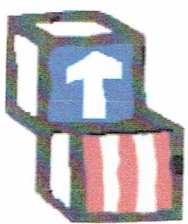
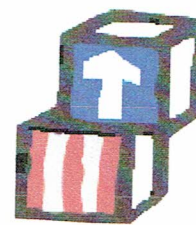


PARENT HANDBOOK

*ESAAA/CAA
Project Head Start
24429 Front St.
Accomac, Virginia 23301*



Central Office	442-9652, 800-452-5977
Hare Valley	442-9652
ESECDC (Accomac)	787-8774
Hallwood	854-1800



CEO
Director
Family Service Coordinator
Health Coordinator

Transportation Coordinator
Child Care Coordinator
Education Coordinator
Disability Coordinator
Nutrition Manager
Nutrition Consultant

Donna Smith
Tange Francis
Sheila Summerville
Vanessa Cousineau
Shaquiche Savage
Isaac Smaw
Roxie Smith
Ramona Fisher
William Weeks
Amy Drummond
Ellen Pudney

September 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<i>1st Parent Meeting</i> <i>Parent's as your child's first teacher</i> <i>Screenings</i> <i>Assessments</i> <i>School Readiness goals and your child</i>						1
2	3 Labor Day	4 School Opens 	5	6	7 <i>Senior Management Meeting</i> <i>1:00pm</i>	8
9 <i>Grandparent's Day</i> 	10	11	12	13	14	15
16	17	18	19	20	21 <i>Senior Management Meeting</i>	22
23	24	25 <i>Family Service and Health and Meeting</i>	26	27 <i>Policy Council Meeting</i> <i>12:00 noon</i>	28 <i>Senior Management Meeting</i>	29
30						

COUNSELING AND MENTAL HEALTH

Eastern Shore Community Services Board 442-7707
 Mental Health 787-7555

DENTISTS: MEDICAID ACCEPTED

Dr. Teddy Spence 442-3313
 Dr. Selph 331-1589
ESRH Accomack County 414-0400
 Metompkin Dental 665-1159
 Pungoteague Dental 789-7777
NCSBDP (Northampton County School Board Dental Program)
 Occahonnock 414-5005
 ESRH 442-4819

Referral Dentist

Kool Smiles—Virginia Beach 757-466-3622
 Dr. Sundun-Virginia Beach 757-425-1547
 Dr. Martin—Portsmouth 757-397-9801

DISABILITY SERVICES

Mental Health 442-3636
 PIP'S 442-7599
 E.S. Center for Independent Living 787-8674
 Special Education Office (Accomack) 787-7765
 Vocational Center 442-3933
 ES Center for Independent Living 414-0205

HEALTH AND MEDICAL

Atlantic Medical Center 824-5676
 Bayview Medical Center 331-1086
 Onley Medical 787-7374
 Accomack County Health Department 787-5880
 Northampton County Health Department 442-6228
 Children's Health Center 442-3442
 Eastern Shore Physicians & Surgeons 302-2700
 Eastern Shore Rural Health 414-0400
 Riverside Shore Memorial Hospital 302-2100

SOCIAL SERVICES

Accomack County 787-1530
 Northampton County 678-5153

SUBSTANCE ABUSE

Onancock Counseling Center 787-7555
 Eastern Shore Community Services Board 442-7707

HOUSING

Accomack-Northampton Housing & Redevelopment Corp 787-2800
 Habitat for Humanity 442-4687

October 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5 <i>School Closes at 12:00 noon Teachers Training</i>	6
7	8 <i>Columbus Day</i>  <i>School Closed</i>	9	10	11	12 <i>Senior Management Meeting 1:00pm</i>	13
14	15	16 	17 <i>Policy Council Training 12:00 noon</i>	18 <i>45 Day Screenings Due</i>	19 <i>Center Director's Meeting 2:00pm</i>	20
21	22 <i>Begin First Round of Assessments</i>	23	24	25	26 <i>Senior Management Meeting</i>	27
28	29	30	31 <i>1st Set of Assessments Due</i> 	<i>Parents as Life Long Learners Engaging parents in their child's education Introduction to Frog Street Curriculum Social Emotional Development Early Intervention Engaging Parents as Partners</i>		

CHILD ABUSE AND NEGLECT

Head Start staff members are required to report suspected cases of child abuse and/or neglect.

Head Start maintains a role not only in reporting cases, but also works to prevent and identify child abuse and neglect situations.

The laws of Virginia state that any teacher or other person employed in a public or private school, kindergarten, or nursery school who has reason to suspect that a child is abused or neglected shall report the matter immediately.

The child abuse and neglect plan calls for a strategy to inform parents of what state and local laws require regarding child abuse and neglect. It is for this reason that the above information is included in this handbook designed for parents. You, as a parent can help protect children by contacting your local Social Services or calling the Child Abuse Hotline at 1-800-552-7096, if you suspect child abuse or neglect.

PERSONAL SAFETY

Due to the interest and concern of Head Start parents, our program offers a personal safety curriculum called "Talking About Touching II."

While the main goal is to empower children to protect themselves against sexual abuse, children are also taught a wide variety of "safety rules" such as bike, traffic, water and poison safety.

Your staff will inform you when the safety curriculum begins. We encourage you to review the curriculum and, if you have any questions, to speak with staff about them.

MENTAL HEALTH SERVICES

Our program contracts each year with local Mental Health professionals in order to provide support to our staff, children and families. This support is provided through classroom observations, staff consultation, home visits and staff/parent trainings.


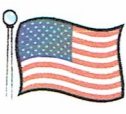

The Mental Health Services Plan is designed to promote the development of social skills in all children enrolled in Head Start and to provide staff and parents with an understanding of child development. It also provides for early identification of problems which interfere with a child's development and intervention to alleviate those problems.

SERVICES TO CHILDREN WITH DISABILITIES

Head Start has always had a national policy of open enrollment to all eligible children, including children with disabilities. Since 1974, each state has been required to provide at least 10% of its enrollment opportunities to children with disabilities. Our program can be an effective mainstream environment for children with special needs who can often learn more readily when in a group of children their own age than when placed in a separate group for only children with disabilities.

Our staff members work closely with other agencies and organizations serving children with disabilities to meet the child's special needs and to provide the full range of services to the child and family.

November 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<i>Parent Training</i> <i>Language Development</i> <i>Developmentally Appropriate Activities</i>				1	2	3
4 <i>Daylight Saving Time Ends</i> 	5 <i>1st Parent Teacher</i>	6 <i>Teacher's Work Day</i> School Closed	7	8	9	10
11 Veterans Day 	12	13 <i>DATA Team meeting</i> <i>And</i> <i>Education Advisory</i> <i>And</i> <i>PBC Meeting</i>	14	15	16 <i>1st Parent Conference</i> <i>To be completed</i>	17
18	19	20 <i>Policy Council meeting</i> <i>12:00 noon</i>	21 School Closed	22  School Closed	23 School Closed	24
25	26	27	28	29	30	

TRANSITIONS

Making Change Easier for Your Child

Change. It is rarely easy for anyone. As adults, the concept of change often makes us feel many different feelings - excitement, fear, worry. But as adults, we've learned how to deal with change. Your child, on the other hand, is just beginning to learn this skill. Moving from one school to another, one teacher to another, or starting school for the first time can be a major change. It is very important for you to help your child make this transition a smooth one.

HERE ARE A FEW EASY STEPS YOU CAN TRY!

Visit the Classroom or School Ahead of Time

This is one of the best ways to help your child adjust to a new situation. Schedule a time with the principal or teacher when you and your child can spend 30-45 minutes visiting. Meet your child's teacher, explore the classroom, maybe even stay for lunch or snack. The idea is to spend enough time to help your child feel comfortable with the new school.

Talk With Your Child About His/Her Feelings

This step is one of the most important ones in helping your child deal with change. Your child will be feeling many different things, just as you would be if you were facing a major change in your life. Recognize your child's feelings and talk about them. Sometimes it is easier for young children to draw a picture or act out how they are feeling through play. After your visit to the school, ask your child to draw a picture of what he/she saw and then talk about it.

Talk About Transition in a Positive Way

There is a very easy way to make the transition easier. For example, after visiting the school, talk with your child about the things he/she liked. Remember that negative statements such as, "Now remember - in Miss Smith's class you will have to sit in your seat and listen carefully all the time," create negative thoughts about change. Instead, use positive statements such as, "In Miss Smith's you will be able to play with play dough. You really like doing that!" By keeping statements positive, you can help your child look forward to his/her first experience with school.

In many schools, the teacher or principle will help your child make transitions between teachers and classrooms in much the same manner. The basic idea behind all transitions is the same - slow and steady. With a little bit of thought and understanding, transitions can be much smoother and less stressful for everyone.

December 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<i>Improving our financial security</i> <i>Budgeting food cost for healthy meals</i> <i>Effective communication between parent and staff</i>						1
2	3	4	5	6	7 <i>Senior Management Meeting</i>	8
9	10 <i>Home Visits Start</i>	11	12 <i>Self-Assessment Training and Meeting</i>	13	14	15
16	17	18 <i>Policy Council Meeting</i>	19	20 <i>Winter Break Begins</i>  <i>School Closed</i>	21 <i>School Closed</i>	22
23	24 <i>Christmas Eve</i>  <i>School Closed</i>	25 <i>"Ohy Come all ye Faithful"</i>  <i>School Closed</i>	26 <i>School Closed</i>	27 <i>School Closed</i>	28 <i>School Closed</i>	29
30	31 <i>New Year's Eve</i>  <i>School Closed</i>					

PHYSICAL EXAMINATION AND IMMUNIZATION RECORD

It is important that every child enrolled in the Head Start Program receive a complete and thorough physical evaluation prior to entering the classroom.

The physical examination must be made by a doctor within the last six months. If you do not have a regular doctor, you may contact your local health department.

Discuss your child's health with the doctor at the time of the examination. You, as a parent, can tell the doctor about your child's medical history. If physical defects are found, the doctor will recommend plans for correction. Any preschool examination is of little value if the defects are not corrected.

Commonwealth law requires that parents have their children immunized against diphtheria, tetanus (lock-jaw), pertussis (whooping cough), chicken pox, polio, rubeola (measles), rubella (german measles), and mumps. HIB which immunizes against bacterial meningitis and Hepatitis B, as of January 1, 1994, is required for children before their first birthday. Effective July 1, 1999, all children born on or after January 1, 1997 will be required to document having received at least one dose of varicella (chicken pox) vaccine. Therefore, we ask that you obtain record of your child's immunizations for our program. If your child's immunizations are not up-to-date, the Head Start Family Service Worker will help you to decide on a plan of action for getting this done.

If a child has been immunized earlier, periodic boosters may be needed to maintain immunity to the various diseases. If you have no regular doctor to give your child the immunization boosters, contact your local health department. The Head Start program requires a parent to accompany their child when visiting a doctor's office or the health department for immunizations, and Head Start staff will be happy to assist in making appointments and transportation.

Please remember that these immunizations are important safeguards of your child's health, and that your child cannot go to public school unless up-to-date on immunizations.

Please remember starting August 1, 2001, the Commonwealth of Virginia will offer a new health insurance program for children in low to moderate income working families, call 787-3532 ext. 15 for more information.

MEDICATIONS AT THE CENTER

1. The Parental Consent For Medication form must be completed and signed by the custodial parent or legal guardian. This consent is in effect for ten days and must be renewed if medication is required for more than ten days.
2. Prescription medication must be in its original container with the child's name, name of medication, date of prescription and instructions for administering to the child.
3. Non-prescription medication (such as aspirin or cough syrup) must be labeled and accompanied by written instructions from a physician.
4. Staff will keep a record of the date and time each dose is given. When the medication is no longer needed, the Parent Consent For Medication form will be kept in the child's file and unused medication will be returned to you.
5. If medication is needed for more than 10 days, written physician authorization is required.

January 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<i>Asset building Managing finances to achieve adult education goals</i>		1  School Closed	2 School Re-opens		4 <i>Senior Management Meeting</i>	
6	7	8	9 <i>Home Visits Due</i>	10	11	12
13	14	15	16 <i>Refunding Application Process Training</i>	17	18 Lee Jackson Day Early Closing Staff Training	19
20	21  School Closed	22 <i>Policy Council Meeting</i>	23 <i>Family Service Worker Professional Development</i>	24	25 <i>Senior Management Meeting</i>	26
27	28	29 <i>Family Service Meeting and Health and Child Development Meeting</i>	30	31		

LICENSING INFORMATION FOR PARENTS

The Commonwealth of Virginia helps assure parents that child day programs that assume responsibility for the supervision, protection and well-being of a child for any part of a 24-hour day are safe. Title 63.1, Chapter 10 of the Code of Virginia gives the Department of Social Services authority to license these programs. While there are some legislative exemptions to licensure, licensed programs include child day care centers, family day homes, child day care systems and family day systems. The state may also voluntarily register family day homes not required to be licensed.




Standards for licensed child day centers address certain health precautions, adequate play space, a ratio of children per staff member, equipment, program and record keeping. Criminal record checks and specific qualifications for staff and most volunteers working directly with children are also required. Standards require the facility to meet applicable fire, health and building codes.

Compliance with standards is determined by announced and unannounced visits to the program by licensing staff within the Department of Social Services. In addition, parents or other individuals may register a complaint about a program which will be investigated if it violates a standard.

If you would like additional information about the licensing of child day programs or would like to register a complaint, please contact the Regional Office of Social Services at the address below.

Virginia Department of Social Services
 Eastern Regional Office
 Pembroke IV, Suite 300
 Virginia Beach, Virginia 23462

February 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<i>Kindergarten Transition Developmental mile stones</i>					<i>1 Senior Management Meeting</i>	<i>2 GROUND HOG DAY</i> 
3	4	5	6	7	<i>8 Senior Management Meeting</i>	9
10	11	12	13	<i>14 Happy Valentine's Day</i> 	<i>15 Senior Management Meeting</i>	16
17	<i>18 President's Day</i>  <i>School Closed</i>	<i>19 ERSEA Committee Meeting</i>	20	21	<i>22 Senior Management Meeting</i>	23
24	25	<i>26 Policy Council Meeting 12:00 noon</i>	27	<i>28 2nd Round of Assessments Due</i>		

Attendance Policies

Children need to attend their program each day. When children miss a day they do not take part in activities designed to meet their needs. We ask you, please, to send your child to the center each day except in situations of illness or family emergency.

In order to maintain our funding, we must maintain an 85% average daily attendance of children in the center. We are required to have an excuse signed by the custodial parent for each absence. Please be prompt in getting these to us. Each vehicle carries excuse forms. All you must do is check the reason for the absence, sign it, and return it to the vehicle driver.

Our staff make every effort to work with you to resolve attendance problems. Our program does reserve the right to drop from the program any child who has been absent from the program for 30 consecutive days without contact, or whose attendance is irregular. Our program also reserves the right to drop any child if we cannot ensure the safety of that child or other children in the group even after repeated efforts to work with the child, family, staff and appropriate resource staff.

Your cooperation toward good attendance for your child is necessary and appreciated. The more he/she attends, the greater growth in his/her development.

When Your Child IS Ill

Many illnesses are easily spread from one child to another. Also, an ill child may not feel up to participating in Head Start activities. Should your child become ill, we ask that you:

- 1) Keep your child home from the center.
- 2) Call the center to tell them that the child is ill and will not be in the classroom. Staff will consult the Virginia Department of Health Communicable Disease chart to determine when the child may return to the classroom.

Please do not send your child to the center if he/she has vomited or had diarrhea in the last 24 hours and/or has a fever. A child who is recovering from an illness should be fever free for 24 hours before returning to the classroom.

Weather Conditions

- 1) When your public schools are closed because of bad weather, your Head Start Center will also be closed.
- 2) Sometimes the public schools will open, but because of roads that our vehicles must travel, Head Start will not open. Please listen to your local radio station for announcements of closings. ESAAA/CAA Project Head Start will broadcast closings on: WESR and WKHI.
- 3) Weather permitting, all Head Start children go outside each day. Please send your child to school dressed appropriately for the weather. This means that in the winter, your child will need a warm jacket that closes, a hat, mittens and possibly boots.
- 4) Please write your child's name on all clothing. Please send a change of clothing (shirt, underpants, slacks, socks) for your child in case he/she has an accident while at school.

March 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<i>Parent Survey—How are we doing?</i> <i>Child Abuse and Neglect</i>					1 <i>Senior Management Meeting</i>	2
3	4	5	6 <i>DATA Team Meeting</i> <i>Self Assessment Team Meeting</i>	7	8	9
10 <i>Daylight Saving Time Starts</i> 	11	12 <i>Family Services Professional Development</i>	13	14	15	16
17 	18	19 <i>Policy Council Meeting</i>	20	21	22 <i>Senior Management Meeting</i>	23
24	25	26 <i>Family Services And Health Meeting</i>	27	28	29 <i>Senior Management Meeting</i>	30
31						

HEAD START TRANSPORTATION GUIDELINES

All pick-up and drop-off locations must be on the vehicle route and approved by the Center Director when transportation is provided to a Head Start Center in a Head Start vehicle.

Exceptions to this policy will be handled on an individual basis provided that the custodial parent or legal guardian of an enrolled child submits a written request to the Center Director, including an explanation of the special circumstances necessitating an exception to the transportation policy.

Once a custodial parent or guardian has submitted a written request of exception, the Center Director will make a transportation recommendation, subject to the final approval of the Head Start Director.

Emergency situations may be taken care of orally with the Center Director having final approval.

Changes in pick-up and drop-off location within the vehicle route will only be considered after the custodial parent or legal guardian has submitted a written request to the vehicle driver.

1. You must put your child on the vehicle each morning and buckle him/her in the seat. Drivers cannot leave children unattended on the vehicle. You must come to the vehicle in the afternoon to receive your child. Drivers will wait approximately two minutes for you to come to the vehicle each morning and afternoon. Should you not come in the afternoon to get your child from the vehicle, your child will be returned to the center. It will be your responsibility to pick up your child from the center. If, by 6:00 p.m., you have not contacted the center or picked up your child, staff will notify Protective Services.
2. If possible, please notify the driver in advance if your child will not attend school that day.
3. Head Start vehicles may only be used for Head Start activities. Therefore, parents or other children not enrolled in Head Start may not ride vehicles unless going to or from a Head Start activity.
4. Eating, drinking, and smoking are prohibited on Head Start vehicles. Smoking is prohibited at all Head Start activities.
5. Transportation to and from any Head Start activity will be provided for you, if needed. Please do not miss a Parent Center Committee meeting or a parent training because you need a ride. Call your center and notify a staff person and transportation will be arranged.
6. Seat belts must be buckled around children at all times. Please help us by discussing this safety measure with your child. The vehicle cannot move unless all children are buckled in.
7. If you want staff to release your child to someone other than yourself, you must give staff your written permission. We will release your child only to those persons for whom we have your written authorization.

April 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5 <i>Senior Management Meeting</i>	6
7	8	9	10	11	12 <i>Senior Management Meeting</i>	13
14	15 <i>Spring Break</i> <i>School Closed</i>	16 <i>School Closed</i>	17 <i>School Closed</i>	18 <i>School Closed</i>	19 <i>Good Friday</i>  <i>School Closed</i>	20
21 	22 <i>School Closed</i>	23 School Re-opens	24 <i>Family Services</i> <i>Professional Development</i> <i>PBC Meeting</i>	25	26	27
28	29	30 <i>Policy Council Health and Family Services Meeting</i>		<i>Kindergarten Transition</i> <i>Doughnuts for Dad</i>		

FOOD AND NUTRITION

An important objective of Head Start is to improve the nutritional value of children's diets. At the beginning of the program year, a diet history is obtained for the child's health record. If you have concerns about your child's eating habits, or if your child has any special dietary needs or food allergies, please tell our staff so that we may make meal arrangements.

Since children eat their meals at the center, custodial parents are discouraged from giving food to their children to bring to school. Custodial Parents who volunteer at the center are welcome to eat their meals with the children. Again, our program discourages parents from bringing food from home because of health regulations, a general lack of storage space, refrigeration, and preparation facilities. Between 9:00 a.m. and 5:00 p.m. we are only permitted to serve food which has been prepared in a Health Department approved kitchen.

Menus for the food that we serve are designed to meet USDA requirements. Whenever possible we try to limit the amounts of fats, salt, and sugar in these foods as recommended by the Surgeon General's "Dietary Guidelines for Americans." Also, we do not serve foods or drinks which contain caffeine and/or artificial sweeteners.

DIETARY GUIDELINES FOR AMERICANS

Eat a variety of foods.

Maintain healthy weight.

Choose a diet low in fat, saturated fat and grain products.

Use sugars only in moderation.

Use salt and sodium only in moderation.

If you drink alcoholic beverages, do so in moderation.

May 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
Muffins with Mom Breakfast with Grandparents			1	2	3	4
5	6	7	8	9	10	11
12 	13	14	15	16	17 3rd Round of Assessments	18
19	20	21 Outcome data team meeting	22 Health Service Advisory Meeting	23	24 Early Dismissal 12:00 noon	25
26	27 Memorial Day  School Closed	28 2nd Home Visit completed. Summer school packet	29	30	31	

WHAT YOU'LL SEE HAPPENING

The room is set up so that children can be active learners. You will see children busy playing. The teachers realize that their play is important, that play is children's work, and that children learn by doing!

Teachers are providing experiences that will stimulate the child's thinking, and encourage language, social, physical and intellectual development.

Teachers are providing experiences that promote an "excitement" about learning.

Children are given the opportunity to feel good about themselves and what they can do, to be independent and to do as much as possible for themselves.

The room is divided up into "interest centers" or "learning areas" where there are a variety of grouped materials that children choose to play with in a variety of ways (art area, housekeeping area, block area, table toys, book area, etc.)

The children are actively involved with the materials and each other.

Children are encouraged to try new things, to try out their ideas, and to work at their own pace.

Children are encouraged to make choices and decisions about what they are going to do and how they are going to do it. (For example, a teacher may ask, "Leslie, you decided to make an airplane. What are you going to use to make your airplane?" "Wood, nails, that's a good idea. Where in the room would you find the wood and nails?" "Yes, woodworking area. What are you going to do with your airplane after you make it? "Play with it on the climber at outside time?" etc.)

Children are encouraged to solve problems, and to think for themselves. (For example, two children are fighting over a truck. The adult says, "You're mad and Paul is mad, Paul hit you. Can you think of a different way to get to play with the truck so you'll both be happy?" "I could say, let's play together!").

Children are encouraged to do things for themselves. They put on their own clothes, help set the table for lunch, choose materials and return them to the shelves, clean up their own spills (example, milk at lunch time), etc.


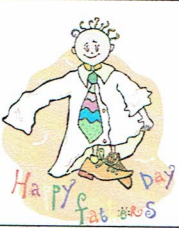
Your child will have a place to store personal belongings such as coat, hat, and artwork.

Each day children have an opportunity to play alone, work in small groups, large groups, in quiet and active activities, and outdoors.

Each classroom has a set daily routine so that children will know

8:30 a.m.	Arrival/Hand-Washing
8:45 a.m.	Breakfast Time/Planning Time
9:15 a.m.	Work Time
10:05 a.m.	Clean-Up Time/Recall Time
10:15 a.m.	Small Group Time
10:45 a.m.	Outdoor Time
11:15 a.m.	Bathroom and Hand-Washing
11:00 a.m.	Story Time
11:30 a.m.	Circle Time
12:00 p.m.	Lunch
12:20 p.m.	Tooth-Brushing
12:30 p.m.	Preparation To Go Home or Outdoor Time
12:45 a.m.	Computer Time
1:00 p.m.	Quiet/Nap Time
2:00 p.m.	Snack
2:15 p.m.	Language Activities
2:45 p.m.	Story Time
3:00-5:00 p.m.	Free Choice and Individual Activities Prepare to go home

June 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
<i>Makeup Days if inclement weather are: June 10th, 11th, 12th, 13th, 14th</i>						
2	3	4	5	6	7 <i>Last Day of School for Students</i>	8
9	10	11	12	13	14 <i>Flag Day</i> 	15
16 	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

HEAD START - A CHILD DEVELOPMENT PROGRAM

Since 1965, Head Start has provided comprehensive health, education, nutrition, and social services to more than eleven million preschool children.

Head Start believes that the gains made by the child must be understood and built upon by the family and the community. To achieve this goal, custodial parents and other members of the family are involved in the experiences each child receives.

To stimulate child growth and family development, Head Start focuses upon four component areas. These component areas are outlined below:

Education

...offers varied learning experiences appropriate to the child's age. These experiences help the child to develop socially, intellectually, physically, and emotionally. Our goal is to promote school readiness.

Health

...provides medical, dental, and speech screenings and follow-up. Also provides health, nutrition, and mental health education for children as well as for families.

Social Services

...increases a family's awareness of community and social service agencies and helps to develop ways of meeting individual/family goals.

Parent Involvement

...provides custodial parents opportunities to participate in decision-making groups, develop parent activities, and work with children in cooperation with staff.

PARENTS IN HEAD START

Head Start is not just a program for children. It was designed to meet the needs of families! We encourage you to share your needs and skills with our staff, who will help you find ways of meeting those needs and of contributing to your skills. In order to help you benefit from your Head Start experience, we are asking each custodial parent and/or guardian to volunteer a minimum of eight (8) hours each month in an activity of your choosing, such as volunteering in the classroom attending parent meetings, parent support groups or parent trainings, participating in home visits, etc.

REMEMBER! The more you do for your own program, the better your child's Head Start experience will be, and hopefully, the better you will be for having given of yourself to a most worthwhile program!

PARENT INVOLVEMENT IN ALL COMPONENTS

Create and sustain an environment of partnership and collaboration. Train and involve all staff in the implementation of parent involvement throughout the program.

Utilize the performance standards as a blueprint for involvement in all components.

Train and educate custodial parents to assume their key roles as primary educators, nurturers and advocates.

Support and provide opportunities for custodial parents.

Assess and respond to custodial parent needs.

Accommodate, embrace and respect cultural diversity.

Empower parents to achieve self-sufficiency.

Recognize and reward custodial parents.

WE NEED YOU! Custodial Parents play a very big role in Head Start. We believe that you are the most important person in your child's life. **YOUR CHILD NEEDS YOU!** Studies show that children whose parents become involved in their pre-school program have a more successful school experience.

July 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 <i>Independence Day</i> 	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Classroom Management

The goal of appropriate classroom management is to provide a secure and safe environment where children feel free to put their energy into exploring and learning. Also it is important to help children learn self control and learn to be responsible and manage their own behavior.

Teachers explain classroom rules to the children and remind them when needed (these are posted in the classroom for the volunteers' information).

Teachers do not just say "No" without offering a reason and a suggestion of what the child can do. For example, a teacher might say to a child climbing on the shelves, "You need to keep your feet on the floor. If you climb on the shelves they might break or tip over. If you want to climb you can climb on the climber at outside time."

Teachers follow-up directions with action so that children learn to believe the adults around them will do as they say they will. If an adult reminds a child, for example, that he or she can cut with scissors, and that if they are thrown they will be taken away, this "promise" should be kept. The teacher may say matter-of-factly, "I guess you'll need to choose something else to do right now. Maybe tomorrow you'll decide to try cutting with scissors."

Teachers offer children choices to help them learn that they are capable of making decisions themselves. For example, the teacher might say to a child who is having difficulty getting settled during circle time, "You can come sit beside me or there's space behind Suzie." The choices given are acceptable to the teacher and are not given as threats. Teachers do not offer children a choice if there isn't a choice. For example, a teacher would say, "It's time to go inside now," instead of "Would you like to go inside now?"

Directions are stated clearly so that children understand what is expected. For example, a teacher might say, "Before we go outside we all need to put on our coats."

Teachers find that one of the best ways of preventing misbehavior is to provide lots of interesting things for children to do and to show an interest in what the children are doing. Teachers are careful to give attention through encouragement, and plenty of hugs and caring, throughout the day so that children will not feel that they need to act out in order to receive attention.

We are also required by the Department of Social Services Minimum Standards for Licensed Child Care Centers to inform parents of unacceptable discipline methods. The following guidelines are taken from those standards (standard 8.3-8.6). There shall be no physical punishment or disciplinary action administered to the body such as, but not limited to, spanking; forcing a child to assume an uncomfortable position; restraining to restrict movement through binding or tying; enclosing in a confined space, box or similar cubicle or using exercise as a punishment. Children should not be shaken at any time. The center will neither force or withhold meals or snacks, neither force nor withhold naps, nor punish toileting accidents in disciplining the child. Staff shall not be verbally abusive which would include, but not limited to, threats or belittling remarks about any child or the family.

August 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

PROJECT HEAD START

Head Start is a federally funded program designed to give three-and-four-year-old children and their families the experiences they need to bring about success in public schools and improve the quality of family life.

Children receive medical, dental, speech, hearing, and developmental screenings. Follow-up service is provided as indicated by screening results.

Custodial Parents are encouraged to be involved in their child's education in many ways. Examples:

- * attending parent meetings to help plan and carry out their child's preschool program
- * participating in the Home Reading Program
- * volunteering in the classroom
- * helping on field trips
- * making materials for the children to use
- * attending workshops provided by Head Start

Staff help families to identify their strengths and needs and help families set goals for meeting those needs. Head Start benefits the entire family.

CLASSROOM-BASED

Children are brought to the classroom Monday through Friday from 8:30a.m. to 3:00p.m. on a Head Start vehicle. Custodial Parents who are working or attending school are eligible for Wrap-Around services until 5:00p.m.

A typical day includes: breakfast, tooth-brushing, circle time, language activities, computer time, lunch, free play, large and small group activities, and outdoor play.

Classroom size: 17 - 20 children with one teacher and one assistant teacher.

A Family Service Worker visits with you at your home at least once a month to discuss family needs and concerns, and helps to locate resources needed to meet family goals.

The teaching staff make at least two home visits each year to discuss goals for your child and their progress in school.

Custodial Parents are invited into the classroom and are always welcome!

Reminder - There is a no-smoking policy at all Head Start related functions, both inside and outside activities.

