WARREN AND FOREST COUNTIES

 ECONOMIC OPPORTUNITY COUNCIL

**HANDBOOK**

A GUIDE FOR PARENTS AND STAFF PARTICIPATING IN WARREN COUNTY’S

**HEAD START AND PRE K COUNTS PROGRAMS**

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2015-2016

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**Welcome…**

*Welcome, we are pleased and excited about having your family in our program. Every child, family and staff is important to us.*

*The Warren Forest Counties Economic Opportunity Council (EOC) operates the Head Start program which is federally funded through the Department of Health and Human Services and the Pennsylvania Pre K Counts program, established by the Pennsylvania Department of Education.*

*Our programs promote school readiness by providing educational, health, nutritional, social and other quality services necessary to achieve success.*

*We believe that parents are the child’s first and most important teacher. You are invited to visit the classrooms any time. Your participation helps the program succeed.*

*This Handbook will provide information about our program’s services, policies, and procedures. Please take the time to familiarize yourself with this booklet and use it as an easy reference throughout the year. Please note: this Handbook can be found on the EOC’s web site (*[*www.wfcaa.org*](http://www.wfcaa.org)*) click on Head Start, parent info.*

*We wish you and your child an enjoyable, successful and rewarding experience.*

Roxanne Carifo

*Head Start Director*

**CENTERS/CLASSROOMS**

**PHONE NUMBERS and LOCATIONS**

**Head Start and Pre K Counts Central Office**

McClintock Building 726-2400

1209 Pennsylvania Avenue West 1-800-231-1797

Warren, PA 16365 723-0510 (Fax)

**CENTER PHONE**

**McClintock Center** McClintock I (HS/PKC) 726-2400 ext. 3014

1209 Pennsylvania Avenue West McClintock II 726-2400 ext. 4201

Warren, PA 16365 McClintock III (HS/PKC) 726-2400 ext. 3030

**Seneca Center** Seneca I 726-2400 ext. 3019

26 East Wayne Street Seneca II & IV 726-2400 ext. 4202

Warren, PA 16365 Seneca III & V 726.2400 ext. 4203

**Lottsville Center** 489-3026

Freehold Township Building

141 Lottsville/Niobe Road

Bear Lake, PA 16402

**Youngsville Center** (Youngsville I) 726-2400 ext. 4102

Youngsville High School (Youngsville II) 726-2400 ext. 4104

227 College Street

Youngsville, PA 16371

**Allegheny Valley Center**  226-2400 ext. 4101

Allegheny Valley Elementary School

100 N. Main Street

Clarendon, PA 16313

Director, Coordinators and Family Resource Assistants can be contacted at the home office in the McClintock Building at 726-2400, toll free 1-800-231-1797

**IMPORTANT ISSUES**

Parents Please:

* Send your child to class daily
* When your child is absent, please send in an excuse or be sure to notify staff of the reason
* Read and follow all bus policies
* Notify Head Start of any change in information, such as:
	+ Change in address
	+ Change in phone number
	+ Emergency information
	+ Child’s health issues
	+ Family situations
* Obtain and hand in all health exams and needed health records (very, very important)
* Work in partnership with Head Start staff to strengthen your family and prepare your child for school
* Read and respond to all written notices, bulletins, and newsletters sent home
* Check your child’s backpack daily for important information
* Do not send food, medicine, toys, or money to the center in your child’s backpack.
* Keep your child home when sick
* Zero tolerance on acts of threats and violence

**COMMUNICATION**

Communication among staff and parents is a two way process carried out in a timely and effective manner. Information will be shared with staff and parents in a variety of ways but not limited to:

Staff:

* Agency Personnel Policies
* Program calendar
* Inter-agency mail
* E-mail
* Memos
* Face to face contact
* Phone calls
* Facebook
* EOC WEB Site
* Staff meetings
* Newsletters
* Trainings
* Reference Manual “A Guide for Parents and Staff”

Parents:

* Mail
* E-mail
* Phone contacts
* Texting
* Facebook
* EOC WEB Site
* Parent/Father Orientation
* Memos/written letters
* Newsletters
* Handbook “A Guide for Parents and Staff”
* Home Visits
* Parent conferences
* Parent Center Committee Meetings
* Open House
* Child’s back pack
* Classroom Blogs

Staff and families are responsible for the information given and for asking for clarification when needed. It is also the responsibility of staff and parents to obtain any information presented at trainings and meetings (even if unable to attend).

**SOCIAL MEDIA**

Social Media such as FACEBOOK, TWITTER, and INSTAGRAM are commonly used to share our loved ones events and activities. We do understand this however, we also need to protect the identity and privacy of others. When posting pictures from Head Start or Pre K Counts online, please only post pictures of your child.

Like us on FACEBOOK and you will see program pictures, menus, activities etc. throughout the year.

We also realize that you may want to help and support program activities, but, please do not post or provide information on the program’s behalf.

It is always best to speak with program staff or management should a concern or complaint arise to resolve the issue. Please refrain from posting complaints or malicious statements regarding our programs.

**PERMISSION FOR PUBLIC RELATIONS**

Parents must give permission for children to be involved in public relations or media coverage.

**CONFIDENTIALITY**

It is the commitment of the Warren-Forest Counties Economic Opportunity Council’s early childhood programs to maintain in strict confidence any information relating to children and families.

We acknowledge that any information available to us through records, observations, screening, or verbal disclosure is privileged information and shall be shared with staff on a need to know basis. The individual dignity of children, families, and employees will be respected and protected at all times in accordance with the law. Information about children, families, or employees will not be divulged to anyone other than persons who are authorized to receive such information. This policy extends to both internal and external disclosure.

**(Confidentiality continued)**

* Staff are not permitted to disclose any information about another child or family in the program.
* Staff are also strictly prohibited from disclosing confidential information about another staff member.

Only information generated by the program about a child and only with the parent’s written consent will information be released to other individuals or organizations.

Breach of confidentiality will subject employee to disciplinary action which may include discharge from services. Volunteers not abiding by this policy may forfeit volunteer opportunities.

**INDIVIDUAL CHILD/FAMILY FILES**

All information pertaining to children and families shall be kept in a locked file in the central office. These files are open only to:

* Early childhood administrative staff
* Federal or state program staff
* Child’s parent(s)/legal guardians
* Upon Child Protection Court Order

Classroom information will be kept in locked files in individual classrooms. Files containing pertinent family information will be kept in locked files in the Family Resource Assistants’ office. **All files are confidential.**

C**HILD CUSTODY/COURT ORDER**

If a court order is in place, Head Start will abide by that Order provided they receive a copy of the Order. If the Court Order changes, parents are responsible to provide Head Start with a new copy so they can abide by the new terms.

**FIRST TIMERS**

It can take 4-6 weeks for a child to adjust to his/her new experience. Some children take longer than others but most do and soon become familiar and confident. Children and families are offered many new experiences and opportunities. Like any other change, children are inexperienced and don’t know what to expect on their first day.

You can help your child make a smooth transition into the classroom by following a few simple tips.

* Be positive about school and talk with your child about the changes that will take place. Help him/her understand that they will have many new friends, teachers, objects to use in the classroom, and a new routine to follow.
* Show confidence and trust – a cheerful good-bye can get a child off to a good start. Make it short and sweet. Say to your child, “You’re going to have a great day.”
* Have a predictable routine at home. Make sure your child gets plenty of rest. Wake up early enough to have a relaxed morning, especially first couple days.
* Visit the classroom prior to the start of class. Attend Open House. If starting mid- year, schedule a time when you can bring your child into the center.
* VOLUNTEER! Become involved in your child’s classroom. If you feel comfortable in the classroom, your child will be less anxious. Ask the teacher how you can participate in activities. Feel free to ask about your child’s progress.
* Attend parent center committee meetings
* Greet your child off the bus and ask questions about their day. Make sure your child is clear on who will be getting him/her off the bus.
* Allow time to discuss the items they have brought home
* BE PATIENT with your child. Remember it takes time to adjust to a new setting.

**ATTENDANCE and DISCHARGE**

Regular attendance is important for each child to receive the most benefit from the program. We understand there may be times when a child is ill or a family situation may arise. It is the parent’s responsibility to contact the program before class starts if the child will be absent or arriving late. Please let them know the reason the child is absent and the expected date of return. If your child is absent without notification, your child’s teacher will contact you for the reason of the absence.

If a child has four or more consecutive absences, the program will initiate family support, which includes home visits or other contact with the child’s parent. In circumstances where the child cannot establish regular attendance (chronic or sporadic absences) and it is not feasible to include the child in the same program option, the child will be dropped from the program and another child will be given the opportunity to enroll.

If a child is dropped from the program, and the parent wishes to re-enroll the child, a new application must be completed. Once the application is complete, the child’s name will go back on the waiting list and the child will be considered for enrollment if and when a vacancy occurs.

If there is a planned absence, due to a scheduled vacation or family visit, it is the responsibility of the parent to contact the Family Services Coordinator who will evaluate the amount of time the child will be gone, the reason, and the expected return date. If an absence is expected to be longer than two weeks, or the child does NOT attend on the expected return date, the child’s slot may become vacant.

**Regular attendance supports your child’s development and school readiness. All children are expected to attend classes daily.**

Attendance is analyzed on a monthly basis to ensure each child is regularly attending.

**CLASSROOM PLACEMENT**

Children are assigned to classrooms based on information given to the program at time of application. Therefore, when or if circumstances occur such as moving to a new location, changing sitters, etc. the child may not be able to remain in the same classroom or on the bus route. Also, the program cannot ensure placement is available in other centers. The Family Services Coordinator will work with each family for the best possible solution.

**CHANGE IN INFORMATION**

Whenever there is a change in address, phone, emergency contacts, health providers, health conditions, work/school schedule, family situation, or other pertinent information, we ask that this information is given to staff as soon as the change occurs. It is essential that we are able to reach you or a designated adult at all times, in case of an emergency situation. It is also important for us to be aware of any dramatic changes or transitions your child may be experiencing. This will enable us to be supportive, empathetic, and understanding of your child’s individual needs.

**CENTER CLOSINGS**

* Classes will not be affected when the school districts call a two hour delay. All classes will operate as scheduled.
* When the Warren County School District **cancels** school all **centers and classes will be closed**.

**Note: The program, at its discretion, may cancel at any time one or all of the classes.**

**TRANSPORTATION INFORMATION**

Generally, transportation is provided for children to and from our Head Start program. However, due to the large geographic area and locations of homes, it’s impossible to provide transportation to all enrollees; therefore, parents are asked to meet the bus or provide the transportation.

Transportation services are designated to provide safe and efficient transportation of your child to and from the Head Start center. Parents and children are expected to follow bus rules. Bus monitors will assist with the supervision and safety of all Head Start children.

Head Start drivers comply with the Pennsylvania State bus driver regulations and requirements. Bus monitors are assigned to each bus route. Head Start takes the responsibility of transportation very seriously and requests full cooperation in following our bus procedures and policies. Parents must abide by the following bus procedures that were also listed on the Transportation Agreement signed at the time of enrollment. Failure to do so may result in the loss of pick-up and drop-off services.

* Children should be ready and waiting for the bus
* **Parents/guardian/designated person are to walk their children to and from the bus**. Head Start will assume responsibility for children after they have entered the bus.
* Parent/guardian/designated person is responsible for being at an assigned drop-off location at a specified time. If the approved adult is not at the drop-off location, your child will not be released from the bus. The driver will contact the teacher, who will attempt to contact an approved adult. The adult must then go to the center to pick up the child.
* If there is a change in the child’s pick-up or drop-off point, parent/guardian **must** contact the Family Services/Transportation Coordinator to determine if

the change is possible.

* For safety reasons, the following items are not allowed: food, drinks, toys or other personal items. Personal items are allowed if requested by the Teacher for a special day. All personal items must fit in the child’s backpack.



**WHAT TIME WILL MY CHILD BE PICKED UP FOR CLASS?**

If the program is providing transportation an approximate time will be designated at the beginning of the year. However, no time can be exact due to traffic, weather and road conditions. Parents/guardians are to watch for the bus and **be ready** when the bus arrives. **There is no wait time. If no one is at the door or the pickup location, the driver will assume that the child is not coming to class and will continue with the route.**

**WHAT TIME WILL MY CHILD BE RETURNED HOME?**

Return times are approximate and depend on the number of children attending class. If fewer children are on the bus, the take home run is much shorter. Someone must always be available to receive child.

**RELEASING CHILDREN FROM CENTER/BUS**

In order to ensure your child’s safety:

* Names and phone numbers are required for any adult/s who may pick up your child.
* Staff will not release a child to anyone not listed on the Emergency Contact/Release Form and/or Consent Form without prior parent permission.
* When dropping off or picking up a child from a Center a sign in and sign

out sheet must be signed by the person picking up or dropping off the child.

* Any adult who picks up a child may be asked to provide positive identification to the staff. If the individual does not have photo identification, staff will not be able to release the child to them.

**WHAT IF I PROVIDE TRANSPORTATION FOR MY CHILD?**

When parents are providing their own transportation to and from the program, we assume responsibility for the child when the parent has presented the child to the teacher. Your child must be delivered to the teacher – **not dropped off at the door**. Upon departure, please make sure that the teacher is aware that your child is leaving with you and your child is signed out of the day. Please do not drop off your child before class is scheduled to begin.

**FIELD TRIPS**

Field trips are scheduled throughout the year by the classroom teacher. Parents are notified and encouraged to attend. Volunteers are always needed. Remember to check the classrooms’ parent boards.

**CLOTHING FOR THE CLASSROOM**

Children are to wear:

* Shoes that are protective of toes, heels and soles of feet (**no flip flops or sandals**) Sneakers are recommended.
* Play clothes that are easily washable (clothing should reflect cleanliness, modesty, and safety. It is very important for a child to feel comfortable)
* Clothing that is free of complicated fastenings and hanging strings.
* Weather appropriate clothing throughout the school year (Children may go outside in weather as cold as 20-30 degrees, depending on wind, and as warm as 85-90 degrees, depending on humidity. Dressing for the weather will protect your child from the cold and keep your child from possibly overheating. In the winter, gloves, hats, and winter coats are strongly recommended.

The program requests a full set of extra clothing (shirt, pants, underwear) to be kept at school, in case of accidents, spills, etc. (Please make sure the extra clothes you have at school are appropriate for the season). Place clothing in a plastic bag with the child’s name on the bag.

If your child’s clothing has been used and/or sent home, remember to send back replacement clothes.

Please label child clothes on bag or on tag of clothing.

**ADULT CLOTHING FOR THE CLASSROOM**

All adults (staff, parents, volunteers) must wear appropriate and clean clothing. Clothing with vulgar or obscene pictures or words, as identified by the program, is not acceptable. Shoes that protect the toes, heels, and soles of feet must be worn at all times when in the classroom (no sandals or flip flops).

**TOILETING**

Toilet training can be a difficult time. It is important to know and observe the signs to determine if your child is developmentally ready for training. Children typically are toilet trained by the age of three. Working closely with us will make this process easier. Some helpful tips are:

* Children need to wear clothing that is easy to remove. Avoid tight snaps, lots of buttons, etc. Velcro fasteners are especially easy for children.
* Provide encouragement
* Give lots of praise
* Make reward charts
* Visit the library to obtain toilet training children books

Children who are not toilet trained must wear pull ups. Any soiled clothing cannot be cleaned at centers and will be sent home.

**EVACUATION PROCEDURES**

Classroom evacuation drills will be conducted monthly; buses, three times per year. A record of such drills will be documented. Classroom routes will be posted in each room.

**FACILITY SECURITY**

Buildings are locked during the school day. Visitors, including parents will only have access to the buildings by being buzzed in. You may also be requested to show a valid ID, sign in and wear visitor tags.

**ZERO TOLERANCE ON ACTS OR THREATS OF VIOLENCE**

EOC is committed to ensuring the safety of its children, parents and staff. Therefore, a “ZERO TOLERANCE” policy is observed regarding workplace violence or threats of violence. EOC takes all acts or threats of violence seriously, and will include termination of services for such misconduct.

Employees, parents, consultants and/or volunteers presented with acts or threats of violence must report the incident to their supervisor. All parents must take responsibility to help maintain a safe and secure work environment by following all security policies and guidelines, by maintaining standards of respectful and businesslike conduct; and by promptly reporting any behavior or conduct, which appears disturbing or suspicious.

**NOTIFYING PARENT(S) DURING AN EMERGENCY**

1. Parents will be contacted as soon as possible following an emergency (phone numbers are located on class lists).
2. Staff will attempt to contact the parent(s).
	* If contact is successful, the parent will be provided with instructions regarding transportation arrangements/responsibilities and other available information.
3. If unable to reach the parent(s), the emergency contact person (taken from enrollee emergency/consent form) will be called.
4. If unable to reach the emergency contact person(s) the child will be taken to the central office, unless otherwise designated.
5. Staff, again, will attempt to contact parent(s) or emergency contact person(s)
* If contact continues to be unsuccessful, the program will make appropriate arrangements ensuring the child’s safety.
1. Emergency information may be placed on the radio (Warren FM 92.3, Jamestown 93.3) or television (WSEE, WJET, WICU), FACEBOOK/EOC Web Site by the Head Start Director.

**ACCIDENT/INJURY/EMERGENCY**

Staff have been trained to provide first aide when appropriate. Minor injuries (bumps, scrapes, bruises) will be reported to parents using the *Injury Incident Report Form* which will be sent home with your child. Each classroom and bus has a first aid kit

Should your child be involved in an emergency a decision will be made if the accident/illness requires an ambulance to transport your child for emergency medical care. You, the parent, will be contacted immediately. If you cannot be reached, we will contact the next person designated on the *Emergency Contact/ Release Form.*



**WHAT HAPPENS IF A CHILD ARRIVES SICK OR GETS SICK IN CLASS**

If a child becomes sick in class or arrives to class sick, every effort will be made to make the child as comfortable as possible. Parents will be called to pick up their child from the center. If parents are unable to be contacted, the persons on the *Emergency Contact/Release Form* and *Consent Form* will be called.

**EXCLUDING AN ILL CHILD FROM CLASS**

The final decision when to exclude an ill child from class will be made by the Program. Parents will be notified to pick up their child immediately. In some instances we may request a statement from a physician stating that the child may return and participate in activities before that child can return to school.

A child should be kept home and may be sent home for any of the following symptoms:

* Complaints of not feeling well and is unable to participate comfortably in

 the program activities.

* Has breathing difficulties or other signs of possible severe illness.
* Open, oozing, or bleeding sores.
1. Temperature of 100 or greater
2. Diarrhea
3. Vomiting from illness
4. Mouth sores with drooling
5. Rash with fever and/or behavior change
6. Untreated pink eye (contagious until treated)
7. Scabies, or until 24 hours after treatment
8. Other contagious diseases

Please do not send children to class when they are ill (even when the child says they want to go).



![C:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\YR83I2R6\MC900434805[1].png]()

**IS YOUR CHILD WELL ENOUGH TO BE IN SCHOOL TODAY?**

**Use this guide to help determine when to keep your child home:**

![C:\Users\owner\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\DSX1YQC6\MC900017199[1].wmf]()

* Fever over 100 degrees
* Open/Infected sores not easily covered
* Vomiting more than twice in 24 hours
* Diarrhea
* Earache
* Red eyes with discharge
* Administered fever reducing medication
* Lice or Nits
* Not feeling well enough to participate in school activities
* Feeling well and ready to learn
* Runny nose
* Cough
* Rash
* Been to the doctor
* Is not acting like usual
* Family member that is ill

Stay Home!

Stay Home!

Come to School!!

Check with Teacher

**MEDICAL CONDITIONS**

At times, we have children enrolled who require special attention due to a medical or physical condition. If your child has any limitations, medication, or special conditions at time of enrollment or throughout the year requiring modifications during the class day, you must provide written documentation from a physician.

The Health Coordinator will provide individual attention to those families with special health concerns, and assure that children with special health needs are monitored closely on a daily basis within the program.

Whenever the limitation or treatment is changed or discontinued, parents should again provide written documentation from the child’s physician.

**MEDICATION**

**Over-the counter medication will not be administered to children at any center or classroom.**

![MC900047937[1]]()

**If possible, every effort should be made by parents to**

**administer prescribed medication to their child before or after**

**school hours**. Please notify us if your child is receiving any

type of medication at home, so we are aware and can watch

for adverse signs or allergic reactions.

When necessary, prescribed medications in their original container with full pharmacy label can be given at the center with a written statement from the physician and medication request form from the parent. All medication forms may be obtained from the Health Coordinator. The program will maintain documentation of when and who administered medication to your child. These forms will be reviewed with parents regularly. **No medications will be given until all forms are received**. Please take the form with you to your doctor visit.

Unfortunately, we are **not** able to administer narcotic medications as we have no nurse on staff.

**SUNSCREEN/BUG SPRAY**

Please apply bug spray and sunscreen at home.

**COMMUNICABLE DISEASES**

EOC pre-school programs follow guidelines set forth by the Centers for Disease Control and Prevention (CDC) for childcare providers, along with local health departments, when determining exclusion and attendance policies for children that are exhibiting symptoms of any communicable disease.

Individual parent/guardians will be contacted regarding any health concerns and/or any requests that their child see a physician for diagnosis and treatment.

**A notification to all parents regarding common communicable diseases of children is generally not needed.**

During the course of the year it is to be expected that your child, at one time or the other, will be exposed to common communicable diseases. Keep in mind that it is not until about age six before a child’s immunities seem to become fully established. The illness your child is experiencing now actually provides a means for his/her body to recognize and fight infections as he/she grows.

****

**HYGIENE**

It is our intent to reinforce healthy hygiene practices in children to develop lifelong healthy habits. We practice good hand washing techniques routinely and frequently with children. Dental hygiene is also practiced as children brush their teeth on a daily basis.

**HAND WASHING**

Hand washing will occur, but not limited to:

* After toilet use or assisting child with pull up
* Before food preparation, handling consumption or any other food-related activity (e.g. setting the table)
* Whenever hands are contaminated with blood or other bodily fluids
* After handling pets or other animals
* After handling garbage
* **Before** and **after** giving medications
* **Before** and **after** treating or bandaging a wound (non-porous gloves should be worn if there is contact with blood or blood contaminating fluids)
* **After** using non-porous gloves
* **Before** and **after** supervising tooth brushing
* When hands are visibly dirty

To ensure proper hygiene, the following hand washing procedures will be followed by staff, volunteers and children (when appropriate). Hand washing procedures will be posted at sink(s) where hand washing occurs.

1. Wet hands under running water and then apply soap.
2. Rub all surfaces of your hands vigorously for at least 10 seconds.

 3. Rinse hands well under running water.

 4. Dry hands with a clean disposable paper towel.

 5. Staff will turn off faucet with paper towel, then discard. (A disposable paper

 towel can be a barrier between clean hands and the soiled faucet.)



****

**NO SMOKING POLICY**

The Warren Forest EOC is a smoke-free environment for all children and adults at all program functions. This includes all classrooms, all centers, field trips, Parent Center Committee meetings and activities, offices, outdoor play areas, and all vehicles and buses owned by the Agency.

While we respect the rights of parents to smoke in their own homes, we will always encourage a smoke free environment, and every effort will be made to decrease the exposure of children, parents, and staff to second hand smoke.

**ALCOHOL, OTHER DRUGS and IMPAIRED DRIVERS**

Alcohol or illegal drugs are strictly forbidden at any EOC function, activity or location. If a parent, family member, or any other person comes to a function under the influence, or in possession of alcohol or drugs, s/he will be asked to leave. If the person refuses, staff will call the police to assist.

Staff have the right to expect that a child’s parent or guardian will not be under the influence of alcohol or drugs when a staff person arrives for a home visit or when the parent of guardian is attending a program function.

It is also expected that staff will not be placed in a situation where they are witness to any transaction involving the purchase or sale of illegal drugs in the home. If staff believe that children in the home are not being cared for properly; or that children may be at risk of harm due to a parent or caretaker under the influence of alcohol or drugs, staff will contact Children and Youth or the local law enforcement.

Please note: if a parent, guardian, or authorized person arrives to pick up any child from a program function or location, and staff have reason to believe that the individual is under the influence of alcohol or other drugs, law enforcement will be called.

**EARLY CHILDHOOD DEVELOPMENT and HEALTH SERVICES**

Your child’s state of health impacts upon his/her total development and ability to learn. Our program goals are to assure that each child is in optimal health, that preventative health measures are taken, and that follow-up treatment and services are obtained for any health condition detected.

Each child is required to complete a physical exam, an immunization record, a TB screening (if appropriate), a blood lead test with results, a hemoglobin screening, height/weight and a yearly dental exam. The program will provide vision and hearing screening for every child attending if not completed by their medical provider. All results will be provided to parents.

Family Resource Assistants work closely with parents to ensure health services are provided and all children are enrolled in a “medical and dental home.”

**Screenings**:

Health and educational screenings are required on all enrolled children. Parent permission is required and obtained prior to the actual screening. Screenings will take place within 45 days from the first day of attendance. Children receive screenings related to speech and language, developmental skills, social-emotional development, and hearing/vision. Results of your child’s screenings are provided to you and kept confidential.

**Health Exams:**

* **Complete Physical Exam meeting EPSDT requirements**

**Up-to-Date Immunization Record that includes:**

* 4 DTaP
* 3 IPV
* 1 MMR
* 3 HepB
* 1-4 HIB (depending on age child began series)
* 1 Varicella or proof of chickenpox
* 4 PCV
* 2 HEP A
* 3 Rotovirus
* Annual Influenza

**Dental Exam:**

Each child must have a current dental exam performed by a dentist.

**Follow up Services**:

When follow up services are needed (as identified from medical and dental exams or screenings), the Health Coordinator and assigned Family Resource Assistant will provide resources to the family, and if needed, help the family develop a plan to ensure all necessary services are received.

**Children with Disabilities**

Head Start and Pre K Counts can identify young children as having disabilities, support the needs of children with diagnosed disabilities, and provide services to children at risk of developing a disability. In fact, entrance into Head Start and Pre K Counts can provide the first opportunity for a child’s disability or developmental delay to be identified and/or addressed before the child enters school.

The Disability Coordinator and/or the Education Coordinator work closely with the LEA (local education agency) which is the Intermediate Unit #5, to assist families in obtaining special education and related services for their child. Related services may include physical and occupational therapy, speech/language, social/emotional, and assistive technology services, as well as transportation to and from centers. They also work with parents to ensure that they are educated about their child’s disability and are aware of the child’s rights to the optimal available education.

When appropriate, children with disabilities participate in our pre-school classrooms as the least restrictive environment. They receive the full range of comprehensive services. In addition, classroom staff receive assistance and training to ensure they have the knowledge and skills to work with children with special needs and their individual goals. Additionally, staff will assist the family with the transition out of our pre-school programs to other services and or public school.

Program staff support families in their child’s transition from previous childcare programs into Head Start and Pre K Counts and from Head Start and Pre K Counts into elementary school to assure continuity of services.

**NUTRITION**

Staff and families work together to identify each child’s nutritional needs by taking into account relevant nutrition data (nutrition assessment, height and weight, hemoglobin/hematocrit) and special dietary requirements for each child with nutrition related health problems

Head Start and Pre K Counts participate in the Child and Adult Care Food Program which requires children to receive at least ⅓ of their recommended daily nutritional allowances. Morning children will receive breakfast and lunch. Afternoon children will receive lunch and an afternoon snack.

To help children create positive attitudes toward eating; and to develop acceptance to a variety of foods, staff provide a pleasant and relaxed family style meal time atmosphere.

Nutrition activities for children are conducted in the classroom. Parent education covering a variety of nutrition topics is provided through formal workshops, trainings, newsletters, and informational handouts.

**Child and Adult Care Food Program (CACFP)**

All meals served to children under the Child and Adult Care Food Program are served at no separate charge regardless of race, color, national origin, sex, age or disability. There is no discrimination in admission policy, meal service, or use of facilities.

To file a complaint of discrimination write USDA, Director, Office of Adjudication, 1400 Independence Ave., SW Washington D.C. 20250-9410.

**CLASSROOM TREATS**

Treats are acceptable; however, due to liability issues, **all treats must be store bought and packaged**. Peanut Butter or items containing nuts due to the significant number of children with peanut/nut allergies are not permitted.

**FAMILY STYLE MEALS**

We serve meals “Family Style” at all Centers. Family style mealtimes promote the physical, social, and emotional development of children. Mealtimes provide opportunities for decision-making, sharing, communicating, developing responsibility for feeding themselves, and developing eye-hand muscle coordination.

* Children, staff, parents, volunteers, and substitutes eat together, sharing the same menu, and socializing in a relaxed atmosphere; conversation is not limited to the meal being served.
* Children are encouraged to try new foods but are not forced to taste or eat any foods.
* An approved menu that meets requirements will be followed at all times.
* A copy of monthly menus will be sent home and posted in the classroom.
* Children clean up after themselves.
* Food is not used as a reward or punishment.

During mealtimes, the adult at the table acts as a model for the children sitting at the table, and taking a taste of each food. Adults should also encourage conversation among children sitting at the table. This is a great opportunity to help children develop language skills.

Volunteers must follow established meal procedures when eating with the children. No food or drink should be brought to the center (except water).

**![MC900001323[1]]()**

**MENTAL HEALTH**

The primary role of the mental health services is for children to experience, regulate and express their emotions, to form close and secure interpersonal relationships and to explore the environment and learn.

Parents will complete the *Ages and Stages: Social Emotional* Screen within the first 45 days of their child’s entry into the program. Parents will answer various questions to ensure their child is developing socially. Promoting mental wellness and encouraging positive social relations in children is our goal. Our classroom environments are supportive, responsive, and positive in meeting children’s needs. The use of the *PATHS’* (**P**ositive **A**lternate **Th**inking **S**trategies) curriculum helps children in developing coping skills. The *PATHS’* curriculum is aligned with the *Creative Curriculum* and is research based. There may be a time when a teacher may feel that a child is experiencing difficulties or showing concerning behaviors in the classrooms. When this occurs, parents will be contacted to discuss the situation, and together develop a plan of action. At times, intervention with a mental health professional may be needed.

The mental health professional may provide trainings, observations, and consultation for families, children, and staff.

**EDUCATION SERVICES**

Our educational program is designed to meet each child’s individual needs in a literacy enriched environment that promotes school readiness. Every child receives a variety of learning experiences to foster intellectual, social, and emotional growth. The children participate in indoor and daily outdoor play, attend field trips, and are introduced to the concepts of words and numbers. They are also encouraged to express their feelings and to develop self-confidence while learning to get along with others.

**HOME VISITS AND PARENT-TEACHER CONFERENCES**

Head Start parents will receive a minimum of two home visits by teaching staff during the year for the purpose of discussing your child’s development and progress. Parents and Teacher will develop individual goals and develop strategies that will help meet the established goals.

Head Start and Pre K Count’s parents will receive at least two parent-teacher conferences per year to help both staff and parents get a better understanding of the child’s educational and developmental progress.

**SCHOOL READINESS GOALS**

*The Head Start Child Development and Early Learning Framework* represents the foundation of the Head Start Approach to School Readiness. It aligns and builds from the five essential domains of school readiness identified by the *National Educational Goals Panel* and lays out essential areas of learning and development for all 3 to 5 year olds in Head Start and other early childhood programs.

In developing appropriate school readiness goals, we at Head Start worked closely with the Warren County School District, the Warren and Forest County *LEARN* committee, parents, and staff. We believe a child is ready to succeed in school when they are able to progress in the areas of, cognition and general knowledge, approaches to learning, physical well-being and health, social emotional development and language and literacy.

**Warren County Head Start School Readiness Goals:**

**Cognitive and General Knowledge**

* Children will know that numbers represent quantities
* Children will name shapes
* Children will develop skills to observe and collect information
* Children will ask questions, predict, explain, and draw conclusions

**Approaches to Learning**

* Children will begin and finish activities with persistence and attention
* Children will express creativity and imagination when participating in a variety of activities

**Physical Development and Health**

* Children will develop healthy and safe habits
* Parents will develop a better understanding of appropriate physical well being
* Children will control their large and small muscles

**Social Emotional Development**

* Children will develop healthy relationships and positive interactions with adults and peers
* Children will regulate and recognize emotions, attention, impulses and behavior
* Children will control behavior and develop appropriate coping skills

**Language and Literacy**

* Children will use, comprehend, and understand language
* Children will know ten letters of the alphabet
* Children will recognize their name in print
* Children will develop an interest in books and understand information comes from stories and other text.

**CLASSROOM CURRICULUM**

Teaching Strategies’ *Creative Curriculum for Preschool* is an award-winning curriculum for preschool success. It is based on 38 objectives for development and learning, is a researched-based, standardized curriculum that is fully aligned with the *Head Start Child Development and Early Learning Framework* and *PA State Early earning Standards,* and

*The Creative Curriculum for Preschool* enables children to develop confidence, creativity, and lifelong critical thinking skills. Giving educators the “what,” “why” and “how” of early childhood education. The Creative Curriculum immerses children in exploration, creativity, and will provide growing through quality growing literacy experiences, hands on opportunities, a balance of quiet and active times, indoor and outdoor times and individual and small group times.

*The Creative Curriculum* also:

* Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner.
* Addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day.
* Offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment.
* Offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers’ knowledge about best practices.
* Contains guidance for working with all learners, including advanced learners and children with disabilities.
* Offers built-in opportunities to involve families, containing Letters to Families, Weekly Plans, and Learning Games

The Creative Curriculum is an evidence based curriculum, however, numerous research studies have been conducted to validate its effectiveness!! To learn more about the curriculum visit Teaching Strategies.com.

If you have any questions, please contact the classroom teacher or the education coordinator at the main office.

**CLASSROOMS**

Classrooms are open to parents at all times. Parents are welcomed and encouraged to come into the classroom to observe and/or volunteer. The length of the visit is determined by the parent. Currently, Head Start classrooms operate four days per week, Tuesday through Friday and is staffed by a qualified teacher and classroom aides. Classes are in session for 3½ - 5 hours daily. Enrollment ranges from 15-20 children per class. Pre K Counts classes operate five days per week, 6 hours per day.

**Interest Areas**

Creative curriculum enhances the development of social emotional, physical, cognitive, and language development. The indoor areas offer many opportunities for children to explore, discover, and learn!! Interest areas provide a setting for children to learn academic content and various skills. The 10 interest areas in each classroom are:

 Block center Library

 Dramatic play center Discovery

 Computer center Cooking

 Writing center Toys and Games

 Music and movement center Sand and Water



**CLASSROOM SCHEDULE:**

Each class schedule is unique:

Arrivals, Attendance, Bathroom

Breakfast

Large Group Meeting

Small Groups (Math, Individualization)

Choice time

Music IMIL and Read Aloud

Lunch

Puzzles, Small Manipulative, Library, Tooth Brushing

Circle and Story

Outdoor Experience

Large Group Round UP

**I AM MOVING, I AM LEARNING**

*I Am Moving, I Am Learning****,*** is a proactive approach for addressing childhood obesity in Head Start children. Teachers integrate into their daily activities 60 minutes of physical activities and educate children on wise nutritional choices. A deliberate and “active start” in Head Start can improve children’s physical, mental and social development, all which are critical for school readiness.

**ANIMALS IN THE CLASSROOM**

Head Start will ensure that only “allowable” animals will be brought into the HS classroom and appropriate safety and sanitation procedures will be followed.

* According to NAEYC the following pets are considered safe classroom pets, and therefore “allowable animals”
	+ Fish
	+ Guinea pigs
	+ Gerbils
	+ Domestic rabbits
	+ Hamsters
	+ Mice



**ASSESSMENT /SCREENINGS**

Information on each enrollee is gathered from various sources – observation, screening results, ongoing assessments and parent input to establish individual goals.

**Creative Curriculum Gold**

Authentic, ongoing assessment of children in any early childhood program is the key to planning appropriate learning experiences and helping all children succeed.

*Creative Curriculum Gold* is based on the latest research, and is proven valid and reliable, and is [fully aligned](https://www.teachingstrategies.com/page/GOLD-assessment-online.cfm#alignments) with the Common Core State Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework.

Teaching staff enters documentation into each student’s profile. Teachers are able to run reports to determine where the child is at academically. The system also assists the teacher and family in planning the next steps for development. There are three checkpoints per year. These checkpoint are completed in **November,**

**February, and May.**

Reports are generated and results are shared with parents. Goals are discussed and established for the next quarter. Once the goals are established, the teacher will complete and *Individualization Plan.* Parents are given activities and ideas on what they can do at home to achieve the goals. Parents are also informed on what will be happening in school to help accomplish the established goals.

**Pre-Post Skills Assessment**

*Pre-Post Skills Assessment* is a locally designed tool that teachers administer to enrollees twice a year to measure progress in school readiness skills.

**Ages and Stages (ASQ-3 and AS: SE)**

The ASQ-3 screens areas of development, such as speech, physical ability, social skills, and problem-solving skills. ASQ-3 can help identify your child’s strengths as well as any areas where your child may need support. As a parent or caregiver, you are the best source of information about your child. The information from the ASQ-3 is used for individualized planning in determining the best approaches to take with your child. AS: SE specifically addresses your child’s social and emotional needs.

**PROMOTING POSITIVE BEHAVIOR**

Program Wide Positive Behavior Support and PATHS explains the why a child may engage in problem behavior and strategies to prevent the occurrence of problem behavior while teaching the child new skills. Positive behavior support offers a holistic approach that considers all factors that have an impact on a child and the child’s behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal.

Our programs use positive and research based strategies for behavior guidance and support. Teaching staff anticipates and prevents possible problems and sets up an environment which meets each child’s developmental needs while creating a sense of safety and security for the entire class. This is done in an atmosphere of mutual respect by modeling and teaching social skills, positive reinforcement, and practicing problem-solving skills for a peaceful resolution of conflicts. The goal is for each child to obtain important problem solving skills that will lead to independent problem solving and self-control.

In some instances, a child may need to spend time away from the rest of the group in order to regain control of his/her behavior.

PATHS gives each child the tools needed to deal with everyday emotions. Twiggle, the Turtle, is used in the classrooms to demonstrate and remind the children of the techniques to use. The classrooms also have a special turtle helper of the day!!

To promote positive behavior staff:

* Create an age appropriate environment
* Use daily schedule and routine that children can follow consistently
* Have developmentally appropriate expectations
* Use positive reinforcement that is not punitive
* Looks at the child’s temperament style
* Look at the child’s disposition on that day
* Approach calmly when children are in conflict
* Encourage problem solving between children with teacher support
* Follow the *PATHS* curriculum
* And we can’t forget about Twiggle the Turtle.

**ENGAGING PARENTS**

Parents, you are your child’s first teacher! The Head Start program is family-centered and is designed to support parents as the most important influence in their child’s life. Head Start encourages parents to become involved in their child’s education, including direct involvement in decision making groups within Head Start. The Head Start program strives to meet the needs and interests of the families enrolled.

Each of our pre-school programs work with the family as a whole and provides opportunities for parents to learn and grow. Workshops and training sessions for parents are held on a regular basis throughout the year.

**ORIENTATION**

An orientation is provided in a variety of ways to welcome parents, introduce staff, and provide an overview of our programs.

Parents will:

* Be welcomed in the center or classroom during all program hours and be treated with respect and dignity.
* Be informed regularly about your child’s progress.
* Choose whether to take part in the program activities.

Head Start parents also:

* Participate as members of the Parent Committee meetings.
* Help plan parent activities to enhance parents’ daily living.
* Will be informed about operation of the program through Policy Council representative and communication.
* Receive information regarding community resources, agency activities, and program planning.

**FAMILY PARTNERSHIPS**

The Family Assessment provides opportunities for families to identify their strengths, establish needs, and set goals. The Family Resource Assistant and parent complete the *Family Assessment Form* and together design an individualized approach for achieving those goals.

Building on strengths, Family Services staff work with families to support them in meeting goals that they have identified. Information, referral, and resources will be provided in response to the goal/s chosen by the parent. Frequent “check - ins” by phone, site and home visits will be made to monitor goal progress throughout the year. All families are strongly encouraged to participate in the goal setting process within ninety (90) days of entrance into the program.

**SOCIAL SERVICES SUPPORT and REFERRALS**

We believe that all children and families are capable of learning and have strengths that enable them to achieve success. It is our goal to help families

grow and meet their unmet needs.

We help families identify family, friend and community resources, taking into account the family’s cultural heritage and traditions. We encourage consistent, two-way, open and honest communication.

Head Start works to build supportive, caring, and respectful partnerships with parents that focus on their abilities, and to help families build resources that foster growth and self-esteem.

Head Start works with families to meet the immediate social service needs, i.e. housing issues, accessing fuel assistance, alcohol or substance abuse services, domestic violence services, or any other social service issue by providing information and referrals to community and state agencies.

**MALE INVOLVEMENT**

All men involved in the lives of our Head Start children have the opportunity to significantly influence the children’s social development, health and emotional well-being. Children guided by responsible male care giving have the opportunity to experience the unique male perspective.

Head Start enhances the male parenting role by:

* Encouraging responsible father/male role modeling;
* Helping children and men relate and connect;
* Educating men about parenting; and
* Creating opportunities for individual and group male involvement.

**PARENT CENTER COMMITTEES**

All parents who have children enrolled in Head Start are automatically members of the center committee. A parent at Head Start is defined as a Head Start child’s mother or father, other family member who is a primary caregiver, foster parent, guardian or the person with whom the child has been placed for purposes of adoption pending a final adoption decree.

Each Head Start center has a parent committee. Parents use this time to discuss and give input into educational activities/curriculum, arrange projects and plan activities to help their children and families. Attending staff share program information. Meetings are held throughout the year.

Each Head Start parent center committee shall elect one or more representatives to serve on the Policy Council.

**HEAD START POLICY COUNCIL**

Policy Council provides Head Start parents and other community representatives with the authority and opportunity to participate in the decision making process for Head Start.

Policy Council works in partnership with key management staff and the EOC Board of Directors (which is the governing body) to develop, review, and approve or disapprove policies and procedures as stated in the Head Start Performance Standards.

Parents of currently enrolled children make up at least 51% of the Policy Council. Community Representatives (which can include past Head Start parents) may make up to the remaining 49%.

The Policy Council shall be elected by the parents of children who are currently enrolled in the program.

All Policy Council members (parents and community representatives) must stand for election or re-election annually. Individuals can only serve on Policy Council for a combined three (3) one-year terms.

**VOLUNTEERS**

There are a variety of volunteer opportunities, all valuable and necessary for the program to run effectively. Volunteering is a good way to gain skills and knowledge that may give you the experiences for future employment. Volunteering is also a great way to be part of a supportive community that serves children.

Volunteering by parents is not required in order for a child to attend. However, volunteer time is valuable to the program.

Volunteers who volunteer on a consistent schedule will be required to participate in a volunteer orientation, be required to obtain Child Abuse and PA State Police Criminal clearances, and supply the Head Start program with proof of a negative TB tine test. If a volunteer has lived in Pennsylvania less than ten (10) years a FBI Fingerprint clearance is required.

Some of the ways to volunteer:

* Help children in the classroom with activities
* Serve as an additional adult on field trips
* Present cultural activities to children
* Assist teachers with bulletin boards (classroom and parent boards)
* Assist in preparing classroom materials ( label items, clean toys, prepare displays)
* Read stories to the children in the classroom
* Bus Monitor (ensure all children are in passenger restraints and remain seated)
* Assist bus driver and assigned bus monitor
* Help to recruit children (referrals, talking to other parents of pre-school children, posting flyers)

Other ways to provide volunteer services:

* Planning and developing parent activities
* Serving as elected members of the Policy Council
* Participation on program committees

**IN-KIND/NON FEDERAL SHARE**

The federal government requires that 20 percent of the Head Start grant be match with contributions from parents and the community. These are called “in-kind” and consist of volunteering and donations. Parents are a valuable asset in meeting this requirement. You will be asked to fill out an *In-kind or Donation Form* in order for the service to be documented and counted towards the match.

**COMMUNITY RESOURCES**

Head Start maintains ongoing collaborative relationships with community organizations to promote the access of children and families to community services that are responsive to their needs.

Each family receives a Community Resource Directory. This directory identifies services available to families.

**HEALTH ADVISORY COMMITTEE**

The Warren County Head Start program’s Health Services Advisory Committee advises the planning, operation and evaluation of Health Services in the Head Start program. Members of this committee include various health professionals in the community, parents, staff and other specialists.

**TRANSITION**

Head Start supports and encourages parents in becoming their child’s advocate as they transition both into Head Start from the home or other child care setting, and from Head Start into a school-age program.

**REFERRALS**

When making referrals for services for children and/or their families Parents must sign a release form before sharing any information with any outside community agency. Any information is considered confidential. Family Resource Assistants will follow up with families about their satisfaction with referrals.

**CHILD ABUSE and NEGLECT**

Head Start staff are mandated reporters and are required by law to report suspected abuse.

**CHILD ABUSE LAW –** Child Protective Service Law – P.S. 2201-2224

The instruction to mandated reporters say: Any person who, in the course of their employment, occupation or practice of their profession, comes in contact with children, shall report or cause a report to be made to Child line (800-932-0313) when they have reasonable cause to suspect on the basis of their medical, professional or other training and experience, that a child coming before them in their professional of official capacity is a victim of child abuse.

**BACKGROUND CHECKS FOR POTENTIAL EMPLOYEES**

All employees of the Warren and Forest Counties Economic Opportunity Council obtain clearances from the State Police (Criminal Background Check), PA Department of Welfare (Child Abuse), and the FBI (fingerprinting). As of September 1, 2008, all prospective Head Start employees obtain these three clearances prior to employment and every three years.

**MEGAN’S LAW**

1. Warren Forest EOC Head Start and Pre K Counts programs reserve the right to bar any individual from the premises of Head Start or Pre-K Counts facilities and/or from attending any related function or event who is or has:
2. Been convicted as a perpetrator of violent crimes or offenses against

children and/or adults.

1. Considered to pose a danger to children, volunteers or staff due to mental

health issues, domestic violence, etc.

1. Acted in such a way that their resource would be detrimental to the provision

of quality services to children and/or families (i.e., inappropriate language,

breach of confidential information, inappropriate discipline of children.)

1. **Any** person who is registered as an offender and/or sexually violent predator under

 Megan’s Law will **not** be permitted to:

1. Volunteer in any capacity where there is a potential to have direct contact

with children. (Other volunteer opportunities may be provided as appropriate).

1. Be on premises of where individual programs are held where they may potentially

have direct contact with children or in proximity to any program sponsored

off-site event.

1. Staff may release children to a biological or step-parent (legally married), even if they are registered offenders under Megan’s Law, unless a valid court order has been provided to staff which prohibits this parent from contact with the child.
2. This includes putting a child on a Head Start bus, accepting a child from the bus, or transporting a child to and/or from any center parking area.
3. Under no circumstances will a child be released from a bus or center to any other individual (who is not the biological parent) if they are registered under Megan’s Law, however, these individuals may put a child on the bus, or transport a child to the center parking area. This also includes:

1. Any other adult who is listed under Megan’s Law living within the household

and who is not the biological parent or legally married to the parent of the enrolled child; and

1. Any other individual who is listed under Megan’s Law and not in the household who

is known as a relative, friend, paramour or neighbor of the parent.

1. No one listed under Megan’s Law will be permitted to have contact with any other children with regard to Head Start bussing or self-transporting.
2. Parent Meetings, Workshops, Center Conferences, Field Trips, etc. are all considered program activities with the potential for children to be present; therefore, all individuals listed under Megan’s Law are prohibited from attending, regardless of status including biological or step-parents.
3. Anyone, listed under Megan’s Law, requesting to attend Policy Council Meetings will be considered by the Executive Director on a case-by-case basis.
4. Each person, involved with Head Start or Pre K Counts, will receive a copy of the program’s policy and procedures regarding restrictions for individuals listed under Megan’s Law from program activities.
5. Staff will immediately call local or state police should anyone listed under Megan’s Law enter the Head Start and/or Pre K Counts premises or other activity as outlined in these procedures.
6. Additionally, staff will obtain updated information on a monthly basis regarding any individuals registered under Megan’s Law through the official website.

**CONCERNS/COMPLAINTS**

Head Start encourages parents who are dissatisfied with any situation in the program to discuss it as soon as possible with the staff member involved. If a parent does not feel comfortable with the discussion, they can meet with the Supervisor and/or Head Start Director. Every effort will be made to resolve the problem.

The steps identified by the Head Start Policy Council and approved by the Governing Board, establish and maintain procedures for working with the grantee agency to resolve community complaints about the Head Start program, but not on matters pertaining to the *Head Start Performance Standards* or *Agency Personnel Policies*:

Procedure:

1. The individual will verbally state his/her complaint to the staff person responsible for the area where the actions or conditions prompting the complaint occur. This staff person will attempt to resolve the problem to mutual satisfaction of the individual and program management. A verbal summary of the complaint and attempted resolution will be given by the staff person to their immediate supervisor.

2. If the problem is not satisfactorily settled within ten days of the oral complaint, the individual may submit the complaint in writing to the Head Start Director who will render a written decision within ten days.

3. Individuals not satisfied with the Director’s response may submit their complaint in writing to the Grantee’s Executive Director. The Executive Director will respond in writing within fifteen days of the receipt of the complaint.

4. If not satisfied with the action of the Executive Director, the individual may appeal in writing, simultaneously, to the Head Start Policy Council and the Agency’s Board of Directors. The mutual decision regarding the complaint will be rendered within thirty days and will be final.

**RECAP OF IMPORTANT ISSUES**

Parents Please:

* Send your child to class daily
* When your child is absent, please send in an excuse or be sure to notify staff of the reason
* Read and follow all bus policies
* Notify Head Start of any change in information, such as:
	+ Change in address
	+ Change in phone number
	+ Emergency information
	+ Child’s health issues
	+ Family situations
* Obtain and hand in all health exams and needed health records (very, very important)
* Work in partnership with Head Start staff to strengthen your family and prepare your child for school
* Read and respond to all written notices, bulletins, and newsletters sent home
* Check your child’s backpack daily for important information
* Do not send food, medicine, toys, or money to the center in your child’s backpack.
* Keep your child home when sick
* Zero tolerance on acts of threats and violence

RECEIPT OF HANDBOOK

Child’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My signature is verification that I have received the Handbook, and have read or been advised of all the information contained in the book.

I am aware of and agree to abide by the rules, policies, and procedures contained in the Handbook

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Date