

# Head Start & Early Head Start

## Family Handbook

### Center Based

## 2022-2023

Children are ready for school. Families are ready to engage.  
The program is ready to support. The community is ready to invest.



Economic Security Corporation of Southwest Area

# Economic Security Corporation Programs

## Community Development

### Utility Assistance

Did you know there is utility assistance opportunities for qualifying families? ESC offers four great opportunities from within our Utility Assistance Program.

They include: **Winter Energy Assistance** which runs Nov 1-March 31 and offers a one time a year assistance to help pay your primary heating bill.

**Energy Crisis** is a program designed to provide financial assistance to restore or prevent disconnection of services. Heat services are provided Nov-May; and air services June-Sept.

**Red Tag Program** helps qualifying residential customers with service work on appliances and piping to maintain or restore heating to their home.

**Dollar Help** helps households maintain their primary source of heat in the winter.

### Housing Assistance

Are you experiencing homelessness, fleeing from domestic violence, or need rental assistance? There are many programs to help with your situation.

If experiencing homelessness call **Housing Connect** at 417-627-2039. They assess and refer families to local housing programs for placement. Programs like **Missouri Housing Trust Fund** provide rental assistance for families/individuals. Rental assistance helps with rental deposits, rent payments, utility deposits and utility bills.

**Transitional Housing for Homeless Families with Children** focuses on placement of homeless families with children for up to two years. They are assigned a case manager who assists with employment, permanent housing goals, parenting, and budgeting.

**Rapid Re-Housing** serves people experiencing homelessness. It assists with housing location, rental assistance and case management.

## Home Repair Assistance

Does a major system like your roof, drainage, electrical, smoke/fire protection, plumbing, fixtures, or your heating or cooling system need repairs or replaced? Do you have siding or window repairs that need to be made? Do you have Accessibility modifications for persons with disabilities that need to be made? If so, there are local community programs to provide assistance.

ESC offers the **Home Repair Opportunity Program (HeRO)** which serves homeowners in Barton, Jasper, Newton and McDonald Counties. They also offer the **Joplin Consortium HOME Repair Program (HOME)**, which serves homeowners within the Joplin city limits. ESC also partners with their Weatherization Department and other local charities, such as Habitat for Humanity, Catholic Charities, and The Fuller Center to better serve our community.

### Program Requirements and Eligibility

To qualify for one of these programs, homeowners must own and occupy the property. Households must also meet the program's requirements, including income eligibility. If an eligible homeowner is selected, an inspection of their home is performed to determine the needs of the home.

### Goal Assistance

Are you interested in reaching your employment and/or educational goals but don't know where to start? ESC offers two great programs to help you become self-sufficient.

### Comprehensive Homeless Assistance for New Career Employment—CHANCE

This program assists homeless persons find and retain employment by providing life skills training related to employment with pre-employment workshops and case management opportunities.

### Case Management

This program assists persons who want to reach their employment and educational goals. You will attend weekly meetings with your case manager to assess, set, and work towards meeting your desired goals.

## Weatherization

Did you know there's a simple way to preserve natural resources, lower your energy bills, and increase the comfort level of your home?

**Weatherization Assistance Program** – Provides cost-effective energy-efficiency measures to low income households in our service area of Barton, Jasper, McDonald and Newton Counties. Weatherization is a cost-effective means to help low-income households reduce their energy expenses. Some of the measures include: replacing incandescent light bulbs with LED's, adding insulation to attic and walls, adjusting or replacing doors, weather stripping, repairing windows, general air sealing, duct sealing, water heater jackets, pipe insulation, and repairing or replacing furnaces and water heaters due to safety reasons. Preference is given to the elderly, children, and those with physical disadvantages.

**For more information on any of these programs, please feel free to contact:**

### Community Development

Tammy Walker—417-627-2016

### Weatherization

Ryan Peterson—417-781-4437

### Housing

Staci Bingham—417-627-2022

### Home Repair

Curtis Scott—417-781-4437



Your child's brain grows faster in the first five years than at any other time in their lives. Early brain development has a lasting impact on a child's ability to learn and succeed. The quality of a child's experiences in the first few years of life helps shape how their brain develops. **VROOM** is here to help.

## WHAT IS VROOM?

Vroom is a free, science-based program that provides tips and activities that can be incorporated into everyday events to help parents give children a great start in life today—and an even better future.

## WHAT ISN'T VROOM?

VROOM is not an app for your children. VROOM is not trying to sell you anything. Vroom doesn't require you to purchase anything to participate.

## HOW DO I VROOM?



Text VROOM to 48258 to get started!

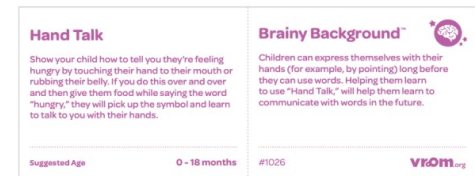
Msg & Data Rates May Apply



**VROOM.org**



Request a Paper Copy from your FRS or HV



### Look

Children use their eyes to learn. See what catches your child's eye and talk about it. Or connect eye-to-eye, then smile, chat, hug, or make funny faces!



### Follow

Young children learn best when you follow their lead. Tune into your child's words, sounds, ideas, and movements! Then respond with your own words and actions.



### Chat

Children's brains light up when you talk, sing, or make sounds back and forth with them. So chat about your day, food, and what's around you, or string sounds together for a fun conversation!



### Take Turns

Children learn from taking turns when you play, talk, or explore. After they go, take your turn. Then repeat: they go, you go, they go, you go!



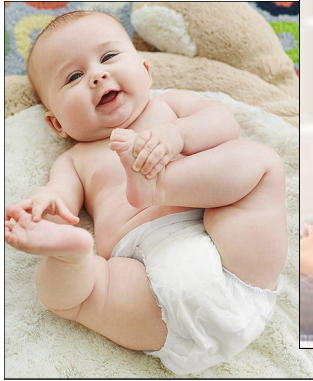
### Stretch

Children's brains grow strong when you help them stretch their learning further. Keep a moment going: ask your child a question that starts with what, when, where, how, or why!

**LIFE GETS BUSY. VROOM STAYS SIMPLE.**

Vroom Tips™ help you do more with your shared moments. Add learning to mealtime, bath time, bedtime, or anytime with 1,000+ fun, free activities.





# Welcome to Head Start and Early Head Start

## Jasper County:

<b>Carl Junction Head Start</b>	417-649-5746
<b>Carthage Head Start</b>	417-359-8870
<b>Carthage EHS Childcare</b>	417-358-7644
<b>Carthage EHS Home Based</b>	417-313-8550
<b>Ewert Park EHS Childcare</b>	417-952-2070
<b>Joplin Midtown Home Based</b>	417-553-3530
<b>North Joplin HS/EHS</b>	417-781-4497
<b>Sarcozie Head Start</b>	417-548-7325
<b>Webb City Head Start</b>	417-673-5967

## Newton County:

<b>Granby Head Start</b>	417-472-7118
<b>South Joplin Head Start</b>	417-781-5728
<b>South Joplin EHS Childcare</b>	417-781-5728
<b>Neosho Head Start</b>	417-451-5709
<b>Neosho EHS Childcare</b>	417-451-5709
<b>Neosho EHS Home Based</b>	417-451-5507

## McDonald County:

<b>Anderson Head Start</b>	417-845-6644
<b>Anderson EHS Childcare</b>	417-845-2000
<b>Anderson EHS Home Based</b>	417-845-8971
<b>Longview Head Start</b>	417-628-320
<b>Noel Head Start &amp; EHS</b>	417-475-6450

## Barton County:

<b>Lamar EHS Childcare</b>	417-682-5744
<b>Lamar Head Start</b>	417-682-5744
<b>Lamar Home Based</b>	417-438-4080



# Welcome

## A Message from Your Director

Welcome to the Head Start/Early Head Start Program!

Thank you for choosing our program! We are so excited to be a part of your early childhood experience and to work in collaboration with you. The Head Start/Early Head Start program is different from other prenatal and early childhood programs in that we want to hear from you. We view your role as your child's first and best teacher as the key to their success.

Parents who are involved in their child's education send a message to their child that they are important and that you believe in them. Children who feel the support of their parents are more confident and have higher self-esteem. They are also more willing to take on challenging tasks, which results in more connections made in the brain!

Our role in your child's educational experience is to start where they are developmentally and help them reach their fullest potential. We will ask you to participate in setting goals with us and to help us keep track of your child's progress toward those goals. If you ever have questions about your child's progress or education while in our program please talk with your Teacher, Family Resource Specialist or Home Visitor. It is our pleasure to answer those questions and ensure you feel confident we are meeting your expectations.

While you are in our program please take advantage of the opportunities we have available for parents such as Policy Council, parenting classes, parent menu planning, Health Services Advisory Committee, and many more! If you have a special skill, talent, or experience you'd like to share with your child's center/site or classroom, please let us know! If you'd like to come visit during breakfast or lunch and eat with your child, we would love to have you. In addition, if you have extra time during your day and would like to volunteer at Head Start or Early Head Start, even in your child's classroom, please reach out to your Home Visitor or Family Resource Specialist.

If I can ever answer any questions for you or if you'd like to share your Head Start/Early Head Start experience with me, please don't hesitate to contact me!

Sincerely,

Leisa Harnar

Head Start/Early Head Start Director

lharnar@escswa.org; 417-627-2069



**Leisa Harnar**  
**HS/EHS Director**

## Our Promise:

We will make a difference in the lives of children and families.

## Our Values:

- ◆ Treat every child and parent with respect and dignity.
- ◆ Do your best work every single day.
- ◆ Develop a positive attitude.
- ◆ Embrace innovation.

# Who's Who at Head Start & Early Head Start



**Main Office Address:**  
Economic Security Corporation  
302 S. Joplin Ave., Joplin, MO 64801

## MY HS/EHS Contacts

**Family Resource Specialist:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

**Teacher Aide:** \_\_\_\_\_

**HDA (Health & Development)** \_\_\_\_\_

**Bus Driver:** \_\_\_\_\_

**Cook/Cooks Helper:** \_\_\_\_\_

**Area Supervisor:** \_\_\_\_\_

**Center Support Assistant:** \_\_\_\_\_

**Center Phone Number:** \_\_\_\_\_

**Facebook Group:** \_\_\_\_\_

**Director of Head Start & Early Head Start**  
**Operations and Development Director**  
**HS Education Coordinator Southern Area**  
**HS Education Coordinator Northern Area**  
**EHS Education Coordinator**  
**EHS Curriculum Specialist**  
**Enrollment Coordinator**  
**Family Development Coordinator**  
**Family Development Specialist**  
**Health Services Coordinator**  
**Nutrition Services Coordinator**  
**Mental Health & Special Services Manager**  
**HS & EHS Conscious Discipline Trainer**  
**Transportation & Facilities Coordinator**

## Area Supervisors:

**North Joplin, Carl Junction**  
**Anderson, Noel, Southwest City**  
**Carthage, Lamar**  
**South Joplin, Sarcoxie, Ewert**  
**Webb City, Midtown**  
**Longview, Granby, Neosho**  
**EHS Home Based Education Services**

Leisa Harnar  
Kathy Miller  
Cindy Ladbasri  
Kim Goddard  
Jenae Polok  
Kendra Howe  
Amy Schmitt  
Kelly Creech  
Ashley Dickenson  
Kandi Griffith  
Karl Keczkemethy  
Stormy Miller  
Crystal Overfelt  
Michael Bell

Michelle Cook  
Misty Shafer  
Londa Sofia  
Amber Nichelson  
Greta Murphy  
Kim Richmond  
Stephanie Massey



# Attendance Policy

**Attendance matters!** Students who do not attend class regularly are more likely to be chronically absent in Kindergarten. Missing just 10% of the school year in the early grades can leave many students struggling through elementary.

Federal regulations require Head Start/Early Head Start centers to show they are at 85% average daily attendance. For our classrooms, at-risk for moderate chronic, moderate chronic, and severe chronic absenteeism are defined as:

**At Risk for Moderate Chronic Absence:** 95-91%

**Moderate Chronic Absence:** 90-81%

**Severe Chronic Absence:** 80% or less.

Your child may be dropped from the program after three months of attendance at 80% or less, or if they attend less than 50% of class days in any month. Your child is considered “tardy” if they arrive more than one hour past their class start time in Head Start or their scheduled time of arrival in Early Head Start. Your child is considered as “left early” if they leave more than one hour prior to their class dismissal time in Head Start or their schedule time of departure in Early Head Start.

**Missing 1 or 2 days per week doesn't seem like much, but...**

If your child is going to be absent, call the center and let your Family Resource Specialist/ Family Advocate or Teacher know why they will be gone and for how long.

If your child is unaccounted for two consecutive days and attempts to reach you go unanswered, the Family Resource Specialist will make a home visit no later than the morning of the third day.

**Every day counts! If you want your child to be successful in school, YES, attendance does matter!**

If your child misses...	That equals...	Which is...	And over 13 years of schooling, that's...
1 day every 2 weeks	20 days per year	4 weeks per year	Nearly 1.5 years
1 day per week	40 days per year	8 weeks per year	Over 2.5 years
2 days per week	80 days per year	16 weeks per year	Over 5 years
3 days per week	120 days per year	24 weeks per year	Nearly 8 years

**How about 10 minutes late per day? Surely that won't affect my child?**

If your child misses...	That equals...	Which is...	And over 13 years of schooling, that's...
10 mins per day	50 mins per week	Nearly 1.5 weeks per year	Nearly 1/2 year
20 mins per day	1 hr 40 mins per week	Over 2.5 weeks per year	Nearly 1 year
30 mins per day	1/2 a day per week	4 weeks per year	Nearly 1.5 years
1 hour per day	1 day per week	8 weeks per year	Over 2.5 years



**Who is eligible for Head Start/Early Head Start?**

**Head Start:** A child between the ages of 3-5. (Child must be 3 to apply and cannot be old enough for Kindergarten).

**Early Head Start:** Children 29 months or younger, as well as pregnant women are eligible for EHS.



A decorative border of colorful stars (red, orange, yellow, green, blue, and purple) surrounds the text on the page.

Dear Parents,

Did you know that children who attend Head Start have advantages well into elementary School? It's true...

When Head Start children enter school, they score higher than other children in verbal achievement, perceptual reasoning and social competence. Wow! That is an amazing statistic. But, there is more! Head Start children also have lower absence rates, higher self-esteem, and better motivational and social behavior. Head Start children will also have a health advantage because they receive more medical and dental care. And for those who have developmental, speech, or vision problems, they show greater improvements than those who have not attended Head Start.

Head Start classes offer higher quality and more consistency than many other commercial or center-based preschool programs. Many children have the skills and the knowledge to succeed in school after just one year in Head Start. Even at the end of kindergarten they show wider gains in word knowledge, letter recognition, writing skills, and phonemic awareness.

You are taking a big step in giving your child an educational advantage by enrolling them in Head Start. There is a catch, though, in order for your child to get the full benefit of the Head Start advantage, they will need to attend class regularly. When your child misses class, they miss out on important interactions and learning opportunities. Our data shows that there is a direct link between attendance and School Readiness skills. Even missing more than 1-2 of school days each month can have a big impact on your child's education. We hope that you will make consistent and regular attendance a priority for your child this year. If you are having a difficult time attending, please discuss options with your Family Resource Specialist or you can contact me as well.

Thank you, parents, for choosing to give your children the best start with Head Start!

Amy Schmidt, Enrollment Coordinator

[aschmidt@escswa.org](mailto:aschmidt@escswa.org)

(417) 438-9187



# Get involved—Family Involvement Matters!

## YOU ARE PART OF THE TEAM

It is important that the Head Start and Early Head Start program recognize parents' roles as their children's lifelong teachers, and to encourage parents to engage in their child's education. Our program incorporates parent and family engagement strategies into all program services to support family well-being and promote children's learning and development. Your input on family engagement and leadership opportunities is valued. Our program wants every parent to be a part of our school family.



Head Start and Early Head Start depend on you to make our program successful! Head Start and Early Head Start's mission is to bring a energized focus on positive child and family outcomes to close the achievement gap and build a better future for the children, families, and communities served by the Head Start program. To reach this goal, we need to work with you to make sure that your child is ready to be successful in Kindergarten and beyond. There are many opportunities for you to get involved. We welcome your participation in the many activities that will be available to you.

### How Can I Help In The Program and Get Involved?

- ◆ Bring your child to Head Start/Early Head Start on time and every day because attendance is the key to success.
- ◆ Be present and ready to participate in all home visits with your Family Resource Specialist, Teacher, or Family Advocate at regularly scheduled times.
- ◆ Enjoy curriculum activities (Family School Readiness Connection) at home with your child and track your time on the forms provided. These activities will strengthen your child's development and your relationship with your child as well as help our program meet goals.
- ◆ Read with your child every night to encourage a love of learning and build their vocabulary.
- ◆ Attend Family Leadership Meetings and Family Fun Events, participate in Literacy Events and Training.
- ◆ Volunteer at least 24 hours (HS only, per program year) of your time to help your child learn and support Head Start programs. You can help in the classroom and at parent meetings. You can help us with: Preparing materials, helping in the kitchen, making easy repairs to the center, doing yard work, reading a story, singing a song, playing an instrument, sharing a tradition, helping set up and/or putting away, cleaning toys at the center, helping children wash hands, setting tables for meals, eat with the children, and encouraging conversation, helping with art activities, decorating bulletin boards, sharing a special talent or hobby or helping with menu planning.



#### Head Start will do the following for you and your child:

- \*Provide an excellent education program—everyday—for all of our students.
- \*Work with you to set goals that will support your child's education at home.
- \*Help identify your strengths and skills and work with you to reach your own goals.
- \*Offer many ways for you to participate and volunteer at Head Start.



#### Join in on our Program Planning:

- \*Represent your Family Leadership Team by serving on Policy Council
- \*Assist with the program Self-Assessment
- \*Participate on the Health Services Advisory Committee
- \*Participate on the Family Leadership Team

***\*Regular volunteers will be asked to sign a Standards of Conduct, complete the Volunteer Orientation and complete a background screening.***

# Parents as Decision Makers

## Family Leadership Team

Every parent/guardian is a member of the Family Leadership Team.

**The main functions of the Family Leadership Team are to:**

- ★ provide feedback to staff at monthly meetings
- ★ make new friends
- ★ plan activities for the children
- ★ plan special programs for parents
- ★ elect a parent/guardian to represent your center on the Policy Council
- ★ help your representative by telling them how you feel about things to be discussed at Policy Council

## Health Services Advisory Committee

Attend 2-3 luncheons a year. Discuss Health topics with area professionals that support our program.

## Special Programs for Parents

Head Start will be offering programs such as Conscious Discipline parenting classes, literacy nights, Dads & Kids, budgeting, or other special programs of interest. You can help determine which programs will be offered.



## Child Care Licensing

All Head Start/Early Head Start centers meet or exceed the requirements of the State of Missouri Child Care Licensing Standards. A copy of the Child Care Licensing Rules is available for review at your center and can be found online at: <https://health.mo.gov/safety/childcare>.

You also have complete access to your child's file. Ask a staff person if you would like to see a copy.

## Policy Council

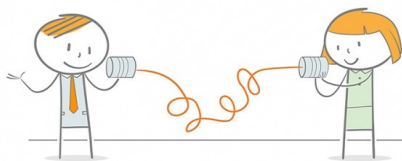
We want you, the family, to be fully involved in program governance and decision-making. The Policy Council is made up of Early Head Start & Head Start parents/guardians and community representatives. Each site will elect a representative to serve on the Policy Council.

What are some of the things Policy Council will do?

- ☒ Review and approve grants, budgets and policies
- ☒ Approve hiring or dismissal of staff
- ☒ Offer suggestions and ideas for program improvement
- ☒ Establish goals of the program and develop ways to meet them within Federal Standards
- ☒ Approve the criteria for selection of children into the program
- ☒ Communicate with the Family Leadership Teams to keep the parents/guardians informed
- ☒ Assist with employment interviews

As a Policy Council representative, you will have an opportunity to learn how to conduct meetings, enhance leadership skills, and gain self-confidence in a supportive environment of friends. This experience can be a starting point for future leadership roles in school organizations, the workplace, and in the community. Policy Council meetings are held once a month on the fourth Tuesday at 6:30 pm at the North Joplin Head Start center. A desert and stipend to aid with child care expenses will be provided. Staff members or members of their families may not serve on the Policy Council.





# Family Engagement



## Communication Plan

You are welcome to visit the center anytime, but in between your visits, a variety of methods will be used to maintain on-going communication:

- ☐ Monthly Family Engagement Events
- ☐ Family Connection—monthly newsletter for parents
- ☐ Monthly Calendar Updates from your center
- ☐ 2 Parent/Teacher Conferences and 2 Parent/Teacher Home visits
- ☐ Home Visits with FRS
- ☐ Notes & Flyers, Text Messages/Emails & Phone Calls
- ☐ In each center you will find the Parent Manual containing the minutes of the parent meetings and Policy Council, and Head Start/Early Head Start Policies relating to children, parents and volunteers.
- ☐ Social Media

**Home Visits.** EHS and HS families will be participating in quarterly home visits. These home visits will be scheduled at the convenience of both the families and the Family Resource Specialist. The purpose of home visits is to allow our program to support our families by providing assistance in all areas, including family goal setting and needs assessments. Our needs assessments allow us to make necessary and relevant referrals in order to best support our EHS/HS families. Our program uses a holistic approach to family development and family engagement. By serving the whole family, we are not only benefiting the children and families in our programs, but also our communities as a whole.

**Fathers & Father Figures.** Head Start and Early Head Start value the passion each father or father figure has for his child and respect his relationship with his child. We encourage fathers & father figures to attend home visits, parent meetings, special events at the center for fathers like Donuts with Dudes, volunteer in the classroom, and participate as part of the center's Family Leadership Team or Policy Council!

## Social Media



**Follow us on Facebook!**

Each classroom has a unique Facebook group that is designed for the school family (please refer to page 6 for the name of your site's Facebook group). We welcome and encourage all families to join their center's Facebook group to stay up-to-date on program announcements, celebrations, resources within your community, and so much more! Membership within these groups is limited to those who live with the enrolled child. This could include parents, grandparents, or other family members, as well as all staff within the site. Please feel free to share pictures and/or celebration stories of your child in the Facebook group. We love to see what you are teaching your child at home.

**To become a member of your center's Facebook group, follow these steps:**

1. Read, sign, and date the Parent Standards of Conduct (contact your FRS).
2. Go to Facebook on a computer or mobile device, type in the search bar the name of the group. (This has to be typed out exactly how it shows on page 6 or the page will not show up).
3. Click "join group," and answer the membership questions. A staff member from your center will approve the membership request and then you're in!

# Family Partnership Agreement

The Head Start/Early Head Start Program is excited to partner with you by supporting the goals that move your family forward in life, and by encouraging you as your child's most and important teacher.

We will work with you and your family to identify goals and steps, find the needed resources, check on your progress and cheer you on along the way.

## Parent F.I.R.S.T Commitment

Family \* Investments \* Reinforce \* Success \* Tomorrow

*You know your child better than anyone else. You are not only your child's first teacher, you are your child's permanent and most important teacher. HS and EHS will work with you to explore all the ways you can succeed at being your child's first and most important teacher.*

## Family Goal

Your FRS/HV has a variety of tools available that you can use to help guide you through the goal setting process. After you chose the right goal your FRS/HV will help you create steps and write out your goal in SMART goal format, help you find needed/useful resources, check on your progress and cheer you and your family on along the way. Goals can include budgeting/building a savings, find housing that meets the needs of the family, finding stable employment, obtaining reliable transportation, accessing health care, increasing positive parenting practices, participate in activities with child(ren) everyday, obtaining GED or higher education, so much more!

Head Start/Early Head Start prepares a family partnership process that includes a family partnership agreement to support family well-being, including family safety, health, and economic stability. HS/EHS embodies a multi-generation approach that addresses prevalent needs of families (Head Start Performance Standard 1302.50). Our program is committed to working in collaboration with your family in order to support you and your child.



1. We will collaborate with your family in a partnership process that identifies needs, interests, strengths, goals, and services and resources that support you and your child's well-being, including family safety, health, and economic stability.
2. We will work together for what your family desires to accomplish while at EHS/HS.
3. We will agree to work together to achieve desired goals.
4. We will provide support and resources to assist the family in achieving their goal/s.
5. We will communicate with you regularly at Home Visits and formal phone contacts to follow-up on the progress.
6. A new goal will be set if the current goal is no longer needed or if the goal is completed.



## In-kind—What is it??

When Head Start & Early Head Start were designed, it was decided that they would need community support to be as successful as possible. The Federal government decided that 20% of the grant amount that each Head Start and Early Head Start program received would come from parents and the community giving back to the program in volunteer services and/or goods, which is called “in-kind” for our program. In-kind is an important part of our program and everyone can help! How can you help contribute in-kind to our program?

- Completing Family School Readiness Connections (weekly homework)
- Attending parent meetings for menu or event planning
- Volunteering in the classroom or at the center
- Being a representative of the Policy Council and attending the meetings
- Driving to & from required well-child exams, dental exams, and/or eye doctor appointments

give  in kind

You are your child's first and best teacher. Our program is here to support the goals you want to see your child achieve. One way we support your family is to provide activities for you and your child to do together. Once a week your child's teacher will give you new activities that support your child's development. At end of the week, fill out how much time you spent with your child completing the activity, sign and date and return it.

<h2 style="margin: 0;">Head Start/Early Head Start</h2> <h3 style="margin: 0;">Family School Readiness Connection</h3>																														
Parent(s): Please complete this form after performing the activities with your child each day.																														
Teacher: <u>MS Frazzle</u>	Classroom: _____	START Date: <u>Aug 1 2019</u>	(1) of yrs in EHS + HS (Select one): _____																											
Parent: <u>Wynnda Richardson</u>		Birthdate Date: <u>Aug 8, 2019</u>																												
The activities listed below have been selected to help you reach family goals, to identify learning projects that you enjoy with your child, and for your child to develop his/her skills.																														
<b>Description of Activity &amp; Length of Time</b> <small>(Include: Related to Curriculum)</small>	<b>What will my child or I learn from this activity?</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: left; padding: 2px;">Parents, please fill out the area below.</th> <th style="text-align: left; padding: 2px;">SPACE</th> </tr> <tr> <th style="text-align: left; padding: 2px;">Date</th> <th style="text-align: left; padding: 2px;">Time Spent Today</th> <th style="text-align: left; padding: 2px;">AGENCY USE ONLY</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">8/1</td><td style="padding: 2px;">120</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">8/2</td><td style="padding: 2px;">110</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">8/3</td><td style="padding: 2px;">80</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">8/4</td><td style="padding: 2px;">130</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">8/5</td><td style="padding: 2px;">90</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">8/6</td><td style="padding: 2px;">120</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">8/7</td><td style="padding: 2px;">50</td><td style="padding: 2px;"></td></tr> </tbody> </table>		Parents, please fill out the area below.		SPACE	Date	Time Spent Today	AGENCY USE ONLY	8/1	120		8/2	110		8/3	80		8/4	130		8/5	90		8/6	120		8/7	50	
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8/6	120																													
8/7	50																													
5 Little Monkeys (See description on back)	Movement activities that involve counting help your child to learn number sequences while developing motor skills.																													
Curriculum Objectives: <u>5, 20a</u>	Your child will learn more words and enjoy spending time with you.																													
Length of Time: <u>5 mins x 4/day</u>																														
Read and look at books together																														
Curriculum Objectives: <u>18a</u>																														
Length of Time: <u>15 mins x 4/day</u>																														
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Parent's Signature: <u>Wynnda Richardson</u>		Date: <u>8-8-19</u>																												
EHS/HS Staff: <u>MS Frazzle</u>		Date: <u>8-8-19</u>																												

<h2 style="margin: 0;">Head Start Prenatal-5 years In-Kind Form</h2>				___ Parent ___ Non-Parent ___ Sibling ___ Former Parent ___ Community			
<b>Volunteer's Name:</b> _____				Male ___ Female ___		<b>Child's First &amp; Last Name</b> _____	
Please Print legal name clearly							
<b>Location ID/Center</b> _____		<b>Classroom/Caseload</b> _____		<b>Years as a Volunteer</b> _____			
I understand that the volunteer time shown below is to be used for non-federal match as a condition of a funding contract with the Federal government and I attest to the fact that the time was spent and the work was done as shown. I understand that volunteering with the Head Start/Early Head Start program does not qualify me for benefits by employees of the company including but not limited to wages, health insurance, worker's compensation, unemployment insurance compensation, retirement, FICA and any other benefits that may be available to employees in the future. Economic Security Corporation is not responsible for accidents or injuries I may occur as a result of my volunteer activities.							
Date	A. Sign in Sign Out 10 MIN MAX	B. Time spent assisting the program outside the center at home visits, health/dental appts, or special events	Description of Column B	C. Time spent assisting the program in the center. classroom, bus or socialization	Description of Column C	Miles	Volunteer Signature (Full signature first)
		minutes		minutes			
		minutes		minutes			
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		minutes		minutes			
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<b>TOTAL</b>	<b>A.</b>	<b>B.</b>		<b>C.</b>		mi	
Rate of Pay \$ _____ x Total A + B min _____ = \$ _____				Rate of Pay \$ _____ x Total C min _____ = \$ _____		Total Miles X \$0.45 = \$ _____	
<b>Head Start/Early Head Start Staff:</b> _____ <b>Date:</b> _____							

## Protecting Your Personal Information

The Head Start and Early Head Start program is committed to protecting your personal information. We want you to feel assured that your privacy will be respected by all employees, volunteers, and consultants. If at any time you do not wish to share certain information, you have the right to decline.

You will be asked to sign an Authorization of Disclosure of Confidential Information on an annual basis. This release allows the program to share certain types of information with agencies/persons you have authorized.

The program may disclose information from your child's file without your consent under the following conditions:

- Information required by a legal subpoena or judicial order
- Situation that poses an immediate or serious health or safety risk for your family, program staff, or a partnering agency
- Child abuse/neglect report and follow-up
- Information required by officials from governmental agencies, including the Department of Health and Human Services and the Child Adult Care Food Program
- Information required by the agency auditors
- Legal action initiated by the program against a participant or vice versa

If at any time you have any questions about the protection of your personally identifiable information, please contact the Head Start/Early Head Start Director at 417-627-2069.

**Confidentiality means that we keep what parents and children share with us private. No information regarding a Head Start/Early Head Start child or family will be shared with persons outside our agency. It is extremely important that confidentiality be upheld at all times.**

## Grievance Procedure

The grievance procedure is a problem-solving mechanism in which every attempt is made to resolve issues at the lowest level of authority, with the least possible amount of program disturbance. The Economic Security Corporation Board of Directors and Policy Council have established this system to resolve complaints quickly, fairly and informally in order to devote maximum time, resources and energy to our mission.

1. When a parent or member of the community brings a concern to a staff person, they must immediately begin efforts to understand and informally resolve the concern.
2. Failing resolution at that level, the person with the complaint may bring the concern to the next appropriate supervisor.
3. If the informal discussion process does not lead to a satisfactory outcome, the person with the complaint may file a formal grievance by using the agency form or by providing the Head Start Director with: 1) a statement identifying the concern; 2) an outline of the facts surrounding the grievance; and 3) the remedy requested.
4. The Head Start Director will investigate the matter and make a decision within 5 days.
5. If the decision of the Head Start Director is not satisfactory, it may be appealed to the Agency Chief Executive Officer by sending or mailing the agency form or the written statement described above to: ESC-CEO, 302 Joplin Street, Joplin, MO 64801
6. The Chief Executive Officer will review the matter and will give a response within ten working days.
7. If the finding is appealed to the Agency Board of Directors, the board has a maximum of thirty working days to review the matter. If the Agency Board determines that this grievance procedure was followed, the matter is closed as far as the Agency is concerned and the recommendation of the Agency Chief Executive Officer shall remain in effect.
8. Anonymous complaints will not be accepted.

# Health Requirements, Policies & Procedures

## Immunizations and Physical

To meet Childcare Licensing requirements, children must be up-to-date on their immunizations before their first day of classroom attendance. You have **45 days** to provide the **Child Medical Exam Report** form completed by a physician stating your child has had a physical exam in the last 12 months and is able to attend childcare. (**EHS childcare partner site has 30 days**). In addition, we will assist you in obtaining well child exams for your child based on the State's schedule of frequency. If your child falls behind on immunizations, they will not be allowed to attend childcare until we have obtained proof of up to date immunizations from a health care provider.

## Medication Administration

If your child needs to receive medication, including emergency medication, while at the center, you must complete a Medication Authorization form. We must have doctor instructions for giving medication. You must bring medication directly to the center. The only medications allowed on the bus are rescue medications such as an inhaler or Epi-Pen.

## Hand Washing

Head Start will encourage good hand washing techniques to prevent the spread of illness.



## Sunscreen Policy

Sunscreen will be applied from May 1st to September 30th when children will be outside more than 20 minutes. Sunscreen will be provided for classroom use. Sunscreen will be applied 30 minutes before going outside. Sunscreen is not for children under 6 months of age. Infants will be kept in a shaded area as much as possible.



**EHS/HS Classrooms follow the Child Care Weather Watch posted in each classroom/center.**

Outdoor play is essential for children's health and well-being. The time children spend outdoors every day is just as important to their learning as the time they spend in the classroom. Children will have the opportunity to choose from a variety of outdoor activities which help develop large and small motor skills. Children will go outside every day **unless** the following weather conditions occur: **Rain, Wind-chill falls below 20 degrees, Heat index rises above 95 degrees**

## Child Care Weather Watch

**Wind-Chill Factor Chart (in Fahrenheit)**

		Wind Speed in mph									
		CALM	5	10	15	20	25	30	35	40	
Air Temperature	50	50	48	40	36	32	30	28	27	26	
	40	41	37	33	28	24	21	19	18	17	
	30	32	27	24	19	16	14	12	11	10	
	20	23	18	15	11	9	7	5	4	3	
	10	14	9	6	3	1	-1	-3	-4	-5	
	0	8	3	0	-3	-5	-7	-9	-11	-13	
	-10	-1	-5	-9	-13	-17	-20	-23	-26	-29	
	-20	-9	-13	-17	-21	-25	-29	-32	-35	-38	
	-30	-17	-21	-25	-29	-33	-37	-40	-43	-46	
	-40	-25	-29	-33	-37	-41	-45	-48	-51	-54	
	-50	-33	-37	-41	-45	-49	-53	-56	-59	-62	

■ Comfortable for outdoor play   
 ■ Caution   
 ■ Danger

## Head Lice

We have a **No Live Lice** policy. When a child is found to have live head lice, a staff member will contact you to pick up your child. Your child may return once their head has been treated. Your FRS/FA will provide you with information on how to get rid of lice and prevent future cases.

## Tooth Brushing Policy and Dental Exam

We brush teeth once daily in all EHS/HS classrooms. Every child will be provided with a toothbrush. Infants without teeth will have their mouths wiped out with a silicone fingertip brush. Tooth brushing is part of the daily classroom schedule.

**Children ages 2 and over must have a dental exam within 90 days of enrollment in the program and every 6 months thereafter.** All children should see a dentist regularly for preventative care.



## Individualized Plan of Specialized Care (Health Plan)

If your child has a medical or nutritional condition that will require special attention while in our care, an Individualized Plan of Specialized Care, Health Plan, will be obtained from their physician. A meeting can be held with you, the Health or Nutrition Coordinator, and your FA/FRS to ensure that everyone understands the plan and how to care for your child's needs.

## No Backpack/Diaper Bag/Car Seat Policy

Backpacks/diaper bags/car seats create storage and safety issues in the classroom and may not be left at the center or on the bus. For HS families, your bus driver/monitor will give you your child's artwork, papers, newsletters and notes to you when your child gets off the bus. HS and EHS families, your child will have a *cubby* in the classroom to hold their papers, coat, mittens and hat. When you transport your child to school, please check the cubby on a daily basis for important papers so you won't miss anything!

Other items that should be left at home: food, candy, knives, lighters, matches, syringes, videos, toys and toy guns.



# Health Policies Continued

**Communicable Disease Policy**—If your child is not well, please keep them home.

If your child is diagnosed with a communicable disease, they must have a doctor's note to return to school. If they have a temperature of 100.1 or higher, they must be fever free for 12 hours without fever lowering medication.

According to childcare licensing rules, if your child has any of these symptoms while at the center, you will be asked to pick them up:

- Axillary temperature (under the arm) of 99.1 or higher; Oral temperature (under the tongue) of 100.1 or higher
- Diarrhea—more than one (1) abnormally loose stool
- Vomiting more than once
- Severe coughing—if the child gets red or blue in the face or makes high-pitched croupy/whooping sounds after coughing
- Difficult or rapid breathing (especially important in infants under six (6) months)
- Yellowish skin or eyes
- Pinkeye—tears, redness of the eyelid lining, irritation, following by swelling or discharge of pus
- Headache and stiff neck
- Unusual spots or rashes
- Severe itching of the body or scalp, or scratching of the scalp (these may be symptoms of scabies or lice)
- Sore throat or trouble swallowing
- An infected skin patch(es) - crusty, bright yellow, dry, or gummy areas of the skin
- Unusually dark, tea-colored urine
- Grey or white stool



When children are physically healthy, they are ready to learn.

## Well-Child Healthcare—Why is it important?

### Well-Child Schedule

Newborn to 1 month

2-3 Months

4-5 Months

6-8 Months

9-11 Months

12-14 Months

15-17 Months

18-23 Months

24-35 Months

Once a child turns 3, yearly

Well-child healthcare helps to keep children healthy. The earlier your child's health needs are identified and met, the better it is for your child and your family. The cornerstone of well-child healthcare is a partnership of children and families with a source of accessible medical care. This source of healthcare is termed, "Medical Home."

If you do not have a Medical Home for your child, your FRS/FA will assist you in locating one and getting an appointment scheduled to start your child's schedule of routine healthcare. The Early Head Start and Head Start programs keep track of your child's well-child exams to help support you in keeping them up-to-date on their schedule of healthcare.



### Parts of a Well-Child Appointment

Growth Assessment

Health History

Hearing and Vision Screening

Nutrition Assessment

Developmental Assessment

Lead Questionnaire

Dental Screening

Blood Lead Level (12 & 24 Mths)

Hemoglobin—Iron Level (9-14 Mths)

**Dental Exams**—Children should start seeing a dentist after their first tooth erupts.



# Immunizations—Why do them?

Immunizations protect children from serious illness and complications of vaccine-preventable diseases which can include amputation of an arm or leg, paralysis of limbs, hearing loss, convulsions, brain damage, and death. Since the development of vaccines, many illnesses that cause severe illness and death, especially in children, have been prevented. Below are the requirements for childcare licensing.

## **2021 Missouri Child Care and Preschool Immunization Requirements**

All children must present documentation of up-to-date immunization status, including month, day, and year of each immunization before attending child care/preschool. The Advisory Committee on Immunization Practices allows a 4-day grace period. Children may receive immunizations up to four days before the due date. Immunizations should be administered according to the current Advisory Committee on Immunization Practices Schedule, including all spacing, (<http://www.cdc.gov/vaccines/schedules/index.html>).

Parent/Guardian (Imm.P.11) and Medical (Imm.P.12) exemptions are allowed. The appropriate exemption card must be on file. Unimmunized children are subject to exclusion from child care/preschool when outbreaks of vaccine-preventable diseases occur.

To remain in child care/preschool, children “in progress” must have an Immunization In Progress form (Imm.P.14) on file. In progress means that a child has begun the vaccine series and has an appointment for the next dose. This appointment must be kept and an updated record provided to the facility. If the appointment is not kept, the child is no longer in progress and is noncompliant. (i.e. Hep B vaccine series was started but the child is not yet eligible to receive the next dose in the series).

Early Head Start/Head Start programs are tracking the Rotavirus, Hepatitis A, and the Influenza vaccines, because they are required by the State of Missouri. The Rotavirus is required at 2 months, 4 months and sometimes at 6 months depending on which type of vaccine your child receives. The Rotavirus series should be completed by 8 months. The Hepatitis vaccine is a two dose series that should be completed at 24 months and 48 months. The Influenza vaccine is required each flu season starting at 6 months. Children receiving the flu vaccine for the first time should be given 2 doses - 4 weeks apart.

**For children enrolled in Head Start or Early Head Start child care; if one or more immunizations become due, the child will not be allowed to attend the center, until the immunizations required for Missouri Childcare Licensing are up-to-date. Upon the child's return, the parent must provide documentation that the immunization was received. Without proof of up-to-date immunizations, the child will not be allowed to attend the center. The child's slot will be held for 2 weeks before the child is dropped from the Early Head Start/ Head Start program.**



## **ACCIDENT AND INJURY POLICY**

If a child is running, falls, scrapes their knee, comes to their caregiver and says they are hurt; we will address the injury and complete the State of Missouri Report of Accident, Injury, and/or Emergency Medical Care form.

If there is visible bruising or an abrasion; and we have to administer First Aid or CPR parents will be notified by a phone call.

If a child experiences a choking incident and we are able to clear their airway, parents will be contacted to pick up the child and be directed to seek medical attention.

Accident reports must also be written, for any child, including siblings, when staff is providing supervision or facilitating a parent meeting, socialization, or Policy Council.

Accident reports must be written even when parents are present when the accident occurs

### **Emergency Medical Services (911) will be called:**

- When a child is unresponsive
- When indicated in a child's Individual Child Health Plan
- When a child is choking and we are unable to clear the airway

Parents, you have the legal right to ask if there are children in your child's center that are not fully immunized. Staff can tell you yes or no but cannot give details.

# Early Head Start Fluoride Varnish

We wanted to let you know about a service we provide to all our Early Head Start children. All of our Family Resource Specialists in Early Head Start are trained in the application of topical fluoride varnish. Your child will receive this service 4 times a year.

**Frequently Asked Questions** Question: What is *Fluoride Varnish*? Answer: *Fluoride varnish is a topical fluoride used to prevent tooth decay. Fluoridated toothpaste is another type of topical fluoride. Both are used on the surface of teeth.*

Question: How is *Fluoride Varnish* applied? Answer: *The varnish is painted onto the front and back, top and bottom of the teeth with a tiny brush. It forms a sticky covering over the teeth and becomes hard as soon as saliva in the mouth touches it. It takes less than 2 minutes to varnish the teeth.*

Question: Will *Fluoride Varnish* make the teeth look different? Answer: *Some brands of fluoride varnish coat the teeth with a yellow film. Other brands are white and may make the teeth look dull. This is normal and does not hurt the teeth. When the varnish comes off the next morning when the teeth are brushed, the teeth will be white and shiny.*

Question: How does *Fluoride Varnish* work? Answer: *Fluoride in varnish enters the tooth enamel and makes the tooth hard. It prevents new cavities and slows down or stops decay from getting worse. If tooth decay is just starting, it repairs the tooth.*

Question: Do I need to do anything special after my child has *Fluoride Varnish*? Answer: *Your child does not have to wait to eat and drink. Food should be soft and not crunchy the rest of day. Do not brush or floss the teeth until the next morning.*

Question: Is *Fluoride Varnish* safe? Answer: *Fluoride varnish is safe. It is used on babies from the time they have their first tooth. Because the varnish is painted onto teeth and only a very small amount is used, almost no fluoride is swallowed.*

Question: How often should my child get *Fluoride Varnish*? Answer: *Fluoride varnish can be applied 4 times a year or every 3 months. Studies show that children who get fluoride varnish every 3 months have fewer cavities than those who get it less often or not at all.*



# Head Start & Early Head Start Hearing and Vision Screenings

**Among the many other benefits of Head Start and Early Head Start, we are able to offer evidence based hearing and vision screenings.**

## Hearing:

Our hearing screening uses otoacoustic emissions (or OAE) technology. This highly effective screening technique is already being used in many states across the country to screen newborns for potential hearing problems. During OAE screening, a small microphone is placed in the child's ear. This microphone makes a series of soft clicks or tones. A micro-computer then measures how well the inner ear is working. For us, this technique represents an opportunity to screen young children in our program in a much more effective and reliable manner than ever before.

The hearing screening process we are using is a simple and totally painless process. It takes only a few minutes to complete. In some cases, we may even screen your child while he/she is sleeping. If you want to be present while your child is being tested let your Family Resource Specialist or Family Advocate know. If your child does not pass the screening, we will either recommend that we re-screen your child in two weeks or that your child be examined by either a doctor or an audiologist (hearing specialist) for a more complete evaluation.

## Vision:

Our Vision screening is completed using the Plus Optix. The Plus Optix is designed to detect the most prevalent childhood vision disorders, including:

- ▯ Hyperopia (farsightedness)
- ▯ Myopia (nearsightedness)
- ▯ Astigmatism (blurred vision)
- ▯ Anisometropia (unequal refractive power)
- ▯ Anisocoria (unequal pupil size)
- ▯ Strabismus (eye misalignment)

This device looks like a camera. We simply have your child look at the device and it takes a "picture" of the child's eyes. This takes only a few seconds once we can get the child to focus on the device.



**If you want to be present while your child is being tested let your Family Resource Specialist know. After your child is screened Early Head Start staff will share the results with you within 10 days.**

# Nutrition Services

## Mealttime

Meals are served “family style”. Children learn a lot at the table when they pass foods, serve and pour for themselves, and take part in conversations. They are even willing to try foods that they might not eat at home! Please, be positive and expect your child to eat new foods.

## You Are Invited—Classroom Connections with a Side of Love

Parents are welcome to come enjoy breakfast or lunch with your child. We can use your help before, during, and after mealttime! Sign Up Sheets are available at each center to attend a classroom connections meal, or you can notify the center by 9:00 that you will be joining us for lunch. We want to be sure to prepare enough food.

Our Head Start Center-based program contracts with the Child Adult Care Food Program (CACFP) which provides reimbursement for meals under these regulations.

- ☺ Menus are high in nutrients and low in fat, sugar and salt.
- ☺ Menus are reviewed by a registered dietitian.
- ☺ The menu plan for each month will be sent home with your child.
- ☺ Parent meetings are held to enlist parent’s help in creating menus based on the Missouri Eat Smart Program
- ☺ Candy and other ‘snack’ foods are not approved to serve at Head Start/Early Head Start



## Nutrition In Head Start means...

- ☺ Children are provided with nutritious meals following the Missouri Eat Smart Guidelines!
- ☺ Children learn about food and how it helps our bodies grow
- ☺ Children have a food experience in the classroom once a month
- ☺ A special diet will be provided with documentation from a doctor.



# Special Services

## Screening and Referral

Children enrolled in Head Start and Early Head Start receive developmental and behavioral screenings within the first 45 days of enrollment. In Early Head Start these screenings are done in the home with you, the parent or guardian. In Head Start, the developmental screening is conducted at your child’s center and the behavioral screening will be conducted with your child’s Family Resource Specialist at their first home visit. Children will be screened in their home language to get the most accurate picture of their development. If you have concerns with the results of your child’s screening, Head Start and Early Head Start staff will support your throughout the referral process to access further assistance and support for your child and family.

## Inclusion

Head Start and Early Head Start are fully inclusive programs. This mean that we will work with you to make accommodations in the classroom, at home visits, socializations, and parent meetings in order to meet the needs of your child and family. If you are currently aware of any special accommodations that your child will need, please discuss this with Head Start and/or Early Head Start staff.

## Support

Head Start and Early Head Start staff are here to support you and your child no matter what unique needs your child may have. We will work with you to obtain services and supports your child needs to be successful. We can’t wait to get started!!









**If a child can’t learn the way we teach, maybe we should teach the way that they learn. – Ignacio Estrada**



# Pick up, Drop off, & Visitation



## Pick Up and Drop Off

-  You, the primary physical custodian, will complete the Emergency Contact Form (ECF). This form will identify those adults 14 years and older who are authorized to meet your child at the bus or to pick up your child. Your child may only be released to adults who are listed on the EFC.
-  Any changes to the form must be made by you, the primary physical custodian, in writing and include your signature and the date. Changes or exceptions to this list of approved adults will not be accepted by phone.
-  The HS/EHS staff must verify the identity of the adult picking up your child by asking who they are and by checking their ID.
-  If an adult who is not listed on the EFC attempts to pick up your child, the staff will not release your child. Staff will contact you, the primary physical custodian to tell you who attempted to pick your child up.
-  If no approved adult is available to meet your child at the bus, or pick-up your child at the center, staff will attempt to contact you and the authorized emergency contacts. If no contact is made, staff will call the Child Abuse and Neglect Hotline for instructions. If you call and notify staff of the delay, staff will make every effort to work with you on the pick-up arrangements.
-  Native American children will not be released to tribal authorities unless the procedures listed above are met.

## CLASSROOMS ARE A NO CELL ZONE



**FOR THE SAFETY OF ALL CHILDREN AND OVERALL HS/EHS CLASSROOM ENVIRONMENT WE ASK THAT ALL CELL PHONES BE PUT UP WHILE IN THE CLASSROOM.**

*Thank You for Your Cooperation, We Appreciate You!*

- The monitor will direct your child to their designated seat and assist them with their restraint.

## Unloading Procedure

- You are responsible for being present & ready to receive your child when they arrive home.
- You must greet the child at the bus passenger door when it opens and take your child's hand and move at least 10-feet from the bus -out of the *Danger Zone*.
- Be sure each adult that will be assisting your child to the bus is also familiar with this procedure.

## Transportation by Bus (HS Only)

Our program will make every effort to provide bus transportation for your child in Head Start. However, when the bus route extends beyond the one hour limit you may be asked to transport to a 'bus stop' or to the center. The safety of the children being transported to Head Start is our number-one priority. As we share this responsibility, here is what you can do to help keep the children safe:

### Loading Procedure

- The bus driver has a 2-minute limit to wait at each stop. Have your child ready when the bus arrives.
- Our policy is not to blow the horn as notification of our arrival (unless necessary).
- Your child's hand must be in your hand, or in an approved adult's hand, until the bus is stopped, the passenger door is opened and the monitor steps outside the bus to receive your child.
- There is a 10-foot area that surrounds the bus called the *Danger Zone*. Parent/guardian, child, siblings and pets are not allowed in this area except when the bus passenger door is open.

Federal regulations and the Head Start transportation policy require that children be escorted, **hand in hand** by an adult, to and from the bus. Since this regulation is for the safety of the children, the consequences of not escorting your child by the hand to the bus are severe.

1st time: Warning letter  
2nd time: Final Warning Letter  
3rd time: Loss of transportation privilege  
You will be expected to transport your child to and from Head Start.

**Remember: Hand in Hand to be safe!**



## Visitation by Non-Custodial Parent

Head Start/Early Head Start encourages the involvement of non-custodial parents. If a non-custodial parent, or a parent with joint custody, but who does not have primary, physical custody, wishes to visit their child during the HS/EHS day, this may be allowed. HS/EHS staff will notify the primary, physical custodian the first day the other parent visits the center. If the primary, physical custodian objects to this visitation, the non-custodial parent or parent without primary, physical custody, will not be allowed access to the child. If disputes arise from this decision, HS/EHS staff will encourage the child's parents to resolve the matter on their own, as HS/EHS will follow the primary physical custodian's instructions.

# Keeping your child safe!

## Safe Riding Practices:

- Always be sure your child uses a proper restraint device when riding in a vehicle.
- Teach your child that the vehicle doesn't move until they are "buckled up."
- Children should always keep their body parts inside the window.
- Never allow your children to throw items out the window. The item could blow back in and hit them or injure someone outside the vehicle.
- Never leave a child alone in a vehicle, even for a minute!

## Safety Procedures for loading and unloading a vehicle:

- Always walk hand in hand with your young children to the vehicle and when you arrive at your destination. This is the most important safety tip you can practice.
- Children may need assistance when entering and leaving a vehicle due to slippery surfaces.
- Take care that loose clothing or drawstrings do not get tangled in the door.
- Never allow children to run from the vehicle to the building door in parking lots or across streets.

## Safety Procedures in the Streets:

- Do not allow children to play in the street. In addition to being a dangerous location, children may begin to associate streets with play and become careless and ignore oncoming vehicles.
- Teach children to stop and wait. Children can become excited and rush toward traffic.
- Teach children how pedestrians cross the street using walk signals. Help them understand the meaning of the red, green, and yellow signals.

## Recognizing Danger Zones Around Vehicles:

- Teach children to stay away from the wheels of a vehicle.
- Never allow children to reach, look, or play under a vehicle.
- Teach children to never walk or cross behind a vehicle and to always stay where a driver can see them.
- The Danger Zone is a ten-foot area surrounding a bus or a vehicle. All pedestrians must stay at least 10 feet away from an oncoming vehicle until it is stopped and a door is opened. Be strict about enforcing the **Danger Zone!**

## Emergency Evacuation Procedures:

*Talk with your child about emergency procedures and practice them as soon as the child is old enough to understand and partici-*

### Emergencies happen and we have a plan.

**Monthly Drills:** Our centers have unannounced emergency preparedness drills. We practice for tornadoes, fires, and intruders. When you are in the center, it is important that the children see you participate in these emergency drills. Each classroom has procedures for the emergency drills posted and a map of the evacuation routes. Look for these items in your child's classroom so you will know the plan.

**Emergency Contact Form:** In the event of an emergency situation, such as fire, bomb threat, chemical exposure, or flood, it may become necessary to evacuate the center. Staff will make every attempt to notify you in the event of an emergency. It is **vital** that you keep your emergency contact information current so we can keep you informed. **If your emergency contact information changes, please notify your Family Advocate (FA) or Family Resource Specialist (FRS) to update the information.**



**Bad weather:** Even though the public schools may close during bad weather days in the winter, **we will be open**. On days when the public school is closed due to bad weather, there will be **no bus service** for the Head Start classrooms. **If you can travel safely to the center, we will be there to care for your child.**

**Medical pandemic:** If a medical pandemic occurs, Head Start & Early Head Start will follow the guidance of the CDC and the local authorities. We will follow the direction of the local school districts regarding school closures and reopening.

**We also encourage you to have an emergency plan at home and practice it often with your children.** There are great resources for families at [www.ready.gov](http://www.ready.gov)



# Mental Health and Wellness

The purpose of mental health services in our Head Start Birth to Five Program is to promote the mental and emotional well-being of children, families and staff. For infants and young children, mental health refers to social and emotional development. Healthy social-emotional development begins with nurturing and responsive interactions and supportive environments. Mental health services are available through our Mental Health Consultants who are licensed professionals. They are available to our program participants and staff. Mental Health Consultants visit classrooms, as well as conduct trainings, to provide helpful information and feedback to staff and families. They are also available to meet with families regarding mental health issues upon request.



## CONSCIOUS DISCIPLINE®

**Conscious Discipline** is a research-based program that helps adults stay calm enough to see misbehavior and upset as a signal to teach. It provides effective strategies for teaching social-emotional and life skills to children. Using brain research, it empowers adults with an array of behavior management skills and strategies that turn everyday situations into learning opportunities. The goal is to create safe, connected, problem-solving classrooms and homes. This is why we not only implement the program in our classrooms, but also provide **Conscious Discipline Parent Education Curriculum** to our families through parent meetings, home visits, and socializations.

*Founder, Dr. Becky Bailey, defines discipline not as something you **do to children**, but something you **develop within them**.*

# Preparing for Social/Emotional Success

Our program partners with parents to promote positive interactions and social emotional well-being. The Head Start Birth to Five Behavioral System of Support provides a framework for promoting the social emotional and behavioral development of young children and the adults who guide them. The tiers are designed to help staff and parents visualize and consider how to help each individual child achieve successful outcomes. This model can generally be divided into 4 levels:

The **foundation** is an **effective workforce** who have been trained in evidence-based social emotional practices and procedures.

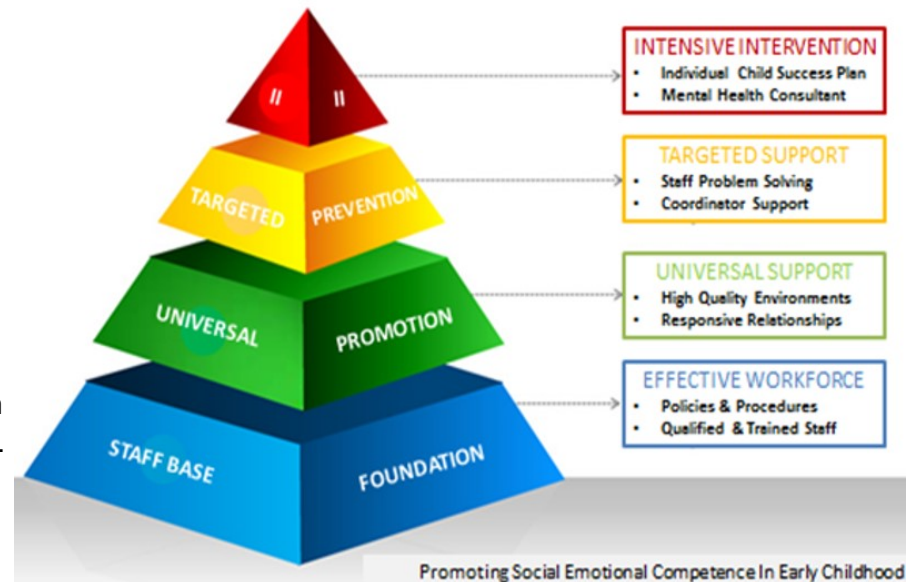
The **second tier** represents social emotional **promotion** for all children by providing supportive, high-quality environments and responsive relationships.

The **third tier** represents support and **prevention** to address the needs of children at risk for social-emotional challenges and the targeted teaching of social skills.

The **top tier** represents **intensive individualized intervention** services for children with persistent challenges. Staff are trained in de-escalation techniques to provide safety.

It is our goal for children to be prepared for kindergarten when they complete our program. Social and emotional skills including behavior development are the foundation of this goal. With both staff and parents working together, ALL children have the ability to succeed.

## Multi-Tiered System of Support





# Mental Health Providers

## Resources:

- **Child Abuse Neglect Hotline:** 1-800-392-3738
- **ParentLink WarmLine:** 1-800-552-8522  
(For people searching for answers to parenting questions.)
- **Will's Place:** 417.347.7580  
(Family/children therapy services)
- **Ozark Center Urgent Behavior Solutions:** 417-347-7800  
(Adult Walk-in Mental Health Clinic)
- **College Skyline Center:** 1-800-624-1054  
(Adult/Children Mental Health Services)



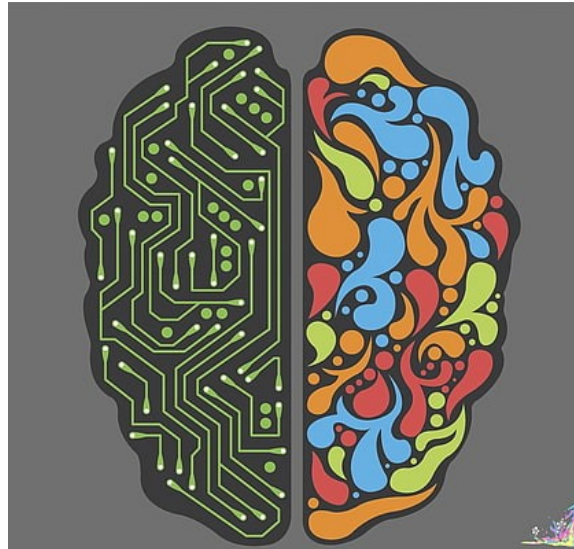
Peggy is an expert witness and forensic social worker who specializes in DBT, EMDR, TF-CBT, CAMS, ACRA, and child abuse and neglect. She has a Bachelor's Degree in Social Work from Pittsburg State and a Master's Degree in Social Work from Missouri State University. Peggy is an "Air Force Brat" who grew up all over. She had been to 13 different schools before her sophomore year. Peggy joined the College Skyline Center team in 2019. Her hobbies and interests include gardening, walking, hiking, and her dogs. Fun Fact: Peggy can fly a plane and drive a semi truck!

## About College Skyline

Serving Joplin and the 4-State Area since 1976, College Skyline Center is privately owned and operated by the professional staff. The primary emphasis of our independent professionals is upon counseling, evaluations, and assessments for children, adolescents, adults, and the elderly. Central to this emphasis is a strong commitment to assisting dedicated psychologists, counselors, and social workers whose services represent more than just a job to them. Our professional contractors are well trained and have strong dedication to their profession and to helping others navigate the problems of living. College Skyline Center LLC is committed to creating a comfortable environment in which caring professionals meet with people in need and facilitate growth.

Address: 1230 N Duquesne Rd. Joplin, MO 64801

Phone: 417-782-1443 Toll Free 800-624-1054 Fax: 471-782-3240



Hello! I'm Angie Gaston and I am a Licensed Clinical Social Worker in a private therapy practice at College Skyline Center. I have been blessed to work with Early Head Start since 2011 and now with Head Start since 2019. These programs are amazing and touch the lives of so many. It is my goal to be a piece of that in helping children, parents and families to enjoy healthy and productive lives.





# The Early Head Start Classroom

Early Head Start classrooms are a place where infants and toddlers receive high quality child care services in rich learning environments. Qualified staff use every routine and experience throughout the day to support and develop children's learning. All of this creates a foundation to make learning fun by using our child development, research-based curriculum **"The Creative Curriculum for Infants, Toddlers, and Twos"**! "Check it out below!"

Routines and Experiences	How is my child's learning and development supported?
<b>Hellos &amp; Good-byes</b>	Hellos and Good-Byes are your child's first step on a lifelong journey of learning how to separate from and reunite with the most important person in their life, you.
<b>Diapering &amp; Toileting</b>	Diapering and toileting is approached as an opportunity to spend time with your child to teach them that bodily functions are a normal, healthy part of life.
<b>Eating &amp; Mealtimes</b>	Snacks and meals give your child a chance to feel cared for and to develop personal care, communication, and good social skills.
<b>Sleeping &amp; Naptime</b>	When your child is well rested, they enjoy and benefit from learning opportunities throughout the day.
<b>Getting dressed</b>	Dressing time is a routine that is rich in learning possibilities. Children are talked to about the colors and patterns of their clothes. They learn sequencing when asked what do we put on first, what comes next, and they enjoy one-on-one time with their teacher.
<b>Playing with toys</b>	When your child plays with toys, they learn how to move, how things work, and how to communicate and relate to others.
<b>Imitating &amp; Pretending</b>	Imitation and pretend play are among the most important ways that your child will learn about the world and relationships with people.
<b>Enjoying stories and books</b>	Children who learn to love books are more likely to become successful learners and lifelong readers.
<b>Connecting with Music &amp; Movement</b>	When your child is soothed by soft music, he/she is learning to comfort himself. When they hold hands and dance with other children they are learning how to play with someone else.
<b>Creating with Art</b>	When your child covers paper with paint, they are learning about cause and effect, when they poke holes in playdough they are learning how objects can be used.
<b>Tasting &amp; Preparing Food</b>	Building on your child's interest in food experiences helps your child develop many skills and concepts such as shapes, colors, part and whole, cause and effect, sustaining attention, hand-eye coordination and fine motor skills.
<b>Exploring sand &amp; water</b>	When your infant splashes water, they learn that slapping it makes the water move. When your toddler pours sand into a bucket, they learn about shape, size, and quantity.
<b>Going outdoors</b>	While playing outdoors, your child can stretch their large muscles, breathe fresh air, take in the sunshine, and enjoy the freedom of open space. They are learning through all of their senses.

## What Will My Day Look Like?

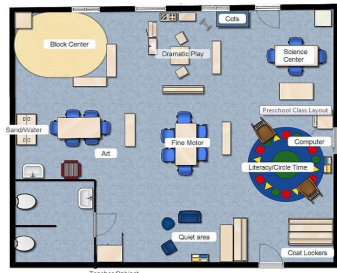
- 🍏 Arrival and Center Play
- 🍏 Reading/Music Time
- 🍏 Breakfast
- 🍏 Center Time
- 🍏 Outside Play
- 🍏 Group Time
- 🍏 Lunch
- 🍏 Nap Time
- 🍏 Snack Time
- 🍏 Music and Movement
- 🍏 Outside Play
- 🍏 Center Time
- 🍏 Goodbyes

## What Will I Wear?

- 🍏 Wash and wear clothes that can get dirty ...sometimes we get messy!
- 🍏 Shoes that are safe for running, climbing and playing; tennis shoes are the most safe.
- 🍏 Jackets and coats with large zippers are easier for small fingers to operate.
- 🍏 Dress for the weather, including hats and mittens. We go outside daily.
- 🍏 Print your child's name on all clothing they may take off while at Head Start...we don't want to lose anything!
- 🍏 Provide an extra set of clothes to be left at the center...sometimes we have accidents!



# The Head Start Classroom



Head Start classrooms are buzzing with children's learning, making predictions, comparing, discovering, reading and exploring books, developing rich language and conversations, working together and making friends to create *lifetime learners!* All of this creates a foundation to make learning fun by using our child development, research-based curriculum "**The Creative Curriculum for Preschool**"! Head Start classrooms are a place where children's discoveries are as big as they can imagine...a place where children's learning can be nurtured and grown! All of this happens through meaningful *Investigations* carried out through *Units of Study* using many *Open-Ended Questions!* The Creative Curriculum for Preschool promotes School Readiness learning by dividing the classroom into ten "**Interest Areas**" which are the hub of children's work! Check it out below!

10 Interest Areas + Outdoors	What does my child learn in each area?
<b>Blocks</b>	When your child builds with blocks your child begins to understand math concepts. Ex: volume, height, geometric shapes.
<b>Dramatic play</b>	Pretend play helps your child make sense of their experiences. It deepens their understanding about the world through make-believe.
<b>Toys &amp; Games</b>	Toys & Games encourage your child to solve problems, explore how things work, work cooperatively with others, and strengthen & control muscles in their hands.
<b>Art</b>	Art is a way for your child to express their ideas and feelings, improve coordination, learn to recognize colors/textures and develop creativity & pride in their accomplishments.
<b>Library</b>	The Library is a place where your child can build the foundation for reading and writing and develop a love of reading for enjoyment!
<b>Discovery</b>	Discovery is a place where your child can explore and investigate in order to answer questions. Your child can do what <i>scientists</i> do...ask questions, experiment, predict, gather information, and communicate findings!
<b>Sand &amp; water</b>	Sand and/or water create calming forms of play through natural materials and exploration.
<b>Music &amp; Movement</b>	Singing and moving to music gives your child a chance to hear and appreciate different kinds of music through song, dance and musical games.
<b>Cooking</b>	When your child cooks he/she has opportunities to learn about nutrition, be creative and prepare his/her own healthy snacks. It develops reading, writing, math and science skills!
<b>Computers &amp; Technology</b>	Your child will become comfortable with technology; computers / tablets extend learning through reading, writing, math, problem solving and expressive creativity.
<b>Outdoors</b>	When your child plays outside he/she will begin to "notice" and develop an appreciation for the natural world! Fresh air and exercise are important for your child's health and well-being!

## What Will My Day Look Like?

- 🍏 Arrival & Greeting
- 🍏 Sign-In
- 🍏 Breakfast
- 🍏 Brush Teeth
- 🍏 School Family Meeting-Unit of Study
- 🍏 Music
- 🍏 Interest Area's & small Group
- 🍏 Lunch
- 🍏 Story Time
- 🍏 Journals & Daily Reflection
- 🍏 Outdoor Play
- 🍏 Recap the Day....What did we learn?
- 🍏 Farewell

## What Will I Wear?

- 🍏 Wash and wear clothes that can get dirty ...sometimes we get messy!
- 🍏 Shoes that are safe for running, climbing and playing; tennis shoes are the most safe.
- 🍏 Jackets and coats with large zippers are easier for small fingers to operate.
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- 🍏 Provide an extra set of clothes to be left at the center...sometimes we have accidents!



# What Head Start Education Activities are Available for Parents?



## Family Activities

Literacy and STEM activities occur throughout the year. These activities will prepare and motivate your child to enjoy reading and explore and investigate topics with you. Here is what you can look forward to:

- **Lending Library-** Each center has a lending library with books your child may check out and bring home so you can spend some cozy time reading together.
- **STEM (Science, Technology, Engineering, and Math) and Literacy Olympic** activities team up with teachers, parents and the community to create fun learning activities, games and experiences with your child. **Come help us plan these activities!**

## Classroom Celebrations

There will be many opportunities throughout the school year for you to join us for celebrations within the classroom. We celebrate:

- Birthdays (held monthly)
- Completion of a Study
- Celebration of Learning
- The End-of-the-Year

Head Start has an open door policy. You are always welcome to come and visit in your child's classroom and/or join your child for a meal!

**Private Birthday Parties:** To protect confidentiality, personal birthday party invitations may not be given out on Head Start premises.

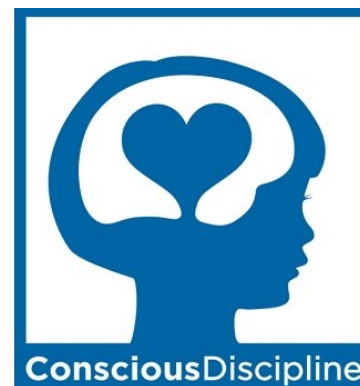
## School Readiness

As a parent you will have many opportunities to participate in your child's school readiness. You will play an important part in:

- **Home Visits** and setting **Child Development Goals**
- Attending **Parent-Teacher Conferences** to learn, discuss and share about your child's school readiness skills.
- Sign up for **Teaching Strategies Email and/or APP** to share and view observations of your child's development.
- Extend learning from the classroom to your home by working with your child on **Family School Readiness Connection Plans** sent home weekly!

## Parent Connect Conscious Discipline Workshops

Throughout this year, you will receive information on our Parent Care Conscious Discipline Parenting Workshop at a center near you. This is a 7-session workshop in which each session focuses on a key Conscious Discipline topic. These sessions allow you to gain insight into the behavior method we use in the Head Start and Early Head Start classrooms, as well as lets you socialize and connect with other parents experiencing the same parenting struggles and celebrations as you. Childcare and a meal will be provided with each Conscious Discipline class. To learn more about when and where Conscious Discipline classes will be offered, please contact your Family Resource Specialist or your Family Advocate today!





## Dual Language Learners (DLL)



**Learning:** School readiness and success for children who are dual language learners (DDLs) is tied directly to mastery of the home language. Bilingual children benefit academically in many ways. Research shows that bilingual people have an easier time:

- Understanding math concepts & solving word problems
  - Developing strong thinking skills
  - Using logic
  - Focusing, remembering and making decisions
- The ability to read & think in two different languages promotes higher levels of abstract thought which is critically important in learning.

**Global:** One-half to two-thirds of adults around the world speak at least two languages. Becoming bilingual supports children to maintain strong ties with their entire family, culture and community.

## Early Head Start Transition to Head Start



Preschool is right around the corner for our little ones at Early Head Start. Early Head Start and Head Start staff will work together with you during the transition process!

- You will work closely with Early Head Start & Head Start Staff once your child turns 2-1/2 years old.
- Your Early Head Start FRS will help walk you through the application process for Head Start.
- You will receive a Transition Packet with great information to help you along the way.
- Your Early Head Start FRS/Family Advocate will help you start a Transition Book to share with your child's Head Start teacher and classroom.
- You will take a tour of a Head Start Classroom at the time you enroll your child.

## Head Start Transition to Kindergarten



This is an exciting time of year that can also be a little scary for your soon to be Kindergarten-er! Head Start will be helping you and your child prepare to become a Kindergartner with the following activities:

- Your child will watch a Kindergarten Video at Head Start.
- You will receive a booklet "The Journey From Head Start to Kindergarten" that will help guide you.
- Head Start will share your child's TS GOLD School Readiness Assessment with you and your child's Kindergarten public school.
- You will be given a packet of summer activities to do with your child to continue building kindergarten school readiness skills.

# Head Start Early Learning Outcomes Framework

Domains are broad areas of early learning and development from birth to 5 years that are essential for school and long-term success. The central domains are:

### Approaches to Learning

Approaches to learning focuses on **how** children learn. It refers to the skills and behaviors that children use to engage in learning.



### Social and Emotional Development

Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.



### Language and Literacy

Communication is fundamental to the human experience, and language and literacy are essential to children's learning.



### Cognition

Cognitive development includes reasoning, memory, problem solving, and thinking skills that help young children understand and organize their world.



### Perceptual, Motor, and Physical Development

Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.





# Child Developmental Goals

We value you as your child's first and foremost teacher...and we need your input! We want to partner with you to make this year meaningful and successful for your child! Help us know how to better meet your child's development by setting a goal we can work on together! It's as simple as letting us know what you would like your child to learn from Head Start this year! Your response will be our goal to work on together in the classroom and in the home.

1. Early Head Start (EHS)/Head Start (HS) recognizes you, the parent, as your child's primary teacher and nurturer. We agree to collaborate with you in a family partnership and provide opportunities for you to participate in your child's school readiness learning and development.
2. Parent/s will share with their teacher what they desire for their child to learn at EHS/HS.
3. EHS/HS staff and parent/s agree to work together to help their child achieve this desired goal.
4. The Teacher will work with the child during EHS/HS hours in the classroom and provide Family School Readiness Connection activities for parents and their child to do together in the home to reinforce learning.
5. The parent/s will work with their child using materials in the home and activities provided by their Teacher to reinforce the goal.
6. The teacher will meet regularly at Home Visits, Parent/Teacher Conferences and Family Contacts with the parent/s to follow-up on their child's progress.
7. A new goal will be set by the parent/s if the current goal is no longer needed or if the child has completed the current goal. This process will continue throughout the program year to reinforce parent/child school readiness learning.



# STANDARDS OF CONDUCT FOR PARENTS

*When I volunteer/participate in the Early Head Start/ Head Start program, I agree to the following Standards of Conduct:*

I will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, sexual orientation or family composition.

1. I will follow program and Agency confidentiality policies concerning information about children, families, and other staff members.
2. I will treat every child, parent, co-worker and volunteer with respect and dignity as I perform my daily responsibilities.
3. I will not maltreat or endanger the health or safety of children. I understand the following actions are not allowed for any reason:
  - Taping a child's mouth, binding or tying a child to restrict movement or other physical abuse
  - Corporal punishment, isolation or using physical/outdoor activity as a punishment or reward
  - Using or withholding food as a punishment or reward
  - Using toilet training methods that punish or demean a child
  - Public or private humiliation, including rejecting, extended ignoring, terrorizing or corrupting
  - Verbal abuse, including profane, sarcastic language, threats or derogatory remarks about child or their family
4. I will make a concerted effort to welcome parents to the Head Start center and provide them with a variety of opportunities to become involved in ways that are comfortable and responsive to each parent's individual needs.
5. I understand that any violation of these standards will be subject to disciplinary action up to and including termination. Each case will be evaluated on an individual basis and acted on in accordance with Agency policies.

## During Home Visits:

1. I will secure any pets away while EHS/HS staff is present.
2. No one in my home will use drugs or alcohol while my home visitor is present.
3. Any weapons will be put away in a secure location.
4. An adult that is familiar to the home visitor will answer the door.
5. Everyone present in my home will be dressed appropriately while home visitor is present.
6. I will allow my Home Visitor/Family Advocate/FRS to bring other Economic Security Staff with them when they visit, provided I am notified prior.
7. I will inform my home visitor of everyone present in my home during their visit.
8. If I have concerns for the safety of my home visitor I will inform them prior to the home visit whenever possible.
9. I understand that engaging in any illegal and/or unsafe activity that may place my home visitor in danger could result in temporary or permanent discontinuation of Early Head Start/ Head Start Services.

# STANDARDS OF CONDUCT FOR PARENTS Cont.

## At the center:

1. No child will be left alone or unsupervised while on Early Head Start/ Head Start premises or sponsored events. Program staff is responsible for supervision of the children in the classroom and on the bus and volunteers are never to be left alone with children.
2. I will be a positive role model when volunteering for Early Head Start or Head Start.
3. I will familiarize myself with Early Head Start/ Head Start procedures and function in accordance with these guidelines whenever serving as a representative of the program.
4. I understand that all regular volunteers will complete background screenings.
5. I understand that volunteering with the Early Head Start/ Head Start program does not qualify me for benefits normally received by employees of the company including but not limited to wages, health insurance, worker's compensation, un-employment insurance compensation, retirement, FICA and any other benefits that may be available to employees in the future.
6. Economic Security Corporation is not responsible for accidents or injuries I may incur as a result of my volunteer activities.

## As an Early Head Start/ Head Start parent, I agree to:

1. Attend scheduled home visits, center visits and socializations according to my child's enrolled program option.
2. Share observations and information about my child with staff.
3. Assist Early Head Start/ Head Start in keeping my child's medical and dental records up-to- date and in making appointments for my child.

## Social Media: A closed Facebook page may be available for my site. This platform is used to share the great things happening in the program. By choosing to participate, I agree to the following:

1. I agree to create a positive online experience for others in my language and conduct.
2. I agree to make this a safe place for others by not sharing photos of other children and families without their permission.
3. I understand this site is not monitored at all times. If I have an urgent question or emergency need, I will call the center.
4. I understand the site is operated under the complete discretion of ESC.
5. I understand photos and/or videos may be shared for the purpose of safety/monitoring and supporting my child's development.
6. I understand photos and videos of me, my family and/or my child will be uploaded to Facebook.

I acknowledge that my FRS/Home Visitor reviewed each section of the parent handbook and orientation module with me.



# Head Start/Early Head Start Volunteer Handbook

The job you are about to begin is a special job. You will add so much to the program. If you have chosen to work in a classroom, on the bus, in the office, or in the kitchen, there will always be important and gratifying work to be done. We hope you experience personal growth and satisfaction, as the gift you give of yourself is priceless!



# Mandated Reporting

## Reporting child abuse is everyone's responsibility.



Any person may report suspected child abuse, neglect, or exploitation. Anonymous reports are accepted from individuals who are not mandated by occupation to report, but please consider identifying yourself. Being able to contact you later helps the Children's Division staff complete a more thorough investigation. They may also need to ask you for more information during the investigation process.

To make a report you may call: **1-800-392-3728**.

When making a report, be sure to have the following information:

- Name of the child
- Name of the parent(s)
- Name of the alleged abuser
- Where the child can be located

You will be asked:

- Is the child in a life-threatening situation now?
- How do you know about the abuse/neglect?
- Did you witness the abuse/neglect?
- Were there other witnesses, and if so, how can they be contacted?

### Mandated Reporters

Members of certain occupational groups, such as teachers, social workers, and physicians are mandated by law to make reports to the hotline and are considered mandated reporters.

### **All Head Start/Early Head Start employees are Mandated Reporters.**

Mandated reporters are required by law to report suspicions of child abuse and neglect to those agencies designated by the state to investigate such reports. As a mandated reporter you will be required to leave your first name and position.

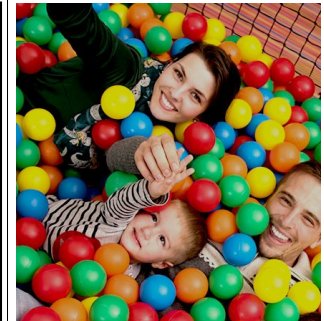


### **Confidentiality Policy**

Confidentiality means that we keep what parents and children share with us private. It is especially important that you not discuss any child or family when children are present. Many times children hear more than adults think they will. No information regarding a Head Start/Early Head Start child or family will be shared with persons outside our agency. It is extremely important that confidentiality be upheld at all times.

### **Dress Code**

In order to set a good example, we request that you wear appropriate clothing for the classroom. Please do not wear shirts that have profanity or other inappropriate writing on it. You may be sitting in small chairs, on the floor, and going outside so please dress accordingly. Jewelry must be such that the length, shape and texture would not cause safety hazards for volunteers or children in the day-to-day operation of volunteer duties. Also, sandals must have a strap around the ankle; no flip flops.



### **Behavior Policy**

All discipline of the children will be handled by Head Start or Early Head Start Staff only. If you see a problem needing discipline, please bring it to the attention of a staff member. To better understand our discipline policy, please see the Parent Manual in the family room at the center. Use of physical punishment will not be permitted. Use of loud or abusive tones, shaming or any other inappropriate language is not allowed from staff, parents or volunteer.

# Health & Safety Policies & Procedures

## Active Supervision Policy

Active Supervision requires focused attention and intentional observation of child at all times. Children will never be left unattended. Children will not be left alone with a volunteer.

Home Visits are a time for parent and child interactions. Your child should not be left alone with your Home Visitor.

### Six Strategies to Keep Children Safe

1. Set up the environment
2. Position staff
3. Scan and count
4. Listen
5. Anticipate children's behavior
6. Engage and redirect

**ADULT  
SUPERVISION  
REQUIRED**

## Classroom Safety Drills

If there is a safety drill at the time you are at the center, you will follow the prescribed procedure with children and staff, and follow the safety measures.

## Mealtime

Mealtime at Head Start and Early Head Start is served family style. A part of the Head Start learning process is for the children to serve the food themselves, pour their milk, clean up their own spills and clean up after the meal. Our Early Head Start and Head Start centers serve breakfast and lunch (am) or lunch and snack (pm); Early Head Start serves an afternoon snack. Ask the teacher, Family Resource Specialist for the times. If you wish to join us for a meal or snack, please tell the teacher so she can notify the cook as early as possible.

## Tobacco and Nicotine Free Policy

Head Start and Early Head Start provides a Tobacco free environment for all children and adults. Tobacco use is prohibited at all times in all space used by the HS/EHS program and in view of children. Keep your home and car smoke free. Second- and third-hand smoke is harmful to you and your child.



## Communicable Disease Policy—Are you well?

Running a fever, vomiting, diarrhea, severe coughing, sore throat, etc.

If you have a home visit scheduled but you and/or your child, or anyone else in the home, is ill, please notify your FRS before your visit so they can reschedule when you're feeling better.

Parent Meetings: If your child or members of your family are not feeling well, please do not attend Parent Meetings.

This will help prevent the spreading of illnesses.

## Playground Rules...



So we can be happy and safe!

## Outdoor Play

1. Gates on playground should be closed and latched.
2. Sand and rocks are not for throwing.
3. Trikes and scooters may be ridden only on paved areas with helmets.
4. Staff will administer first aid.

## Safe Sleep Policy

Infants less than 12 months old are always placed to sleep on their backs. Infants will only sleep in a safety approved crib. There will be nothing in the crib but the baby and a pacifier, if baby uses one.

A staff member will be within sight and sound of sleeping babies. Staff will physically check on an infant while they are sleeping.



## Safety for Transporting children to and from the Center (Head Start Only)

Remember to hold your child's hand to and from the bus.

*Note: If you are an EHS family or you transport your child, you will walk your child hand-in-hand in and out of the building.*



## 25 THINGS VOLUNTEERS CAN DO

### In the classroom:

1. Give a child a smile to start their day.
2. Read or tell a story.
3. Work with one child or a small group.
4. Get materials ready to use.
5. Play a game with one child or a small group.
6. Notice a child who needs special attention.
7. During group times, you can sit with the children and join in singing, listening to a story, etc.
8. Assist with art activities: mix paint, prepare materials
9. Assist with cleaning the center and toys.
10. Help children put away materials (make it fun).
11. Help children wash and set tables for meals.
12. Eat with the children and help clean up.

### On the playground:

13. You can be "traffic cop" for the trikes.
14. You can start a game on the playground: T-ball, catch, kickball, etc.
15. Teach the children a new game: Follow the Leader, Mother May I, Duck-Duck-Goose, etc.

### At the Center:

16. Be a bus monitor. (HS)
17. Help on field trips. (HS)
18. Prepare activities and games for teacher.
19. Help teacher make Family School Readiness Connection home activities. (HS)
20. File papers & notes in cubbies.
21. Help in the kitchen.
22. Do repairs.
23. Do yard work.
24. Snow removal.
25. Share a special talent or hobby with parents.

## Bus Monitor--We need your help!

The Federal Performance Standards for transportation require that every HEAD START bus have a Bus Monitor on board. Could you volunteer to help us? You will receive special training to prepare for this important job. Volunteer bus monitors will receive awards according to the number of rides. See the award table to the right.

When a volunteer reaches \$600.00 in a calendar year a 990 form will be submitted for tax purposes.

**Sign up today to be a bus monitor!**

## TIPS WHEN GUIDING LITTLE CHILDREN

1. Be Positive! Tell children what to do instead of what not to do. Say, "You may walk indoors," instead of, "Don't run indoors."
2. Use calm appropriate language.
3. Do not pick up children or carry children.
4. Praise the behavior you want. Praising a child's desirable behavior emphasizes the behavior you want and the undesirable behavior will gradually drop out of sight.
5. Set a good example. Children learn by imitating others. Model the behavior you want; they learn very little through verbal instruction.
6. Encourage children to do things for themselves and play in their own way (building, drawing, painting, etc.) We want them to develop initiative, imagination, and self-reliance.
7. Be alert to individual differences. No two children are the same.
8. When a child shows you art work, say, "Tell me about it," instead of "What is it?" This gives the child the opportunity to express him/herself by telling a story about their picture.
9. Avoid discussing children's negative behavior in front of them.



Milestone	Prizes
Complete Monitor Training	Framed Certificate and a special name badge
30 Bus Monitors rides	\$50 Check
60 Bus Monitor rides	\$50 Check
100 Bus Monitor rides	\$100 Check
130 Bus Monitor rides	\$50 Check
160 Bus Monitor rides	\$50 Check
200 Bus Monitor rides	\$100 Check
230 Bus Monitor rides	\$50 Check
260 Bus Monitor rides	\$50 Check
300 Bus Monitor rides	\$100 Check
330 Bus Monitor rides	\$50 Check
360 Bus Monitor rides	\$50 Check
400 Bus Monitor rides	\$100 Check
430 Bus Monitor rides	\$50 Check
460 Bus Monitor rides	\$50 Check
500Bus Monitor rides	\$100 Check



### How children learn

- ☺ Children learn by doing; this builds self-confidence.
- ☺ Children learn by asking questions and searching for answers to their questions.
- ☺ Children learn by discovery.
- ☺ Children learn by using all their senses when possible.
- ☺ Children learn by experimenting.
- ☺ Children learn by sorting and combining objects.
- ☺ Children learn by repeating experiences.



### How you can help children learn

- ☺ Observe what children do and show you are interested by describing what you see.  
Ex: I notice you put all the red pegs in a row."
- ☺ Follow children's lead without taking over.  
Ex: I'm going to try making the waterwheel turn just like you did.
- ☺ Ask open-ended questions to find out what a child is thinking.  
Ex: How many ways can you use this? How did you decide to do it that way?
- ☺ Offer assistance when it is needed.
- ☺ Let children discover materials by themselves. Ask questions "How does it feel? Is it squishy, hard, fuzzy, heavy, slick, etc.?"
- ☺ Encourage children to use their five senses of look, feel, smell, taste and listen.
- ☺ When children play together, let them brainstorm to come up with a solution.

## BE A PLAYFUL ADULT!

In doing so you are supporting the active learning process and children's spontaneous desire to learn.

"Playful adults get down on the floor and build with blocks. They get 'rescued' from the 'burning house' and rushed to the 'hospital' in the 'ambulance'. They eat pinecone soup and blast off in rocket ships. They tell and read stories, make up and sing songs, play catch, slide, climb, dig in the sandbox, play tag and hide-and-seek. Some adults play quietly, others quite boisterously. Some love to sing, some to dance, some to play with glitter, some to make things that really work. Even adults who consider themselves to be serious people are quite able to understand and participate in the intensity of children's play, once they give themselves permission and understand the value of supporting play." *Hohmann and Wiekart 1995*



Thank you for agreeing to comply with the policies and procedures provided in the Volunteer Handbook.



# STANDARDS OF CONDUCT

## FOR HEAD START/EARLY HEAD START STAFF, VOLUNTEERS AND CONSULTANTS

**OPERATIONAL PROCEDURE:** Please read the following statements and sign your name below to indicate your understanding and commitment to these principles.

1. I will respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability, sexual orientation or family composition.
2. I will follow program and Agency confidentiality policies concerning information about children, families, and other staff members.
3. I will treat every child, parent, co-worker and volunteer with respect and dignity as I perform my daily responsibilities.
4. I will not maltreat or endanger the health or safety of children. I understand the following actions are not allowed for any reason:

Taping a child's mouth, binding or tying a child to restrict movement or other physical abuse

Corporal punishment, isolation or using physical/outdoor activity as a punishment or reward

Using or withholding food as a punishment or reward

Using toilet training methods that punish or demean a child

Public or private humiliation, including rejecting, extended ignoring, terrorizing or corrupting

Verbal abuse, including profane, sarcastic language, threats or derogatory remarks about child or their family

5. Staff Only: I will make a concerted effort to welcome parents to the Head Start center and provide them with a variety of opportunities to become involved in ways that are comfortable and responsive to each parent's individual needs.
6. Staff Only: I understand that any violation of these standards will be subject to disciplinary action up to and including termination. Each case will be evaluated on an individual basis and acted on in accordance with Agency policies.
7. Staff Only: I understand that no child will be left alone or unsupervised while under my care. This includes being left on the bus, left on the playground or left unsupervised in a bathroom or other part of the building. I have received and read a copy of the Active Supervision policy and understand the expectations of program regarding the supervision of children in my care.