash their hands before mealtime.
- 🍎 Encourage tasting all food.
- 🍎 Encourage pleasant conversation in small groups.
- 🍎 One half hour should be allowed for mealtime.
- 🍎 Allow children to serve themselves.
- 🍎 All food will be served at the same time, family style.



## FOR CREATIVE TIME:

### DISMISSAL:

- 🔔 Encourage children to put on coats with as little help as possible.
- 🔔 Make sure children have all items from their cubby.
- 🔔 Use positive statements, “Good-bye, how nice you came or you played so well”.

- ✂ Remember the child’s work is his - do not ask “What are you making?”. He may not be sure or may not want to tell, or he may be “doing” and not “making”. You may want to comment on a pretty color or an interesting design.
- ✂ Do not do for a child. Encourage him to do something on his own.
- ✂ Do not do with the children. Your vastly superior efforts may make him feel inferior.
- ✂ Expect and help children put materials away properly - scissors in holders, paper in piles, scraps in basket, etc.
- ✂ Remember to reinforce each child’s artistic efforts.
- ✂ Adults must not make models or samples of projects because it limits the child’s creativity and it out-does the child’s ability.

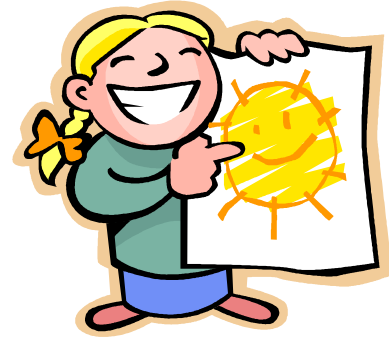


## LEARNING CENTERS

### The Art Center

What children learn...

- ✂ Color recognition
- ✂ Fine motor skills
- ✂ Cause and effect
- ✂ Creativity
- ✂ Language skills



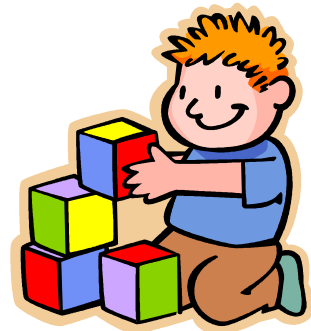
Volunteers can help by...

- ✂ Providing materials to explore
- ✂ Asking open-ended questions about artwork  
Example: What do you think would happen if...?
- ✂ Using a more complex vocabulary in conversations to expand on children's vocabulary
- ✂ Experimenting with the children
- ✂ Helping with smocks
- ✂ Helping with clean up
- ✂ Taking dictation of child's words about artwork

### Block Center

What children learn...

- 🧱 Fine motor skills
- 🧱 Shapes
- 🧱 Problem solving
- 🧱 Sorting
- 🧱 Compares and measures
- 🧱 Staying on task



Volunteers can help by...

- 🧱 Asking open-ended questions about the structures
- 🧱 Building structures with the children and discussing them
- 🧱 Adding new or different materials to the center
- 🧱 Helping child find new ways to sort and categorize
- 🧱 Donating construction magazines or books about construction



## LEARNING CENTERS, Continued

### Toys and Games Center

What children learn...

- × Fine and gross motor skills
- × Social skills
- × Turn taking
- × Problem solving
- × Cause and effect
- × Counting
- × One to one correspondence
- × Patterns
- × Sorting
- × Compares and measures



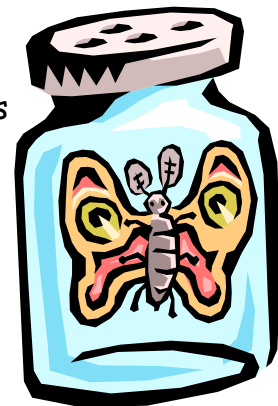
Volunteers can help by...

- × Asking open-ended questions
- × Play games with the children
- × Encouraging counting
- × Encouraging conversation about their work
- × Helping by cutting patterns out for the teacher

### Science and Discovery Center

What children learn...

- ❖ Compare and contrast
- ❖ Characteristics of living and non-living things
- ❖ Life cycles
- ❖ Social skills
- ❖ Weights
- ❖ Curiosity



Volunteers can help by...

- ❖ Asking open questions and take predictions
- ❖ Charting results
- ❖ Asking "what if" questions
- ❖ Accepting and discussing all answers

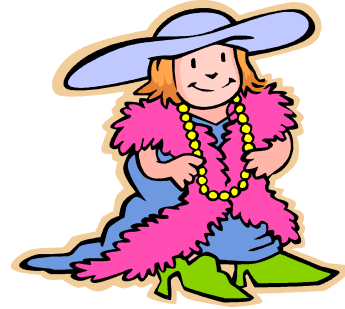
- ❖ Sharing non-fiction books about the subject

## LEARNING CENTERS, Continued

### Dramatic Play Center

What children learn...

- 🎭 Creativity
- 🎭 Role-playing
- 🎭 Socializing with peers
- 🎭 Learning new language
- 🎭 Pretend play - Use an object to stand for something else



Volunteers can help by...

- 🎭 Providing materials for prop-boxes
- 🎭 Role playing with the children
- 🎭 Helping create signs or labels
- 🎭 Encouraging imagination

### Sand and Water Center

What children learn...

- 💧 Fine motor skills
- 💧 Problem solving
- 💧 Pretend play
- 💧 Sink or float
- 💧 Less or more
- 💧 Cause and effect
- 💧 Solid and liquid
- 💧 Dry or wet
- 💧 Social skills







Volunteers can help by...

- 💧 Assisting with smocks
- 💧 Providing new materials to center
- 💧 Encouraging risk taking and exploring
- 💧 Enjoying play with them
- 💧 Helping make colored sand/water
- 💧 Providing sand for the table






## LEARNING CENTERS, Continued

### Outdoor Play

What children learn...

-  Hand-eye coordination
-  Balance
-  Social skills
-  Cooperation







Volunteers can help by...

-  Asking open-ended questions
-  Playing outside games
-  Providing outside games or materials
-  Hopping, skipping, jumping, and running with the children
-  Playing ball









### Library Center

What children learn...

-  Author
-  Illustrator
-  Book knowledge
-  Sequencing
-  Reading from left to right
-  Enhancing listening and imagination skills

Volunteers can help by...






-  Reading to the children
-  Allowing children to read to you
-  Letting children observe you reading
-  Making up stories and writing them
-  Using puppets to tell stories
-  Helping identify letters and words in books













## LEARNING CENTERS, Continued

### Literacy Center

What children learn...

-  Fine motor skills
-  Holding the writing utensil correctly
-  Hand-eye coordination
-  Letter sounds
-  Letter formation






Volunteers can help by...

-  Creating signs and labels
-  Assisting in finding materials
-  Providing new materials
-  Helping build a word wall
-  Helping child find words (Names)
-  Writing words that child wants on paper
-  Assisting in rhyming words
-  Playing letter games
-  Assisting in journal writing
-  Donating paper, pens, pencils, etc. for the center








### Music Center

What children learn...

-  Gross motor skills
-  Balance
-  Rhythm
-  Listening skills
-  Following directions

Volunteers can help by...

-  Providing musical instruments or music
-  Reading books that contain songs
-  Helping create new song with the children
-  Exploring movement
-  Participating in movement and singing

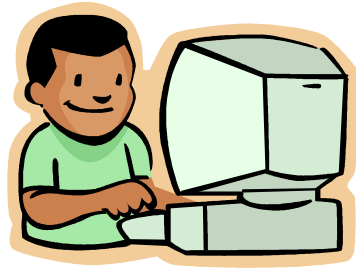


## LEARNING CENTERS, Continued

### Computer Center

What children learn...

- ☞ Fine motor skills
- ☞ Hand-eye coordination
- ☞ Cause and effect
- ☞ Letter recognition
- ☞ Counting
- ☞ Shape recognition
- ☞ Social skills
- ☞ Turn taking
- ☞ Following directions



Volunteers can help by...

- ☞ Starting up programs
- ☞ Asking open-ended questions
- ☞ Assisting with taking turns
- ☞ Showing new programs
- ☞ Playing along with computer games with the child

