

WELCOME TO HEAD START!

CHESTERFIELD-MARLBORO EOC, INC. HEAD START MISSION STATEMENT

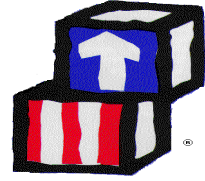
The mission of Chesterfield-Marlboro Head Start is to improve motor skills, self-esteem and the quality of life in three and four year old children through cooperative and collaborative services by the governing bodies, parents and staff.

This handbook is for parents of children enrolled in Head Start in Chesterfield and Marlboro Counties. It contains important information for all parents about the Head Start program. Included is specific information on the center based option used in our program. Your child will be enrolled in one of these options.

Name of Center My Child Attends:	
Location/Address:	
Telephone Number of Center:	
Emergency Weather Stations In my Area:	
Family & Community Partnership Manager Phone Number:	Ernestine Melton 843-320-9760 ext. 2139
Child Service Manager Phone Number:	Vivian Williams 843-320-9760 ext. 2135
Your Family Service Coordinator Phone Number:	
Head Start Director Phone Number:	Carrie Turner 843-320-9760 ext. 2121
Head Start Main Office Numbers:	843-320-9760
Head Start Main Office Address:	318-322 Front Street PO Box 877 Cheraw, SC 29520



Chesterfield-Marlboro EOC, Inc.
318-322 Front Street
PO Box 877
Cheraw, SC 29520
843-320-9760



Dear Head Start Parents:

Chesterfield-Marlboro Economic Opportunity Council, Inc. (C-M EOC, Inc.) would like to welcome your family to the Head Start program and to the many services of C-M EOC. During your time in Head Start, the agency would like to assist your family with the agency programs that you find helpful.

In addition to Head Start, Chesterfield-Marlboro EOC, Inc. administers the following programs:

- Job Promotion Program
- Youth Leadership Program
- General Emergency Assistance Program
- Community Food and Nutritional Program
- Low Income Home Energy Assistant Program
- Weatherization Program
- WIA Program
- Housing Program

For more information on the services offered by C-M EOC please contact our office directly or you may ask for assistance from your Head Start Family Service Coordinator.

Enjoy your Head Start experience.

Sincerely,

Mr. Samuel D. Bass
Executive Director

Ms. Carrie T. Turner
Head Start Director

STATEMENT OF PHILOSOPHY

An effective early childhood education program is accomplished through balanced program activities that are planned for the development of concepts and skills. This is accomplished through a comprehensive, balanced curriculum in which a child is actively involved in his or her own learning. It provides the foundation to build future developmental needs. Intellectual, physical, social and emotional development must be given priority in the program. The family must be involved as part of the total developmental program. The results will broaden the child's experience, reflect positively in all future learning and will help unify the child, family and community.

C-M EOC HEAD START'S BELIEFS

Every Head Start is unique.

While each focuses on family development,
Our Head Start operates with the following beliefs.

We believe that:

- Having basic needs met is everyone's basic right.
- We are all unique. We all have strengths and areas for growth and are entitled to respect, acceptance and compassion.
- We are all interconnected as a community; therefore, our actions impact each other.
- Parents are their child's first and most important teacher.
- Parents want what is best for their children.
- Knowledge, the application of learning, is empowering and expands personal vision.
- We strengthen families by expanding their knowledge and use of personal and community resources.
- We strengthen communities by building authentic partnerships that are mutually beneficial.
- We are responsible for all children; children are our future. Public policy must reflect the best interests of children.
- Early childhood education embraces the unique potential of the whole child.
- We create a safe and nurturing environment that sets the stage for individualized learning experiences.
- Positive teamwork, on a variety of levels, lays the groundwork for quality programming.





HOURS OF OPERATION

The centers are open for children from 8:00 A.M. until 2:00 P.M. All children must arrive no later than 8:30 A.M. If your child is a walk-in and/or for some reason he or she cannot arrive by 8:30 A.M., please contact the Head Start center that he or she attends. If your child reports after 8:30 A.M. and we have not received prior notification, he or she will not be able to attend school that day. Walk-ins must be picked up no later than 2:10 P.M.

THE GOALS OF HEAD START

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

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



PLANNING FOR YOUR CHILD'S HEAD START DAY

- It is important that your child attend center classes regularly. The routine of regular attendance supports your child's learning and social development. If attendance is not regular or if your child misses three days in a row a doctor's note is required. Your FSC will be contacting you to develop a plan to make it possible for your child to attend regularly.
- Parents are to sign children in/out of the center that do not utilize transportation provided by Head Start.
- Indoor clothing should be the "everyday play" kind. The children will be climbing, crawling on floors, using paint and other messy materials, though we

have aprons they aren't always foolproof -- so please save children's good clothes for other times.

- Please dress your child appropriately for **outdoor play every day**. Children have an outside play period on all but the coldest and rainy days -- they need jackets, mittens, hats, socks, boots and scarves.
- Labeling all clothing prevents a lot of mix-ups and losses. Write your child's name on the inside of all clothing.
- Items from home are difficult to share. Head Start is not responsible for items brought from home that are broken or lost. Please do not allow your child to bring items to school.



Backpacks and book bags are not allowed. We discourage the use of backpacks. There is no space on the busses for proper storage, nor enough space in the classrooms.

A change of clothes are to be brought in to the center on open house by the parent or guardian.

Important information is sent home by your child's teacher, so please check daily.

- Breakfast, lunch and a snack are served to all Head Start children daily. All food must be consumed with the class at the designated site for service of the meal. The meal time schedule is :

Breakfast - 8:00 a.m. - 8:30* a.m.

Lunch - 11:00 a.m. - 11:30* a.m.

Snack - 1:30 p.m. - 1:45 p.m.

**Children who are slow eaters are granted up to an additional 15 minutes to finish. Meals are not to be served outside of the meal time schedule listed. (For example, if there is a 2 hour delay for school; the first meal served will be lunch. If school dismisses before 1:30 p.m.; the snack will not be served.*

- Head Start children are required to complete a physical annually. You will be notified in advance when your child's physical will expire.
- Head Start requires that all children have a dental screening every six months.
- All children attending Head Start are required to be up-to-date on all immunizations. Children whose immunizations are not up-to-date will not be allowed to attend school until such time as the shots are caught up. This is the South Carolina State Law.

CULTURAL AND RELIGIOUS BELIEFS

Cultural and religious beliefs are an important part of family life. Families have the opportunity to identify their beliefs at the time of acceptance. Adaptations are made according to what families identify. There are many items and activities in the classroom reflecting different cultures. We encourage you to share additional items and activities to demonstrate your family's culture. Please help us in planning a program that meets your needs as a family and as a classroom group.



CONFIDENTIALITY

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



The child's parents have access to their child's file but no other child's file. Information regarding a child or family may be shared with consultants and other Head Start staff if the information is needed for that person to adequately do their assigned duties and serve the family.

PROBLEM SOLVING

Most questions and concerns in Head Start are solved through open communications. Every effort is made to find out all the facts before making a judgment. First ask your questions and concerns of the individuals who are directly involved. If your questions are not answered in these communications, call the Head Start office and ask to speak to the Child Service Manager. The Child Service Manager's number is on the first page of this book. The Child Service Manager will respond.

If you are dissatisfied with the response from the Child Service Manager, you may appeal by calling or writing the Head Start Director. The Head Start Director will respond. If you remain dissatisfied with the response received, you may appeal to the Executive Director, who will consider your concern and take the necessary action.



QUESTIONS PARENTS OFTEN ASK



Will my child learn to read in Head Start?



Probably not, because most three to five year old children are not ready to learn to read. However, many classroom and home activities provide practice in getting ready to read. That is why playing with small blocks, learning to see how things are alike and different, matching, learning shapes, putting puzzles together, and listening to and repeating stories are a part of the curriculum.

Why do children play so much in the Head Start classroom and on Home Visits?

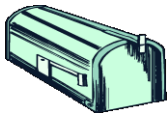
Head Start considers play a very important part of children's learning. While playing, children are solving problems, using adults and other children as resources, experimenting with equipment, developing social skills, functioning in a give-and-take situation, increasing language and vocabulary, and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



How can I teach my child at home?



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



COMMUNICATIONS

Between Families and Head Start Staff

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

- **Home Visits:** The frequency of home visits will vary depending on the needs of your family. At least one home visit is completed before your child's first center day. During these initial home visits, information is collected from the family to insure your child's successful transition into our classrooms. We also utilize this time to tell you about the Head Start Learning experience. These visits give everyone the opportunity to get acquainted with one another and for the Head Start staff to collect the needed information to create a safe environment for your child. Teachers and Family Service Coordinators are required to make at least two home visits each per school year.
- **Parent Conferences:** Each child will have a minimum of two parent-teacher conferences during the year. During these conferences your child's progress and development will be discussed with you. Parents can discuss their child's progress at any time with their teacher and during a parent conference the information discussed will be documented, dated and signed by the participants. Parent conferences may take place in the family home, the classroom or an agreed upon location.
- **Telephone Calls:** Parents and Teachers may talk often by phone. Staff is available to you by phone when you have questions or concerns. Ask your FSC about the time of day that it is easiest to reach them. Staff have private lives and families that need their time at the end of their workday. If you have a concern and wish to talk to a Manager, please call 843-320-9760.
- Subscriptions to the Newsletter and **Parent & Child Magazine:** Your teacher will give you copies of the parent newsletter and this information packed magazine every other month. Your family will enjoy the learning and having family fun with the ideas found here.
- Weekly **Center Folders:** Your child's teachers will be preparing a weekly folder for you, which include the information about the weeks' activities. Upcoming center events will be shared with your family through the weekly folders. Many staff add personal notes about your child's progress in this folder.

Emergency Situations and Other Incidents: You will be contacted immediately if your child gets ill, has an allergic reaction, and is involved in acts of aggression or any incident out of the ordinary. Before your child can attend the center we must have working telephone numbers, emergency contact information for you and two other reliable sources in case you can't be reached. If we cannot reach you or your emergency contacts, we will contact the local social service or law enforcement agency. It is the parent's role to notify your Family Service Coordinator if there are changes to your address, phone numbers and emergency contact information at any time throughout the year. Our program has policies and procedures in place to keep your child safe. Our staff is trained in first aid, CPR and universal precautions. In the event that your child sees a doctor as a result of an accident or injury that occurred while your child is at the Head Start center, it is important to report this to your Head Start staff contact immediately.

This Is How We Do It!

Learning Styles

How does your child learn best?



LOOKERS

LISTENERS

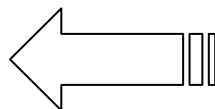
- Talk a lot using complete sentences
- Relate stories in detail
- Like to talk
- Make up stories
- Like books, tapes, and music
- Enjoy being read to
- Prefer language to motor activities
- Talk about artwork produced
- May talk to self when drawing a person, reminding self to add ears, eyes, etc.
- Relate to other children verbally
- May be bossy
- Takes charge in "let's pretend" play
- Use names for feelings, "happy", "sad"
- Very vocal and expresses feelings dramatically
- Add new vocabulary items daily
- Recite many nursery rhymes
- Like to talk in front of groups
- Prefer to play with other children rather than be alone



MOVERS

LOOKERS

- Speak in short sentences using simple language
- Communicate with self-made pictures & drawings
- Like blocks, beads, puzzles & crayons
- Like watching TV or videos
- Cut & color with ease
- Like artwork
- Draw recognizable person
- Tend to be quiet within a group of Children
- Often pull away from other people
- Watch before starting to play
- Have difficulty verbalizing feelings
- Seem surprised at outbursts of other Children
- Remember activities best after seeing them
- Learn colors quickly
- Like individual activities such as coloring, cutting, or pasting
- Prefer to sit and watch in group Activities



LISTENERS



MOVERS

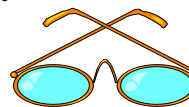
- Use brief sentences and search for words
- Communicate with body movements and facial expressions rather than words
- May talk to inanimate objects
- Like to play outside
- Enjoy tricycles or wheeled toys as favorite toys
- Like to climb
- Run, climb, jump with coordination
- Like to be with other children
- Have feelings hurt easily
- Are sensitive to needs of animals and to other children and adults
- Fidget and move while in group time

HELPING YOUR CHILD LEARN

Putting Learning Styles to work!

LOOKERS - The Visual Learner picks up information best new material.

by **SEEING**



Ways to help your child learn:

1. Share & read books and lots of pictures together.
2. Show (sitting with) your child educational television shows and videos. They are a good way to expose your child to new things.
3. Show your child how to do new tasks or use materials he hasn't tried before.
4. Let your child sort or match a variety of objects to create murals or collage.
5. Make a chart with photos to show daily routines or household chores.

LISTENERS — The Auditory Learner gains new information best by **HEARING** it.

Ways to help your child learn:



1. The more you talk, the more information they will gather.
2. They enjoy listening to stories – about both real and imaginary events – and telling their own.

3. Songs and rhymes are a great way to teach new things – from colors and letters to remembering daily routines.

MOVERS — The Kinesthetic Learner likes to get physically involved in learning **using their BODIES** to investigate new places and concepts.

Ways to help your child learn:



1. Act out stories together. It will help them understand and remember favorite books.
2. Teach new information by creating movement games. For instance, draw shapes on the sidewalk and have them jump on the one you call out.
3. Role-play to help them learn new concepts (opposites: big/little, slow/fast, up/down) or remember important safety rules (look both ways before crossing the street).

FAMILY PARTNERSHIPS

Good partnerships mean Head Start parents and staff are learning from one another. Acting as a team, they identify the strengths, needs and interests of the family. Parents are supported as they meet their own goals and as they nurture the development of their children.

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

Head Start assists families by:

- Making home visits.
- Referring to other services, agencies or consultants.
- Helping you identify the strengths and concerns of your family and providing a framework to help you set your goals and time frames to meet your goals.
- Responding to your child's absences to see if additional assistance could be provided.
- Working in a partnership that is driven by parent identification of their family's strengths and needs, parents and staff determine how the program can support families in pursuing their goals. Staff will assist families to accomplish their identified goals in many ways. Our goal is to link families within their community. If a barrier is identified, such as transportation or possible costs, our staff will assist you in looking at options in these areas.

Transitioning out of Head Start into Kindergarten is available to all enrolled children. Staff is available to set up a meeting prior to the child starting Kindergarten, so that we may share any information or concerns that would enable the school staff to better meet the needs of the child.

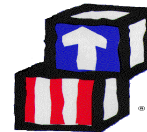
FAMILY

PARTNERSHIPS

IN

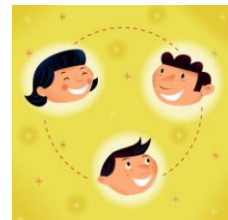
HEAD

START



MY RIGHTS AS A HEAD START PARENT

- ❖ To always be treated with respect and dignity.
- ❖ To receive a fair and courteous answer to each question.
- ❖ To be informed frequently about my child's progress in Head Start.
- ❖ To expect guidance for my child from the Head Start Teacher and staff, that will help my child's total individual growth.
- ❖ To be welcomed into the classroom.
- ❖ To be informed about community resources concerned with health, education and the improvement of family life.
- ❖ To receive information about menus and nutrition activities.
- ❖ To help develop adult programs which will improve daily living for me and my family.
- ❖ To take part in planning and carrying out programs designed to increase my skill in areas of possible employment.
- ❖ To be able to learn about the operation of the program including the budget, and the level of education and experience required to fill various staff positions.
- ❖ To be represented at all Policy Council meetings.
- ❖ To take part in major policy decisions affecting the planning and operation of the program.
- ❖ Some Head Start services may be refused with a signed statement.



PARENT INVOLVEMENT

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

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

GUYS TOO!

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

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

Parent Involvement is Important

Together We Can:

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

PARENT

INVOLVEMENT

AND

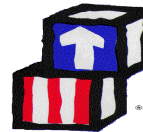
FAMILY

FOCUS

IN

HEAD

START



WAYS PARENTS CAN PARTICIPATE

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

Parent Committee.....Page 35

- My Rights as a Head Start Parent.....Page 33
- Role of Parent Committee.....Page 35
- Elected Officers and Duties.....Page 35-36

Policy Council.....Page 36

- Role of Policy Council Members.....Page 37

In-Kind and Volunteer Time Donations.....Page 38

Volunteering in the Classroom.....Pages 39

Other Ways to Participate:

Here are some activities that can be done during school hours or at home after school hours:

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



What about becoming a paid staff member?

When all qualifications are equal between current Head Start parents and other applicants, Head Start parents will receive preference for positions within the program. We encourage you to apply for these jobs as they become available, and list the ways you have been involved in Head Start on your application.

PARENT COMMITTEES

Each center will have a parent committee made up of all the parents and guardians of children in that center. Committee meetings will be held monthly during the program year.

ROLE OF THE PARENT COMMITTEE

With the help of your center's teacher and FSC Parent Committees will:

- Assist in planning classroom and group activities including field trips--under the direction of their staff person and in agreement with the growth level of the children involved.
- Provide the necessary volunteers for the classrooms, center days or field trips.
- Elect a Chairperson, Vice Chairperson, a Secretary and a Treasurer.
- Elect a representative and alternate to Policy Council. Alternates will attend if the representative is unable to attend. Parents should encourage their representative to attend as they represent your views when writing the grant, budget and policies.
- Plan and schedule training activities that meet the needs of the parents on your parent committee.

Since staff attend parent meetings to provide input and act as resources for parents, they cannot be responsible for childcare during the meeting. Problems and concerns should be identified to your teacher before discussing them at parent meetings. Please give your teacher the opportunity to solve the concern.

ELECTED OFFICERS AND DUTIES

ROLE OF CHAIRPERSON _____ (Name)

Before the Parent Committee Meeting:

- Discuss with your FSC the date and time for your next meeting.
- Plan with your FSC the agenda items and program for the meeting.

During the Parent Committee Meeting:

- Call the meeting to order on time.
- Discuss the items on your agenda. These items may include:
 - Minutes of the last meeting - presented by Secretary
 - Old Business - take action as indicated
 - New Business - take action as indicated
 - Policy Council Report - by Policy Council Representative
 - Staff Reports - FSC
- Introduce the speaker or the program.
- Set date and time of the next meeting.
- Adjourn meeting.

Cancel Parent Meetings - in consultation with the staff and other parents and in accordance with cancellation of school events and weather forecasts.

ROLE OF VICE CHAIRPERSON _____ (Name)

- Carry out the duties of the chair in the absence of the chairperson.

ROLE OF SECRETARY _____ (Name)

- Write minutes of the meetings and give to your Center Manager/Head Teacher for duplication for all parents.
- Handle other correspondence as necessary.

ROLE OF TREASURER _____ (Name)

- Maintain balance of all financial accounts associated with the center fundraisers, if any.
- Provide reports to the center committee.

HEAD START POLICY COUNCIL

What is the Policy Council?

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

Who are the Policy Council Members?

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

How do I get to be a Policy Council Member?

Each center parent group elects a parent to represent their group at Policy Council meetings. They also elect an alternate to attend in the absence of the member.

Being a member of Policy Council is a wonderful Leadership Opportunity!



What is the Work of Policy Council?

Policy Council works with Head Start management staff and the CMEOC CAP Board to develop, review, and approve or disapprove:

- Funding applications
- Procedures for shared decision-making about long and short range program planning
- The composition of the policy group and their selection procedures
- The annual and on-going self assessment process
- Criteria for recruitment and enrollment
- Decisions for hiring or terminating Head Start staff



What is my Role on Policy Council?

- **Attend** the scheduled Policy Council meetings. Members who can't attend will arrange for their Alternate Policy Council representative to attend in their place, making sure your center is represented.
- **Listen** to the needs of your center parents and represent their interest at the Policy Council meetings.
- **Report** the work of Policy Council to your center parent group.
- **Call** the office if you will be absent.
- **Serve** on committees such as hiring and firing of staff, budget or fiscal review, program self-assessment
- **Communicate** if you are no longer available to participate on Policy Council.
- **Submit** your expenses for attending meetings (mileage) and collect a reimbursement for attending each meeting.

VOLUNTEERING, IN-KIND AND LOCAL MATCH

There are several reasons volunteers are needed to work with the Head Start staff person in the classroom:



- ❖ Head Start must have 20 percent of volunteer time, materials or goods for every dollar awarded us by the Federal Government to operate the Head Start program.
- ❖ Head Start must provide opportunities for parent involvement at anytime during hours of operation.
- ❖ Parents who volunteer also benefit from their volunteer time. Children look forward to having their parents or other important people in their lives as the teacher. Children enjoy teaching the parent about classroom rules and routines. The parent then has a chance to see firsthand how the child operates in a classroom setting.
- ❖ To prove that there is community support for Head Start, each Head Start program is required to keep records of the amount of time and/or goods donated to the program. Each donation is given a dollar value. These "imaginary dollars" add up throughout the year until our local match requirement has been met. Last year we had to collect over \$794,709 in these "imaginary dollars."



Head Start must match every dollar awarded the program by the Federal government with 20% match through volunteer time, space, materials or goods.

GUIDELINES FOR CLASSROOM VOLUNTEERS

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



VOLUNTEERS SHOULD:

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



VOLUNTEERS SHOULD NOT:

- ❖ Smoke in the classroom, on the playground, on the bus or at any Head Start sponsored activity.
- ❖ Discuss a child in his/her presence.
- ❖ Talk unnecessarily with other adults, or other volunteers. (This is a hard one!)
- ❖ Carry children. Do hold them on your lap if they need comfort.
- ❖ Laugh at a child's efforts.
- ❖ Come to the classroom sick.
- ❖ Discuss anything about the child or his/her family with anyone other than the teacher. Information learned about a child or his family is confidential.
- ❖ Administer medicine of any kind to Head Start children.
- ❖ Use physical punishment.
- ❖ Bring hot liquids, soda pop, etc, into the classroom.
- ❖ Bring siblings or other children with them during center day.

GUIDELINES FOR CLASSROOM VOLUNTEERS, Cont.



CHILDREN MAY NOT:

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

ARRIVAL TIME:

- Greet children by name as soon as possible.
- Assure them how happy the day will be because they came.
- Encourage them to take off all outer clothing with as little assistance as possible.
- They should put clothing in the right place.
- Encourage them to join in the first activities.

FREE PLAY:

- Teachers, Aides, and helpers are placed in various free play areas to look, listen, assist in negotiating and to facilitate turn taking.
- Check the position of other adults so you are not located in one area leaving another unattended.

CHILDREN SHOULD:

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

TRY TO REMEMBER:

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

TOILETING:

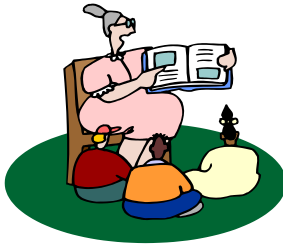
- Encourage the child to do as much as possible for himself.
- The bathroom is used by both girls and boys at the same time.
- Children who are likely to dawdle can be encouraged by asking, “Shall I get you a towel or can you get it yourself?”
- Everyone needs to wash their hands following use of the bathroom.



GUIDELINES FOR CLASSROOM VOLUNTEERS, Cont.

CLEAN-UP TIME:

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



STORY TIME:

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

LUNCH TIME:

- o Everyone must wash their hands before mealtime.
- o Encourage tasting all food.
- o Encourage pleasant conversation in small groups.
- o One half hour should be allowed for mealtime.
- o Allow children to help themselves.
- o All food will be served at the same time.
- o Children brush their teeth after each meal time.



FOR CREATIVE PERIOD:

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

DISMISSAL:

- o Encourage children to put on coats and hats with as little help as possible.
- o All of the material to be taken home should be in one place.
- o The teacher will dismiss the children with the individual drivers. "Good-bye, how nice you came or you played so well," (positive statements).



GUIDELINES FOR CLASSROOM VOLUNTEERS, Cont.

PAINTING:

- See that paint and paper is at the easel for the children's use.
- Watch, but do not "hover over easel", and see that children paint only on the paper. Assist with turn taking and getting on paint shirts.
- When a child finishes, save his/her painting and put it up to dry with his/her name on it.
- Change to clean paper when one child has left the easel with a painting on it.
- When dry, put it in child's cubby to present last minute confusion.
- Wash out brushes, close paint jars, wipe any spill, do general clean up of paint area.



CUTTING:

- Remember that children are learning mostly manipulation at this age and will most likely just cut with no particular idea in mind.
- Adults should be aware of where scissors are being used.
- Show children how to hold scissors if they need help.
- Let children help put the scraps in the wastebasket. They know which are scraps and which are "work".

PASTING:

- Use small pieces of paper as paste or glue trays, giving one to each child.
- Scraps are put in center of table so children may choose which they want.
- Keep supplying paste or glue and scraps as needed. Put child's name on finished product and put up to dry.
- See that children wash hands after pasting/gluing.
- Put in child's cubby before it's time to go home to prevent confusion at that time. Wash table, etc. with water and sponges.



COLORING:

- See that paper is available.
- Children color only on the paper. Don't worry about them going off the paper onto the table accidentally.
- Urge them to put crayons back in the container.
- Have children label their pictures by putting their names on them.



PLAY DOUGH:

- Adults should encourage children to experiment in their own way. You may or may not sit at the table, but keep an eye on the activity.
- Play dough is to be kept at the table and not carried around the room. It may be pounded, thumped, and slapped at the table, but not thrown. Only certain toys may be used for molding, etc.
- When finished, play dough should be put back into an airtight container to prevent drying.
- Help children wipe off table with a wet cloth/sponge.
- Children must wash hands after use of play dough.

GUIDELINES FOR CLASSROOM VOLUNTEERS, Cont.

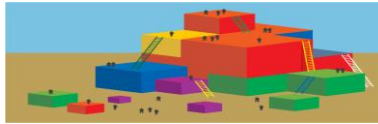
MUSIC:

- o Children often sing at play and make up songs about their activities.
- o Feel free to participate with the children in singing, finger plays and other musical activities.
- o At music time sit on the floor near the group and participate.
- o You can help the children learn to enjoy responding to music by enjoying it yourself.
- o Some children enjoy responding with their whole bodies while others prefer to watch until they are really ready to participate.
- o Sometimes children who usually take part in music prefer to just watch.



BLOCK BUILDING:

- o Help the children start building out of the way of other children and equipment.
- o Encourage the children to use blocks. Set up some blocks with them. After they take over, sit close by in a low chair or on the floor. Don't control the play. Interesting arrangements of a few blocks before the children arrive may start block play.
- o Children may push over their own building, but no other child's buildings. If this happens, encourage them to build it up, and help them to complete it if necessary.
- o Interest in block building may be encouraged by placing blocks near small cars, animals or other play material.
- o A good rule in building block towers is to allow children to build only as tall as the child.



OUTDOOR ACTIVITIES:

- o On trips, the children are instructed to "stay by the adults". Do not allow yourself to become so interested in the trip that you lose children.
- o On the playground, children are not allowed to throw rocks or play with sticks. All other play is free play.
- o Supervise the swings and slides to assure safe use of the equipment. Help children in taking turns.

MENTAL HEALTH IN HEAD START

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

Mental Health begins with an understanding of who you are. Preschool children learn more and more about themselves on a daily basis as they interact with other children, adults and their environment. When children learn more about themselves at an early age, they are able to make more appropriate choices and decisions later in life. A part of each child's physical exam focuses on mental health. If a concern is noted, families will be referred to the appropriate professional for further services.

A mental health consultant is available to observe the children in the classroom setting during the year if a concern develops. Any specific concerns are discussed with the parents. Staff members are available to assist with any referrals to other community resources. The mental health consultant meets with the teaching and management staff during the year to discuss how each child's mental health needs are being met and about any concerns that are developing in the classroom.

Individual goals based on the child's needs are developed by the parent and teacher together to promote social and emotional development. Information is available for all parents on behavior patterns, child guidance, child development, stress management, activities to enhance a child's social and emotional development, parental concerns or needs, and the resources available in these areas.

Teaching activities and the classroom environment are set up to enhance a child's self-concept with the overall goal of developing social skills. The second step curriculum is used in each classroom to assist children in learning empathy skills, how to solve problems and what they can do when they are angry.

MENTAL

HEALTH

IN

HEAD

START

YOU, THE PARENTS, ARE THE TEACHERS OF YOUR CHILDREN

TIPS TO HELP YOUR CHILDREN FEEL



GOOD ABOUT THEMSELVES

- ♥ **Try to look for behaviors that you like** and be sure to say something. Notice sharing and say, "I like the way you share with your sister." Notice cooperation and helpfulness, saying, "You picked up your toys all by yourself." Let your children know you love them for who they are, not just what they do, "I'm glad you're my child."
- ♥ **PRAISE** your child when he tries hard, whether or not he/she does it right.
- ♥ **HUG** your child a lot. This is a nice way to show you love them without saying anything.
- ♥ Try to find a "**SPECIAL TIME**" to spend with your child. Use it to do something you enjoy doing together. This works best if there are no other children to take your attention. Have fun!
- ♥ **LISTEN** to what your child says whenever you can. Ask him/her to tell you what he/she is thinking about.
- ♥ Let your child **MAKE CHOICES** whenever you can and Praise the choice by saying, "you picked that all by yourself," or "you decided."

♥ Let your child **HELP** whenever you can and encourage him/her to do so. Say, "You are really a big help," or "When you help set the table, it helps me out."

♥ Ask your child's **OPINION** about things, such as "What storybook should we get for your cousin?"

♥ Find a **SPECIAL PLACE** to hang pictures and other things that your child makes.

♥ It is so important for your child to hear you say, "**I LOVE YOU.**"

YOU PLAY A VERY IMPORTANT PART IN YOUR CHILD'S EDUCATION...CHILDREN NEED YOUR HELP! The above suggestions cannot be practiced too much. The more you do these things, the easier they will become and the more they will help your child get the most out of school when he/she goes to Kindergarten.

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

All children display mistaken behavior from time to time. Behavior is one of the ways a child communicates with adults. Head Start uses an approach called behavior guidance, not punishment. Guidance teaches children the behaviors we want them to show.

The general policy for guiding the behavior of children is based on respect for the child as a person. This involves respectful communication. This means we will:

- Kneel or get down to the child's eye level to assure their attention

- Tell children what they CAN do rather than what they cannot
- Set secure limits
- Remind children of the rules
- Value the child, while changing his/her behavior
- Teach children the appropriate language skills to help them tell about their emotions
- Teach children language for solving problems

Appropriate guidance meets the individual needs of each child. Creating positive, respectful communication helps us to meet each child's needs. In the same way, interaction and involvement with family and community members ensures that we address each child's needs and interests. Home visits give us another chance to provide support for the family and child.

When a child displays mistaken behavior, he will be redirected to another activity. If a child is very distressed, staff may work with the child away from the group until the child can gain control of herself. Children are always within sight and hearing of an adult. Physical punishment is not used. Withholding food is not used as punishment.

Each classroom is set up to support development of social-emotional skills, cognitive skills, language and literacy, and fine and gross motor skills.

What can parents do?

- Be consistent
- Talk with your child instead of at your child
- Provide limits and boundaries
- Work together and be involved in your child's life and education
- Tell them you love them

- Use positive reinforcement and encouragement to help develop self-esteem



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

TECHNIQUES FOR GUIDING CHILDREN

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



SPECIFIC PRACTICES TO BUILD SELF-CONCEPT IN CHILDREN

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



CHILD TEMPERAMENTS

Children usually fit into one of three temperaments. We call them

Fearful, **Flexible &**

Fearful children are slow to warm up. They may want to watch an activity for a while before joining. Once they are comfortable, they can work and play freely. When they face new situations they often go back to their fearful behavior.

Flexible children are the “easy” children. They join play easily and change activities without

CHILDREN WITH SPECIAL NEEDS IN HEAD START

The Head Start program focuses on the child and family as individual program participants. When a child shows delays during our screenings or concerns develop in the classroom, referrals to specialists will be recommended. No referrals will be made without parent or legal guardian written permission. Our teachers will assist families in this process.

Services Provided to the Special Needs Child

Head Start provides the following types of services to children and their families with special needs:

- ❖ An inclusive educational experience
- ❖ Health and developmental screenings
- ❖ Ongoing educational assessments
- ❖ Parent involvement and education
- ❖ Family Services
- ❖ Health and Nutrition Services
- ❖ A diagnostic evaluation
- ❖ Individualized Education Plan
- ❖ Other special education services as needed
- ❖ Activities that will assist your child's transition into Head Start, as well as out of Head Start into Kindergarten.

Both Head Start and the local public school can work together cooperatively to combine the range of offered services to provide the best pre-school experience for a child with special needs.

CHILDREN

WITH

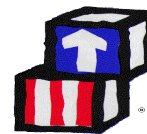
SPECIAL

NEEDS

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START



**LETTER FOR NON-PRICING CHILD CARE INSTITUTIONS
CHILD AND ADULT CARE FOOD PROGRAM**

Dear Parent/Guardian:

The Chesterfield-Marlboro EOC, Inc. participates in the Child and Adult Care Food Program (CACFP) administered by the United States Department of Agriculture. Please help us comply with the requirements of the CACFP by completing, signing and returning the attached statement as soon as possible. This information is necessary so that we may receive CACFP reimbursement for the meals served to children in our program. This form will be placed in our files and treated as confidential information. All children in our program receive their meals free of charge, but the determination of eligibility category affects the amount of federal funding received by us.

A foster child who is the legal responsibility of a welfare agency or court may be certified as eligible for free meals regardless of your household income. Please contact us for additional information if you have a foster child enrolled in our program.

If you receive benefits through food stamps, the Food Distribution Program on Indian Reservations (FDPIR), Family Independence (FI) on behalf of your child, then you need to only list your food stamp, FDPIR or FI case number. In addition, you must sign and date the statement at the bottom of the form.

If your child is enrolled in a Head Start or Even Start program (and is considered income eligible for one of these programs) then you need to only attach a letter from the Head Start or Even Start agency indicating this. In addition, you must sign and date the statement at the bottom of the form.

If a food stamp, FDPIR, or FI case number is not reported, and you do not have an appropriate letter from the Head Start or Even Start agency, you must complete the following items on the eligibility statement: the total current household income by source, names of all household members, the signature and social security number of an adult household member and the date the form was completed. The Department of Agriculture defines a household as a group of related or unrelated individuals (not residents of an institution or boarding house) who are living as one economic unit (i.e., sharing living expenses).

The income you report must be last month's total gross household income listed by source, for each household member. If last month's income does not accurately reflect your circumstances, you may provide a projection of your annual income, and you may use last year's income as a basis for making this projection if no significant changes have occurred. If your household's income is equal to or less than the amounts indicated for your household's size on the chart below, the center will receive a higher level of reimbursement. Once properly approved for free or reduced price benefits, a household will remain eligible for those benefits for a period not to exceed 12 months. The following information must be provided or the application cannot be approved.

INCOME ELIGIBILITY GUIDELINES
FOR FREE AND REDUCED PRICE MEALS
Effective Dates July 1, 2009 - June 30, 2010

FOR FREE MEALS

FOR REDUCED MEALS

House Hold Size	Per Year	Per Month	Per Week	House Hold Size	Per Year	Per Month	Per Week
1	\$14,079	1,174	271	1	\$20,036	1,670	386
2	18,941	1,579	365	2	26,955	2,247	519
3	23,803	1,984	458	3	33,874	2,823	652
4	28,665	2,389	552	4	40,793	3,400	785
5	33,527	2,794	645	5	47,712	3,976	918
6	38,389	3,200	739	6	54,631	4,553	1,051
7	43,251	3,605	832	7	61,550	5,130	1,184
8	48,113	4,010	926	8	68,469	5,706	1,317

All meals served to children under the Child and Adult Care Food Program are served free regardless of race, color, national origin, sex, age or disability. Persons with disabilities who require alternative means for communication (Braille, large print, audio tape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). There is to be no discrimination in admissions policy meal service, or the use of facilities. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer.

Thank you for your cooperation.

Institution Representative

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EDUCATION IN HEAD START

The Child Services Manager is responsible for ensuring that children are provided with the learning environment and opportunities that will help them develop physically, socially, cognitively, and emotionally and that parents are supported in their role as the child's primary teachers.

The education program is designed to meet the individual needs of each child with a planned curriculum of structured and non-structured activities. Both the teacher and child are active initiating this process. This provides purposeful teaching and free choice activities of the children. As a part of the curriculum, children and teachers will visit the local public library for children's story hour at a time designated by the librarian.

Children enrolled in the center for the first time are assessed by the teaching staff to determine what the children already know and what level they need to begin on. We are presently using the Brigance Diagnostic Inventory of Early Development as a screening tool and the Creative Developmental Continuum as an assessment. The children are assessed three times per year, fall, winter and spring.

The main objective of the educational staff and the parents is to meet the needs of the children. The educational program includes experiences designed to meet the individual differences and needs of enrolled children. Through mainstreaming, children benefit as they learn to understand and respect the needs of each other.

EDUCATION

IN

HEAD

START

