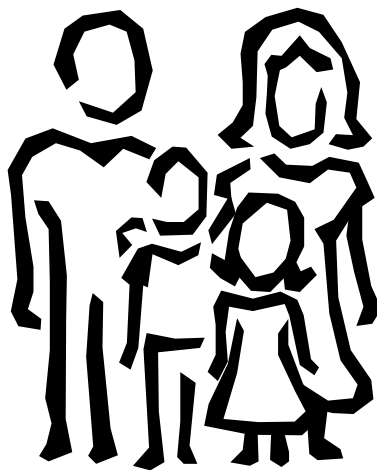




PARENT HANDBOOK



BEAR RIVER HEAD START

95 W. 100 S. # 200
Logan, Utah 84321
(435) 787-8885

Dear Parent(s)/Guardian(s),

Welcome to Preschool Head Start!

What an exciting time in your child's life! Because each child is special, we at Preschool Head Start will do our best to see that your child's preschool experience will be a time for learning and growing.

Parents are a very important part of our program and we look forward to forming a close working relationship with you. Our staff will assist you in every way possible to get your child ready for many happy and successful school years. You are, and will continue to be, the main teacher in your child's life. You have already taught him/her many important things. These early years are very important, and Head Start can only be effective with your participation.

Again, welcome! May you have a fun and exciting year with us.

Sincerely,

Sarah Thurgood
Director

BEAR RIVER HEAD START

LOGAN *OFFICE* EXTENSION LIST

(435) 755-0081

Toll Free 1-877-755-0081

Fax (435) 755-0125

Position	Extension
Receptionist	221
Recruitment/Enrollment Clerk	322
Home based Coordinator	245
Family Development Coordinator	327
Family Development/Policy Council Specialist	250
Family Development Specialist	330
Health and Wellness Coordinator	323
Health Specialist	324
Oral Health Specialist	240
Mental Health Office	232
Nutrition Specialist	325

LOGAN *CENTER* EXTENSION LIST

(435) 753-0951

Toll Free 1-866-753-0951

Fax (435) 753-1101

Position	Extension
Receptionist	121
Center Based Coordinator	123
Disabilities Specialist	122
Explore Classroom	127
Discover & Adventure Classroom	128
Soar Classroom	129
Imagine & Inspire Classrooms	130

ACRONYMS

Commonly used acronyms:

BBG

Baby Buddy Group

A meeting with Early Head Start home-based children and their families; held twice per month.

BRHS

Bear River Head Start

CCC

Child Care Connection

Part of Bear River Head Start (BRHS) ;serves children 0-5 who are in child care for 30 hours or more per week. The CCC makes it possible for children to receive Head Start experience while they are being cared for in a CCC provider's home. They do not provide free child care. They do provide services to families just as they do in the regular Head Start program. A Site Visitor brings developmentally appropriate activities to the children while they are in child care on a weekly basis.

CDA

Child Development Associate

An Early Childhood Credential supported by Head Start and other preschool learning programs which provides a national system for training, assessing and credentialing child care providers.

EHS

Early Head Start Part of BRHS that serves pregnant women, infants and toddlers through age 3.

Home based families receive weekly home visits and group socializations. Center based families (only in Cache County) receive care for their child at the EHS center and receive other services and activities.

NOWD

Night Out with Dads

An activity at the beginning of the year for Head Start center-based children and their dads. Held at the child's classroom with the child's teacher and family advocate.

PHS

Preschool Head Start

In Utah and Idaho, BRHS has preschool centers in Logan, Brigham, Preston, Soda Springs, Malad, Richmond, Smithfield, Hyrum, and Millville. Home Base services are in Cache, Box Elder, Rich, Franklin, Bear Lake, Bannock, Oneida, and Caribou counties.

PCM

Parent Committee Meeting

A group made up of parents from Head Start classes that meet together each month for learning and activities. Activities and meeting are under the direction of the Family Advocate for your area.

Other useful acronyms:

ACF

Administration for Children and Families

An agency in the Department of Health and Human Services (DHHS) responsible for family support programs: Head Start; child support; runaway youth; homeless; etc.

ACYF

Administration on Children, Youth and Families

An agency in ACF at the national level responsible for Head Start, Child Welfare and other programs headed by the Commissioner.

CFR

Code of Federal Regulations

All federal regulations, including Head Start 45 CFR Parts 1300-1308, are organized into this publication.

COLA

Cost of Living Adjustment

Extra money that can be awarded to programs to give their staff a raise for cost of living increases.

DHHS

Department of Health and Human Services

An agency within the Federal Government, of which ACF is a part.

HHS

Health and Human Services

The federal cabinet level agency responsible for all federal programs dealing with health and general welfare. **Head Start Bureau** The division within HHS/ACYF which administers the Head Start program.

NHSA

National Head Start Association

A private not-for-profit membership organization (made up of parents and Head Start staff) dedicated exclusively to meeting the needs of Head Start children and their families.

NFS

Non-Federal Share

In-kind (donated time, goods, money) required to match the federal grant

Performance

A legally defined set of minimum performance criteria for each component in Head Start.

Standards

PIR

Program Information Report

An annual report completed at the end of each school year by every Head Start program in the nation. The data is used by ACYF to report to Congress and for program monitoring.

PIR

Program Improvement Report Summary of data collected throughout the year from staff surveys, Parent Committee surveys and feedback from Head Start meetings used to improve the Head Start program.

PC

Policy Council A group of parents chosen by their Parent Committee to represent their area and to attend a monthly meeting where decisions are made to improve the program.

Quarterly

A short programmatic report sent by each Head Start to their particular program specialist

Report

in the Regional Office (there are 12 nationally stipulated DHHS regions). It contains information on new issues, accomplishments, and statistics and is sent every 3 months.

T/TA

Training and Technical Assistance

The general category of support for Head Start programs which is heavily supported both philosophically and financially.

Child Development



CENTER-BASED PROGRAM OPTION

MOTTO: “Help those we serve succeed.”

CURRICULUM: Children learn best through exploration of the environment. The environment is created from children’s screenings, child assessments, goals developed by the teacher, the child’s interests, and parental input. We comply with our National Performance Standards and we are aware of the uniqueness of each child. We welcome all parents to join our Parent Curriculum Committees to help plan this curriculum. For additional information on curriculum, please see the center based specialist.

DRESS CODE: It is very important that children are dressed so they feel free and comfortable about exploration and discovery in the environment. We like to “GET INVOLVED,” so we sometimes get messy playing with mud, sand, play dough, paint, etc. Please send your child in their clean, appropriate, washable discovery clothes. Also, please send children in footwear that allows them to run, climb, romp, jump, and skip. Cowboy boots and loose sandals are not appropriate for these activities.

PARENT INVOLVEMENT AND VOLUNTEERS: From the beginning, Head Start has realized the important role parents play as the primary educators of their children. When parents become involved in the classroom, the children, staff, and the entire program benefit. You are a valuable resource to our program. You will receive volunteer training that will introduce you to the Head Start education philosophy and after your training; you will be welcomed with “open arms” by the staff. Your knowledge and confidence about classroom procedures will grow, and before long you will feel like a pro. The one who benefits the most is your child and the other children.

You are welcome to eat lunch with us. If you come in and spend the day in the classroom, lunch is free. If you just want to drop in for lunch, that’s great! The cost to you is \$2.00. **Please notify your child’s teacher before 9:00 a.m. so lunch can be ordered for you. Please pay your child’s teacher.**

It is against Head Start’s policy to bring other children with you when working in the classroom. Please find a childcare provider or exchange babysitting with another parent. Each child may bring a friend or a sibling (4 years old or older) one day during the year. Please check with your child’s teacher prior to the visit. When a sibling or friend stays the full day, you will need to pay \$2.00 for his/her lunch. You will also need to be in the classroom with him/her.

ATTENDANCE: It is important to the program and also to your child that he/she is in the classroom every day, learning with friends. Regular attendance promotes your child's learning and encourages a positive attitude toward school. Class times are as follows:

CLASS SCHEDULES

CENTER	MORNING	AFTERNOON
Brigham City	8:00 a.m. – 12:00 p.m.	12:15. Pm – 4:15 p.m.
Fielding	8:30 a.m. – 12:30 p.m.	
Hyrum		11:00 a.m. – 3:00 p.m.
Logan	8:00 a.m. – 12:00 p.m.	11:30 a.m. – 3:30 p.m.
Malad	8:00 a.m. – 12:00 p.m.	
Millville	8:45 a.m. – 12:45 p.m.	
Paris	8:30 a.m. – 12:30 p.m.	
Preston	8:00 a.m. – 12:00 p.m.	11:30 a.m. – 3:30 p.m.
Richmond	8:45 a.m. – 12:45 p.m.	
Smithfield	8:30 a.m. – 12:30 p.m.	
Soda Springs	8:00 a.m. – 12:00 p.m.	

Please remember:

1. If your child is not able to participate in EVERY ACTIVITY due to illness, including outside time, please keep him/her at home until he/she is well enough to do so. (The teachers and children usually go outside daily to play except in extreme weather conditions.)
2. If your child is absent for any reason, you are requested to call the office or your child's teacher that morning to tell us. (In the Logan Center, the secretary will inform the teacher. This will eliminate the need to disrupt the class once it has begun.)
3. If your family plans to be out of town for any length of time, you are requested to call the office or tell a staff member BEFORE LEAVING.
4. If your child is absent three consecutive days, a home visit may be made by one of the staff to find out why he/she has been unable to attend. Support services will be provided as necessary to assist the child's return to the program.
5. **Please remember** –funding for Head Start depends upon your child's attendance!

HEAD START CHILD DROP-OFF AND PICK-UP PROCEDURE

Head Start children may be brought to the Center and signed in 10 minutes before the start of the class and must be picked up no later than 15 minutes after the end of the class. Children who are still in class after this time will be taken to a childcare provider. Please note that you will be charged \$2.00 per hour, even if your child is there for only five minutes, so try to be prompt. If a life crisis comes up which makes you a little late, please call your teacher to make the necessary arrangements. A list of the childcare providers will be provided.

HOME VISITS AND PARENT/TEACHER CONFERENCES: At the beginning of the year your teacher and teacher assistant will visit you in your home so that your child can become acquainted with them. Much of the required paperwork will be filled out at this time. There will be one more home visit during the year to discuss your child's development and progress.

Parent/teacher conferences happen twice a year. The teacher will discuss your child's individual assessment and learning/developmental goals. At the year-end conference, your teacher will discuss kindergarten transition ideas. At this time you will receive some at-home assessment activities to work on with your child during the summer.

ASSESSMENTS: Your child's teachers will be doing on-going assessments with your child in all areas of development throughout the year. They will be based on developmentally appropriate activities planned for the classroom, taking into consideration each child's age and interests. As your child's primary teacher, you are an important part of the assessment process. Your insights and input help us with our assessment documentation. This data will be compiled at three points throughout the year and you will receive the results to better help you understand the progress your child is making.

We have a well-trained staff in Early Childhood Education who love working with children. If for any reason there is a concern or a problem about any aspect of your child's school experience, please feel free to visit with your teacher who can answer your questions or find other resources for you.

Home Based Option Program



The Home Based Option Program was founded on the belief that families grow stronger when parents are the primary positive influence in the lives of their children. Home Based is perhaps the best educational system available at this time regarding this approach because it works with parents who then pass on their knowledge to their children, and thus, their children's children. It is a family program with parents as the main focus. Parents are the first and most important educators of their children. They are teaching all the time, and what better place to learn than in the home. The home is the most comfortable, natural learning environment offered in the early years of life. Families who are enrolled in the Home Based Program receive the same services as those families enrolled in Center Based. They are delivered through home visits, group socializations, and parent meetings.

The following are some benefits parents will receive when enrolled in the Home Based Program:

- During the course of the school year, up to thirty-six 1½-hour home visits will be made to the parents' home. The parent and a Family Educator will share ideas and plan activities for the enrolled child. Parents will have the opportunity of teaching their own child and watching him/her grow.
- Group socializations will be held at least twice a month, at which time parents and children will meet together for the purpose of socializing to encourage growth and development that is brought about through age-appropriate activities.
- Information such as education, social services, health, nutrition, parent involvement, and using the home as a learning environment will be covered during home visits.
- To start off the new school year, the child will complete a developmental assessment as well as a physical and dental exam.
- Parents will be actively involved with the Family Educator in assessing and developing a specialized educational plan for their child.
- Parents have the opportunity to develop curriculum that meets the individual needs of their child.
- Parents will be able to participate in a variety of learning experiences sponsored by the program, such as food demonstrations, crafts, education, lectures, field trips, parenting classes, etc.

- Parents are provided the opportunity to involve themselves in adult education classes, including literacy, GED, weight loss, marriage enrichment, and classes sponsored by the community.
- Assistance and information in obtaining services from local agencies for supplemental food, food stamps, mental health services, speech therapy, health services, etc., will be offered if needed.



To understand how a home visit is conducted, the following describes the activities of a home visit:

1. **GREETINGS AND REVIEWING ACTIVITIES FOR THE HOME VISIT: (To last approximately 5 minutes)**

When the Family Educator arrives, a natural greeting occurs after which the parent(s) and the Family Educator review the previously planned parent and child activities for that home visit. This is a time where concepts to teach and activities are reviewed and discussed between the parent(s) and Family Educator that will set the stage for a successful and enjoyable experience for all. Parents are expected to be prepared with items they had planned to supply and the Family Educator will bring materials for activities when requested by parents.

2. **PARENT AND CHILD ACTIVITY: (To last approximately 1 hour)**

After reviewing with the parent(s) and the teaching materials are set up, the parent(s) and the Home Based child work together on the planned activities. This is a wonderful learning time that takes place between parent(s) and child, where concepts are taught and experimentation and creativity is encouraged. It is a time to be enjoyed, and it offers positive experiences. Since this is a family program, the Family Educator will assist the parent, when needed, to involve other siblings. The Family Educator **cannot** work with the enrolled Home Based child, as this is the responsibility of the parent(s). It is extremely important that parent(s) maintain their role as teacher in the Home Based Program and children accept their parent(s) as the teacher(s) for this program to be successful. To help maintain the parent's role as the teacher, the Family Educator is usually referred to on a first name basis rather than "teacher".

3. **PLANNING: (To last approximately 15 minutes)**

After the parent and child activities have been completed, the next step is to plan for the next week's home visit activities. Together, the parent(s) and Family Educator review concepts that were taught during the home visit and discuss whether or not more follow-up is needed through the week or on the next home visit. Parent(s) and the Family Educator will exchange ideas and plan for the next home visit using the child assessment tool, goals, child curriculum, and parent curriculum. The activities for the next home visit are agreed upon as well as who will supply the needed materials or resources. Field trips and community events are fun to participate in and are encouraged as well. After planning has taken place, the Family Educator will encourage parents to choose follow-through activities to do with their child during the week, which will count for in-kind time. All planning will be written on the Weekly Lesson Plan and a copy will be given to the parent(s).

4. **NEW INFORMATION AND FOLLOW-UP: (To last approximately 5 minutes)**

The Family Educator will discuss new information, share programs and community announcements and any requested information with parents during this time. In addition to this, the Family Educator will follow up on the activities that parent(s) did with their child during the past week. The time spent working with their child is referred to as parent donated service or in-kind time and will be recorded by your Family Advocate.

5. **EVALUATION: (To last approximately 5 minutes)**

At the closing of the home visit, an evaluation between the parent(s) and the Family Educator will take place. It is a time to reflect on the home visit and how it went. A written summary of what was learned, what could be improved, and if further follow-through is needed, will be discussed and agreed upon. Follow-through activities are planned for the week and written down on the Weekly Lesson Plan. A copy regarding the next week's activity plan, follow-through activities, materials or resources, and requested information is given to the parent at the end of the home visit to refer to during that week.

The home visit activities may vary with each family and at times blend into one another, but all elements of the home visit will occur.

As you can see, the Home Based Program offers a variety of involvement for parents and children. It is a wonderful learning experience for families and the Family Educator, who together, create a partnership in teaching.

Nutrition



The Nutrition Services at Head Start are a very important part of the physical and social development of children. Our philosophy at Bear River Head Start is to promote proper nutrition for children, families, and staff through modeling, teaching, experiencing, and providing healthy foods. **HEALTHY FOODS LEAD TO HEALTHY BODIES, WHICH PRODUCE HEALTHY MINDS!!**

Our goal at Head Start is to ensure that the child's nutritional needs are met while at school, and to support the development of healthy nutrition habits at home and throughout life. This goal will be met by the following objectives:

1. To provide food that meets the daily nutritional requirements while the children are at Head Start.
2. To use mealtime as a learning experience.
3. To help parents, children, and staff understand the relationship of good nutrition to overall health.
4. To involve staff, parents, and the community in meeting the nutritional needs of the child.

MEALS AT HEAD START

In order for children to learn while at Head Start, they need to have their physical needs met. That is why it is so important for the children to have nutritious meals at times when their bodies are in need of energy. It is important for each child to start the day off with a good breakfast. Breakfast is essential to learning. Snacks are also an important part of a child's day. Children use a tremendous amount of energy through growth and physical activity (play). Also, their stomachs are small and they need smaller, more frequent meals to receive the needed energy. In the center-based program, the morning classes receive breakfast and lunch, and the afternoon classes receive lunch and a snack while in the classroom. In the home-based program, a snack or meal is provided during group socializations at the center. Parent training is the main focus of the home based program, so these families will receive information on nutrition issues through their home visitor. The following is an example of meals provided in the Head Start classroom:

Breakfast

$\frac{3}{4}$ c. milk
 $\frac{1}{2}$ c. fruit/vegetable
 $\frac{1}{2}$ serv. grain group

Lunch

$\frac{3}{4}$ c. milk
 $\frac{1}{2}$ c. fruit/vegetable
 $\frac{1}{2}$ serv. grain group
1 $\frac{1}{2}$ oz of meat

Snack (2 of the 4)

$\frac{1}{2}$ c. milk
 $\frac{1}{2}$ c. fruit/vegetable
 $\frac{1}{2}$ serv. grain group
 $\frac{1}{2}$ oz of meat

A variety of foods are used from each group. Meal plans are posted in each of the classrooms and sent home for you to review. All foods on the menu are offered to each child.

IF YOUR CHILD HAS AN ALLERGY TO A SPECIFIC FOOD, WE MUST HAVE AN OFFICIAL WRITTEN STATEMENT FROM YOUR DOCTOR that a particular food should not be served to your child, otherwise all foods will be offered. An Special Diet Request Form will need to be filled out by your child's physician. You can get this form from the Health Specialist, or ask your child's teacher or your Family Advocate.

Head Start is a place where children can be exposed to a wide variety of foods. Children are encouraged to try new foods and sample all foods served, however, they are never forced to eat foods they are not comfortable with. Foods are never used as a reward or punishment.

Parent volunteers are always needed to help in the classrooms during mealtimes. Volunteers are needed for clean up of each meal so that the teacher and teacher's assistant can be more involved with teaching your children. If you are interested in helping each day with mealtime, please let your child's teacher know. Head Start will pay for you to obtain a Food Handler's Permit so that you can volunteer in the classroom. A parent who volunteers in the classroom for the full class time is provided with free meals.

USDA REGULATIONS

Head Start participates in the USDA's Child and Adult Care Food Program. This program has specific nutritional and quantity requirements on the food served to receive reimbursement. This program requires that each child enrolled must have a completed Head Start Enrollment Application on file, for which income verification has been provided.

If, on occasion, you choose to have a meal with your child at Head Start, you and any other visitors will be required to pay \$2.00 for each meal. (Any time this occurs, you will be responsible for calling the teacher no later than 9:00 a.m. to order your meal.) However, if you volunteer in your child's classroom for the 4-hour duration, you will be provided with meals free of charge. The CACFP is an equal opportunity program and no child will be discriminated against because of race, color, disability, age, sex, or national origin.

NUTRITION EDUCATION

Meals are served family style in each center during mealtimes and during group socializations. Children are allowed to serve themselves and may participate in some preparation and clean-up activities. Mealtimes are ideal opportunities to educate children in a pleasant and relaxed way about food and nutrition. Exposure to a wide variety of good foods, along with the observation of others eating healthy foods, helps the children to develop healthy eating habits.

The use of foods in the curriculum helps children to learn about foods and what they do for our bodies. Foods are a wonderful resource for teaching children many cognitive, motor, and social skills. Mealtime etiquette and positive attitudes about foods are also taught as part of the curriculum.

Parent volunteers are needed to help incorporate healthy cultural foods and customs into our curriculum. If you are interested in sharing your culture and foods with us, please contact your child's teacher. These foods must fit within our Food Policy and be approved by the Health Specialist.

Parents can also learn about nutrition through Head Start parent workshops and newsletters. If you are interested in a special class pertaining to nutrition or cooking, or would just like some information on a particular nutrition issue, please contact the Health Specialist at 755-0081 ext. 324 in the Cache Valley area, or 1-877-755-0081 ext. 324 outside the Cache

Valley area. She would be glad to help you with any of your questions or concerns regarding nutrition.

BIRTHDAY SNACKS

Parents are NOT expected to provide birthday snacks for the class when their child has a birthday. However, some parents want to participate in this custom. These guidelines are for parents who are interested in providing birthday snacks for their child's class. Your help in complying with Sanitation Regulations is very much appreciated.

1. Homemade foods (cakes, candy, cookies, muffins, etc.) CANNOT be brought into the center because of State Sanitation Laws.
 - a. Sweet treats are avoided due to low nutrient density and the cause of tooth decay. Think of alternative ways to honor your child's birthday. (Ask your teacher for ideas.)
 - b. Purchased items must be received at the center in the original sealed containers.
 - c. Fresh fruits and vegetables must be properly washed at the Head Start Center (supervised by the teacher or assistant).
2. If you choose to provide healthy birthday snacks, remember that **it must be purchased rather than homemade and in its original unopened packaging.**

NUTRITION SCREENING

Upon enrollment, your child will be screened for any nutritional problems. Your child's teacher will ask you to fill out a Nutrition Screening Form during the first home visit. This form will help the Health Specialist/Asst. determine whether the child is deficient in any area. You can also voice any concerns regarding your child's nutrition and feeding on this form. The Health Specialist will review each form and send out any useful information regarding the nutritional deficiencies or parent concerns. If you have any concerns or questions regarding your family's nutrition, please contact the Health Specialist at (435) 755-0081 ext. 324 in the Cache Valley area, or 1-877-755-0081 ext. 324 outside the Cache Valley area.

W.I.C. AND YOU

WHAT IS WIC?

WIC stands for Women, Infants, and Children and is a special supplemental food program for those who qualify. WIC gives special types of food to pregnant and breastfeeding women, infants, and children up to five years of age. WIC also teaches nutrition education classes to participants.

HOW DO I RECEIVE WIC?

In order to receive WIC foods, you must:

- Live in the clinic area.
- Meet the income standards.
- Need WIC foods to be healthy.

WHO RECEIVES WIC?

- Women who are pregnant, breastfeeding or have recently had a baby.
- Infants who are less than one year of age.
- Children who are between one and five years of age.

AT THE CLINIC:

Income Screening: When you go to a WIC clinic, you will need to bring proof of your income. This may be a check stub or a letter telling the clinic that you are getting Medicaid, AFDC, or Food Stamps. The clinic will help you if you are not able to supply proof of income.

Health Screening: You will be asked to fill out forms about what you and your children usually eat and about your family's health. A member of the WIC staff will weigh and measure you and your children. There will also be a simple blood test to measure the iron level in your blood. This information is used to enroll you in the WIC program.

Counseling: Once you are on the program, you will see a Registered Dietician (nutritionist). They can help plan a diet for you and your family that will meet your nutritional needs and budget. You will also attend classes with topics such as breastfeeding, infant feeding, picky eaters, and shopping on a budget.

Referrals: The WIC clinic will be able to tell you where you can get health care for your family at low cost. This includes immunization, family planning, breastfeeding counseling, and prenatal care. The clinic can also tell you where to receive help from other agencies such as AFDC, Food Stamps, and Medicaid.

WHAT ARE THE WIC FOODS?

WIC is a supplemental food program. This means that WIC will give you a part of the foods you and your children need in your diet. You will then be able to buy more meat, fresh fruit, and vegetables with your own money.

You and your children may receive milk, 100% juice, iron-fortified cereals, eggs, cheese, beans, and peanut butter. If you are breastfeeding, you may receive carrots and tuna fish. Your infant may receive iron-fortified formula, infant cereal, and infant juice. The foods you receive from WIC are high in protein, vitamins A, C, & D, iron, and calcium.

The clinic staff will talk to you about the foods you and your children will receive and how to use these foods.

WHEN WILL I RECEIVE WIC?

You will know whether or not you can get WIC 10 days after your first visit to the clinic if you are pregnant, have a baby that is less than 6 months of age, or are a migrant worker. Everyone else will be told within 20 days. You will get your first checks on the same day that you are told you are eligible for WIC.

CAN I BE TAKEN OFF WIC?

You should remain on the program for at least 6 months. If you are pregnant, you will stay on the program until you have your baby. You may be taken off WIC if your income increases, if you move from the area that the clinic serves, or if you miss your appointment and do not call the clinic. You may also be taken off for program abuse or if the clinic runs out of money.

WHO IS ELIGIBLE?

To be eligible for the WIC program, applicants must live in the county in which they apply for WIC services. Their income must be at or below 185% of poverty. In addition, they must be pregnant, breastfeeding, less than 6 months postpartum, or have children under the age of 5. All participants must also show a nutritional need through a medical and/or nutritional screening. Nutritional risk may include anemia, low weight gain, or inadequate diet.

Family Size	Monthly Income	Yearly Income
1	1,723	20,665
2	2,333	27,991
3	2,944	35,317
4	3,554	42,643
5	4,165	49,969
6	4,775	57,295
7	5,386	64,621
8	5,996	71,947

WHERE DO I APPLY?

Most WIC clinics are part of the health department. WIC also has special clinics for migrants and Native Americans. To apply for WIC or for more information, call your local health department or 1-800-662-3638 (TDD Accessible).

WIC LOCATIONS

UTAH:

Cache County

Bear River Health Department
655 E. 1300 N.
Logan, UT 84341
(435) 753-0532

Box Elder County:

Bear River Health Department
817 West 950 South
Brigham City, UT 84302

Bear River Health Department
125 South 100 West
Tremonton, UT 84337
(435) 257-3318

Bear River Health Department
Main Street, P.O. Box 747
Park Valley, UT
(435) 871-4157

Rich County

Bear River Health Department
20 South Main
Randolph, UT 84604
(435) 793-2445

IDAHO:

Bear Lake County

Montpelier Health Department
455 Washington St. Suite 2
Montpelier, ID 83254
(208) 847-3000

Caribou County

Soda Springs Health Department
184 South Main
Soda Springs, ID 83276
(208) 547-4375

Franklin County

Preston Health Department
42 West 1st South
Preston, ID 83263
(208) 852-0478

Oneida County

Malad Health Department
220 Bannock
Malad, ID 83252
(208) 766-4764

Bannock County

Southeastern District Health Department
1901 Alvin Ricken Dr.
Pocatello, ID 83201
(208) 233-9080

Health and Wellness at Head Start



At Bear River Head Start one of our goals is to promote and maintain the complete health and wellness of every employee, parent, and child. Every child should enjoy a safe and healthy environment in which to grow and learn. A child's healthy development is promoted through ongoing communication between staff and families concerning health related issues. Bear River Head Start works with parents to ensure that all children have a source of health care that is available even after the child is no longer in the Head Start Program. It is important for you, the parent or legal guardian, to know that there are certain Federal requirements Head Start must meet in relation to your child's health. The following information is a guide to let you know the type of health services required at Head Start.

Every Head Start child is **REQUIRED** to complete the following.

1. A Medical History

The medical history was part of the Head Start Application form that you completed. As part of the application, you signed a permission slip for your child to receive the vision, hearing, developmental, social/emotional and height/weight screenings required by Head Start. You also had an opportunity to give Head Start permission to obtain documentation of your child's latest hemoglobin/hematocrit from WIC. The information gathered from the medical history is very important and is used to determine the health needs of each child. If you need to change or add to the medical history of your child, please contact the Health Specialist with the needed changes.

2. Immunizations

Immunizations are required to be current for enrollment at Head Start. An immunization record must be given to the Recruitment/Enrollment clerk at the time of application. In keeping with the Utah and Idaho School Immunization Laws, you are responsible for and must provide **written proof** (including child's name, date of birth, type of shot and dates given) of your child's current immunization record before admittance into the program (which should already be done). If your child is not properly immunized at the time of application, your application is not considered complete until Head Start receives written verification from the health department or physician's office that required immunizations have been given to your child.

If you choose not to immunize your child, an exemption form obtained from the Health Department must be filled out, signed, and returned to the Health Specialist at Head Start. If your child is unable to receive a certain vaccination due to a medical reason, a medical exemption form is required. In accordance with the State of Utah or State of Idaho Law, the Health Specialist has the right to exclude your child from the classroom if he or she has not been immunized and your child or another child in the class becomes infected with HIB, measles, rubella, polio, mumps, pertussis or other childhood disease.

3. A Physical Examination

Each child must receive a complete, up to date well- child examination. Documentation of the physical exam should have been turned in with your application to Head Start.

Complete medical exam

Blood Test

Lead Assessment questionnaire to determine present lead poisoning risks

Hematocrit or hemoglobin (test for iron deficiency)

Height and weight
Blood pressure

Your child's doctor should treat any health condition found during the physical exam.. A copy of all follow-up treatment should be given to the Health Specialist.

Your child's doctor should perform the physical examination. The Head Start physical exam form should be taken to the exam to be filled out and signed by the doctor. A copy of the physical exam must be turned in with your application to Head Start. If your child does not have a regular doctor or insurance, you need to contact your Family Advocate or the Health Specialist.

4. A Dental Examination

All Head Start children must receive a dental screening or initial examination by a dental professional to identify their dental care needs. Documentation of the dental exam should have been turned in with your application to Head Start. If it was not, please take your child to the dentists as soon as possible and then continue taking them every 6 months for regular check ups. The Bear River Head Start dental form should be taken to the check up, signed, and returned to the Oral Health Specialist.

- Any follow-up dental treatment **must** be completed **while your child is in the Head Start program**. You are to schedule a dental appointment for your child needing dental follow up. Head Start can help you find a dentist and help with dental costs if you have no other means of payment after you and your Family Advocate complete the Funding Checklist. This Funding Checklist includes applying for and receiving a denial letter from Medicaid and/ or CHIP before Head Start can pay for any type of dental expenses.

5. Fluoride

One of our dental goals at Head Start is to provide information about the role of fluoride in preventing tooth decay. At the beginning of the school year, you will receive a form detailing the benefits of fluoride. At the bottom of this form is a space to let us know whether or not your child is receiving a fluoride supplement in the home. If you are not currently giving your child a fluoride supplement, either drops, pills, or a multi-vitamin containing fluoride, someone from our office will be contacting you to see if you have questions or concerns about fluoride.

In addition, all home-based and center-based programs will receive fluoride varnish through a collaboration with local dentists. The same form will be used for Fluoride Varnish and Fluoride Tablets. On this form, you will have the opportunity to give permission for your child to receive fluoride varnish in the classroom, three times per year, by local dentists volunteering their time. Any siblings of Head Start children are also welcome to receive varnish treatment. This program is optional, but we highly recommend you take advantage of this wonderful opportunity to strengthen your child's teeth at no cost to you!

In some communities, such as Brigham City, Snowville, Cornish, and Howell, the water is fluoridated and fluoride supplements are not necessary. If you are unsure of whether you live in such an area, ask your Family Advocate or Teacher for more information or talk with your dentist or pediatrician.

6. Health Records

All completed and returned medical histories, immunization records, health and dental examinations, follow-up treatment documentations, and fluoride consent forms will be put

into your child's health record file and locked at all times. Your child's health records will be reviewed by the Health Specialist to ensure that all children needing additional care are receiving the health services necessary for their specific needs. Copies of health records are given to you upon written request.

* If you have any questions or concerns regarding your child's health and the requirements listed above please contact the Health Team at 1-877-755-0081 ext. 324 or the Oral Health Specialist at 1-877-755-0081 ext. 240.



Emergencies at Head Start

- You sign a form giving permission for emergency care of your child.
- You designate another person to be contacted if you are not available. Anyone listed as an emergency contact must be available during the hours your child is at Head Start.
- Your work and home phone numbers are placed in your child's classroom and will be used in the event of an emergency. We will also keep records of emergency contacts in the Main office under lock and key and also a contact list in the Health Services office.
- All staff members directly involved with children are certified in CPR and First Aid.
- Fire and earthquake drills are held monthly.
- Teachers are trained in safety practices, are informed of what to do in an emergency situation, and facilities are inspected annually for safety.
-

Health Education

Some of the things your child will learn about health at Head Start are:

- | | |
|---|----------------------------------|
| * Hand washing | *Tooth brushing |
| *Germs and how to avoid
Spreading of germs | *Fire safety & earthquake safety |
| *Healthy snack choices | *Nutrition |
| *Table manners | *How to set a table |
| *What health professionals do | *How and why we grow |
| | *Five senses |

Some of the things you may learn at Head Start are:

- | | |
|---|--|
| *How to better access health care services | *Emergency Preparedness |
| *Access to Medicaid and/or health insurance | * Available Health Resources |
| *Answers to questions about dental hygiene and care | * Various Health Workshops as Requested. |
| *Childhood illnesses | First Aid/CPR |

Bear River Head Start/Early Head Start Exclusion Policy

In order to promote the health of the infants, toddlers, preschoolers, parents, and staff in Head Start, the following exclusion guidelines will be used, which apply to all enrolled families as well as to the BRHS staff. These guidelines are based on the recommendations in *Caring for Our Children - National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, by the American Academy of Pediatrics and the American Public Health Association and on the recommendations of the Early Head Start /Head Start Health Services Advisory Committee.

Bear River Head Start/Early Head Start infants/toddlers/preschoolers, siblings, parents, and staff may not attend class, group activities, or participate in home visits if they have the following illnesses, except under the specified conditions:

Fever: Fever without behavior change or other symptoms of illness doesn't necessitate exclusion. Body temperature may become elevated from vigorous exercise. If child cools off promptly, no need to send home.. Exception is infants under 4 months with unexplained fever. 100.5 degrees F. oral. They may participate only if a health care provider gives written clearance. Elevation of body temperature above normal, .Auxiliary 100 degrees F. and Oral 101 degrees F.

Signs of possible severe illness: will be assessed on a case by case situation after consulting the Health Specialist.

Uncontrolled diarrhea: defined as an increased number of stools compared to the normal pattern, with increased stool water and/or decreased form that is not contained by the diaper or toilet use. Blood /mucous in stool. Child shows signs of dehydration. Exclusion until diarrhea improves *and* is contained and no blood/mucous in stool.

Vomiting: two or more times in the previous 24 hours, unless a health care provider determines that the illness is not communicable and the person is not in danger of dehydration.

Flu: exclude child who has fever and feels unwell/behavior change, otherwise exclusion is not generally practical.

Mouth sores with drooling: unless a health care provider determines that the condition is not infectious.

Rash with fever or behavior changes:

Purulent conjunctivitis ("Pink eye"): this is defined as pink or red conjunctiva with yellow and green eye discharge. Isolate child with eye discharge. Exclude the child from attendance until examined by physician and the child is approved for readmission.

Scabies, head lice, or other infestation: get treatment after class and return the following day after treatment has begun.

Tuberculosis: until a health care provider gives clearance.

Impetigo: until lesions are healing (without weeping) and no new sores appear. or covered with a bandage .Exclude from attendance until 24 hours after treatment.

Strep throat or other streptococcal infection: until 24 hours after treatment has begun.

Chicken pox: until 6 days after onset of rash or until all sores have dried and crusted or as directed by the health department.

Pertussis: until 5 days of appropriate antibiotic treatment have been completed or as directed by the health department.

Mumps: until 9 days after onset of parotid gland swelling or as directed by the health department.

Hepatitis A virus: until at least 1 week after onset of illness when immune serum globulin has been given to appropriate children and staff or as directed by the health department.

Measles and Rubella: until 7 days after onset of the rash and report to the local health department.

Shingles: until the sores have crusted, unless clothing or a dressing can cover them.

Report illness to the local health department.

Respiratory illness: excluded only if respiratory distress symptoms or respiratory symptoms associated with a fever of 100.5 F. oral

Other Communicable Diseases will be assessed on a case by case situation after consulting the Health Specialist.

Additional reasons for exclusion are as follows:

- Prevents the child from participating comfortably in activities.
- Results in a need for care that is greater than the staff can provide without compromising the health and safety of the other children.
- Specific disease, symptom or condition.

If the child becomes sick at school with something listed on the exclusion policy. The parents are contacted and the child is excluded. The procedure is as follows:

- **The legal guardian will be notified immediately of the child's illness and need for care. If legal guardian cannot be reached, the emergency phone numbers listed on the child release form will be contacted. The teachers will fill out an Illness Report. A copy will be given to the Health Specialist and the parent/guardian.**
- **If a child comes to school with a parent/guardian/car pool, the child will be sent home immediately with that individual. An Illness Report will need to be filled out.**
- **If Head Start recommends treatment by a physician, a note from the doctor's office must be obtained stating that the child is being treated and that he/she is no longer contagious and it is okay for the child to return to school.**

If a staff member becomes sick at school with something listed on the exclusion policy. The immediate supervisor will be notified and the staff member will follow exclusion guidelines as stated for child.

- **Their supervisor will report to the Health and Wellness Coordinator.**

The day a communicable illness or parasite is discovered in our facility, the Health Specialist will inform parents in writing, giving each parent written information on the specific illness.

* Facility staff will ensure that the name of an ill child or staff person remain confidential.

Counseling Services



To be mentally healthy is to get the most out of life; this requires:

- Knowledge (lifelong learning).
- Appropriate social behavior.
- Good personal health (emotional, physical, dental, and nutritional).

Mental health is the ability to cope with all of life's circumstances and situations, the highs and lows, and the joys and the sorrows. We all experience good days and bad days; the difference is how we get through them and our ability to continue building successful life management skills.

At Head Start we believe, "An ounce of prevention is worth a pound of cure."

In the classroom we promote mental wellness by:

- a. Providing an environment that allows comfortable learning.
- b. Arranging the environment to manage behavior and build confidence.
- c. Planning activities that help children to feel good about their ability to learn.
- d. Building a positive self-esteem in each child.
- e. Understanding each other's differences.
- f. Helping children deal with their feelings in stressful situations.

Some warning signs to look for in children are:

Extremely active	Fights a lot
Extremely immature	Inadequate toilet skills
Unusual behavior	Extreme mood swings
Very accident-prone	Sudden behavior changes
Cannot play	Eating non-food items
Very sad	Destructive to self and/or others
Fearful	Inappropriate responses to situations
Withdrawn	(laughs instead of crying)

(A professional at Head Start must carefully assess all of these items).

We would like to help you with any concerns you might have. Please contact your Teacher, Home Visitor, or Family Advocate for more information about our counseling services.

We offer counseling services for children and families. We have a therapist from Bear River Mental Health located in our Logan office who is available to those in the Box Elder, Cache, and Rich counties. We also have students from USU doing internships with us. Counseling services are available in English and Spanish.

Disabilities Services



At Head Start, we are committed to providing a quality educational experience for all of our students. We collaborate with local school districts in order to provide special education services to our students with special needs.

Identification

The process begins as developmental needs are identified through parent or teacher referral or through developmental screenings. Every child enrolled in Head Start participates in the developmental screening, which is a test administered by our staff to screen for potential delays in fine and large motor skills, conceptual understanding (colors, counting, etc.), language skills (articulation, vocabulary etc.), self-help or adaptive skills, and social skills. The results of this screening are very helpful to us at Head Start, as they give us an early indication of potential needs in these areas. Once these needs are identified, the Disabilities Specialist conferences with parents about further testing from the local school district to pinpoint more specific needs.

Evaluation

With parent approval, children with suspected delays can be referred to the local school districts for more specific testing to determine developmental needs. When the school district determines that there is a need for special education, an IEP (Individualized Education Program) is created for the child by the IEP team, which includes the parents, school district Special Education teachers and coordinators, Head Start teachers and the Head Start Disabilities Specialist.

Intervention

Once the IEP is written and goals have been set for your child, the Disabilities Specialist designs personalized programming that Head Start teachers will implement in order to support the goals of the IEP. Special services such as speech–language pathology or occupational therapy (training to improve motor skills) are provided by the school district at no cost to families. You will be kept informed of your child’s progress through regular parent teacher/conferences and, if your child has a special need, through progress reports from the Disabilities Specialist. Throughout the entire process, your input is vital to ensure your child’s success. You know your children better than anyone, so please share with us any information that will help us to better meet their needs. If you have a comment, concern or question about your child’s progress or the instruction your child is receiving, please speak with his or her teacher or advocate, or contact the Disabilities Specialist at 753-0951, ext. 102 or 1-866-753-0951, ext. 122.

Family Development



Family Development

BEAR RIVER HEAD START FAMILY
ADVOCATES, ALONG WITH OUR FAMILY
DEVELOPMENT TEAM ARE DEDICATED TO
HELPING HEAD START FAMILIES BECOME
MORE SELF-SUFFICIENT

WE WORK TO HELP FAMILIES FIND &
USE COMMUNITY RESOURCES
THAT WILL STRENGTHEN, EDUCATE &
SUPPORT THEIR FAMILY

My Family Advocate is: _____
Their phone number is: _____

Family Development at Head Start

Welcome to Head Start! This year will be full of opportunities and fun! Your family has been assigned a Family Advocate. Their role is to provide support and resources to you and your family. Some of their responsibilities are to:

- Visit you in your home on a regular basis as needed (More visits can be provided if needed). **If both parents are in the home, your Advocate is expected to meet with both parents.**
- Assist you in completing the Family Partnership Agreement.
- Assist you in setting goals by providing support and resources.
- Inform you of resources available in your community and make appropriate referrals when needed.
- Inform you of Head Start parenting classes and other opportunities.
- Make sure your child's medical and dental care is up-to-date and assist if needed.

Head Start Parents have received support from Head Start in the following areas:

- Developing personal and family goals
- Receiving job training and career development skills
- Completing High School/ GED
- Obtaining substance abuse intervention/counseling
- Obtaining personal and/or family counseling
- Learning English as a second language
- Improving literacy skills
- Building self esteem
- Receive counseling by mental health specialists

Child _____
Class _____

Dear Parents/Guardians,

We know you care about your children's education, health, and safety and want to protect them. We have provided the following information to support your efforts in protecting your children.

Child Abuse and Neglect Information

What parents need to know about preventing Child Abuse and Neglect

1. Idaho and Utah are Mandatory Reporting States.
 - a. Idaho Law requires persons having reason to believe that a child under the age of eighteen (18) years has been abused, abandoned or neglected or who observes the child being subjected to conditions or circumstances which would reasonably result in abuse, abandonment, or neglect shall report or cause to be reported within twenty-four (24) hours such conditions or circumstances to the proper law enforcement agency or the department of safety. Failure to report as required in this section shall be a misdemeanor.
 - b. Utah Law requires any person who has reason to believe that a child has been subjected to abuse or neglect to immediately notify the nearest Utah Division of Child and Family Services (DCFS) Office, or law enforcement agency. This requirement also applies to any person who observes a child being subjected to conditions that would result in abuse or neglect. Willful failure to obey this law constitutes a class "B" misdemeanor and is punishable by up to six months in jail and/or a \$1000.00 fine. Utah Code Ann. 62A-4a-411 (1994). The legal obligation to report suspected child abuse belongs to each individual.
 - c. Utah law states: A person is guilty of child abuse when he/she commits domestic violence in the presence of his/her children. Utah Ann. Code (76-5-109.1) states: A person is guilty of child abuse if he/she commits or attempts to commit criminal homicide in the presence of a child or intentionally causes serious bodily injury to a cohabitant or uses a dangerous weapon. The law goes on to explain that the child just has to be present in the home and hear an act of domestic violence to be considered child abuse which carries a class A misdemeanor penalty.

BEAR RIVER HEAD START IS A MANDATORY REPORTING AGENCY, and is accountable to these laws.

Bear River Head Start has shared the above information with me/us.

Signed: _____ Date: _____

Signed: _____ Date: _____

Child _____

Class _____

Dear Parents/Guardians,

We know you care about your children's education, health, and safety and want to protect them. We have provided the following information to support your efforts in protecting your children.

CORPORAL PUNISHMENT

Corporal Punishment is NOT ALLOWED in the classroom/building or on the premises.

The objective of the Education and Early Childhood Development 45 CFR 1304.21 is to provide all children with a *safe*, nurturing, engaging, enjoyable, and *secure* learning environment, in order to help them gain the awareness skills, and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. Each child is treated as an individual in an inclusive community that values, respects, and responds to diversity. The varied experiences provided by the program support the continuum of children's growth and development, which includes the physical, social, emotional, and cognitive development of each child. (Italics added.)

Bear River Head Start maintains a **zero tolerance** policy for any staff member who physically harms a child. They will be dismissed immediately, and put on probation while an investigation takes place. (Corporal Punishment is physical force and includes but is not limited to spanking, slapping, pulling hair, etc.) There is no physical punishment in Bear River Head Start.

Parents who use Corporal Punishment as a part of their disciplining are encouraged to refrain while at Bear River Head Start. Children need to feel safe and secure while at Bear River Head Start. If a parent uses a form of corporal punishment while participating in *any* Head Start activity, the staff member present will address the situation with the parent in a proactive and confidential manner, if appropriate.

Bear River Head Start has shared the above information with me/us.

Signed: _____ Date: _____

Signed: _____ Date: _____

BEAR RIVER HEAD START

CHILD PROTECTION/CONFIDENTIALITY POLICY

CONFIDENTIALITY OF INFORMATION

1. All information regarding Head Start children and members of Head Start families is to be treated as confidential by every Head Start staff member. The sole exception to this policy is in cases of suspected abuse or neglect. We follow the Child Abuse Reporting Policy in making abuse/neglect referrals, according to Utah and Idaho state laws. Disclosure of confidential information may be ground for immediate dismissal.
2. No information is to be given out on any Head Start child or family member by any Head Start staff member when requested by telephone. All requests for information must be in writing and are subject to review by the Head Start Director.
3. In the event that parents are separated or divorced, information may be obtained by either or both parents upon written request unless Head Start is in possession of a court order prohibiting a parent from receiving the information.
4. Information may be released to another agency or individual upon request of the parent or Head Start teacher/coordinator providing that a signed release of information form is in the file for each request.
5. Head Start staff may obtain information on a Head Start child from a former service provided by having a parent fill out and sign a request for release of information. This information will also be treated as confidential and will not be released to any other agency.
6. Only those who have been authorized by the director as having a “need to know” will examine Head Start child/family files. A form will be placed in each file for signature and reason for examining the record by anyone except parents of the child or Head Start staff.
7. In cases of suspected child abuse or neglect, a Social Services staff member and/or enforcement officer may interview the child during Head Start class hours. The teacher or assistant teacher may sit in on the interview. A record should be kept of the date, time and persons involved in the interview.

BEAR RIVER HEAD START

AUTHORIZED CHILD RELEASE POLICY

1. Head Start children are to be picked up from class only by immediate family members or by those listed on the release. A parent may call the teacher and give permission for the child to be transported by someone not on the release, provided the person also brings a written note from the parents when they pick up the child. This person may be asked to show a form of identification.
2. In the event that parents are separated or divorced, either parent may pick up a child unless Head Start is in possession of a court order identifying the custodial parent, and the custodial parent has requested that the child not be released to the non-custodial parent, or the court order prohibits the child from accompanying a parent.

NOTE: The police can only prevent a parent from removing a child if there is a court order prohibiting the parent from having contact with the child.

3. Should a non-authorized person attempt to remove a Head start child from the center, the following procedure is to be implemented:
 - a. Remain calm. Do not let the person upset you. If it appears that the situation will become difficult or if any threats are made, get the person outside of the classroom and give a pre-arranged signal to the assistant to call the parent, then the main office, and 911 or your local police department if necessary.
 - b. Inform the person that they have not been authorized to pick up the child and that policy states that the child may not be released without written parental permission. Allow them to use the telephone if they wish to contact the parent and have them talk to you. Unless you are very familiar with the parent and can recognize their voice, you must have **both** phone contact and a written note before the child is to be taken, so the person will need to leave and get a note.
 - c. If the person becomes insistent, tell them that you will need to check things out and that they will have to come back at a later time. If they do not go, try to keep things under control until the police arrive. If they leave, contact the parents at once.
 - d. If there is a threat of force, a weapon is evident, and/or you believe that children or staff are in danger, allow the person to take the child. If the police have not already been called, do so **immediately**. Then write down a complete description of the person, the child, and the vehicle. Get the license plate number and make of the vehicle if possible. Call the parent and the main office.

Parent Involvement



As a parent, you are responsible to take an active part in the program. One of the purposes of parent involvement is to develop a program responsive to the needs of the children and their families. The staff needs your help to provide the many services to you and your child. We need volunteers daily to assist in every part of the program.

Parent involvement is voluntary. One of the ways to get involved is to volunteer in the classroom. This helps the teachers and gives you the opportunity to learn more about your child and working with children. We realize that your time is valuable and you may not always have time in your busy schedule to volunteer. However, there are many ways to help out in the classroom or with activities/socializations. Parents can help with curriculum planning, field trips, interviewing prospective Head Start employees, budget committees and more. Talk to your child's teacher, family educator or family advocate for ideas. Parents also have opportunities to volunteer by serving on Policy Council or as officers of the Parent Committees (see following page).

Parent Committees

All parents or guardians of currently enrolled Head Start children are members of a parent committee. Parent Committee activities are held once a month and are planned and organized by parents and guardians. Parent committees elect officers to help run the committees. They also elect Policy Council representatives to represent each parent committee at Policy Council meetings.

Bear River Head Start promotes healthy eating habits, which means we will refrain from sugary drinks and snacks. If the PCM is held during lunch or dinner hours, a light meal will be served, otherwise a small snack will be provided. It is the responsibility of Head Start to pay for light meals and snacks that are provided; therefore we discourage parents from bringing food for that reason.

Policy Council

The Policy Council is made up of parents or guardians elected from each of the Parent Committees. Community members are also elected to the group. The function of the Policy Council is to approve or disapprove the following: hiring of new staff, policies or procedures, grants and budgets, program goals and evaluations.

Parent Lounge/Library

There is a parent lounge and library in the Logan Center. Parents are welcome to use the lounge at any time during office hours (8:00 a.m. – 5:00 p.m.).

Parent Committee Officers

Chairperson

Conducts Parent Committee meetings. Works closely with the staff facilitator. Delegates responsibilities to other officers and Head Start parents.

Vice Chair

Takes the place of the chairperson when he or she is not available. Fills in for other officer's duties if they are unable to fulfill their duties that month.

Secretary

Takes the minutes at the meetings, signs them and turns them into the staff facilitator. Is responsible for the sign in (attendance) sheet at workshops and meetings. Assists the Chairperson in contacting other officers. Is in charge of sending thank you notes on behalf of Parent Committee Officers.

Community Relations

Keeps parents informed of events in the community. Informs the community of Head Start events. Reviews Health Newsletter and Community Report with parents at Parent Committee Meetings. Attends Health Advisory Committee Meetings twice a year.

Parent Committee meetings are held once a month

POLICY COUNCIL

WHAT IS THE POLICY COUNCIL?

An elected group of parents and community members that take part in program governance at Head Start. Policy Council members attend monthly meetings where they have the responsibility to approve or disapprove decisions and policies that govern the Head Start program.

WHEN DO THEY MEET?

Every 3rd Thursday of each month at 5:00 p.m.

HOW DO I BECOME A PART OF IT?

Elections for parent representatives for Policy Council take place at the 1st Parent Committee dinner. Attend the dinner and let parents in your Parent Committee know that you are interested in being a member. Community members will fill out an application and be elected by the Policy Council at the monthly meeting.

DO I NEED CERTAIN QUALIFICATIONS?

Members must be parents (father, mother or guardian) of a currently enrolled Head Start child, unless they are applying to be a community representative. The only other qualification is willingness to put in some time each month to make informed decisions (i.e. reading through information, asking questions, etc.).

WHAT ARE THE RESPONSIBILITIES OF A POLICY COUNCIL MEMBER?

Policy Council members serve as a link between the Policy Council and their Parent Committee. Policy Council members have the responsibility to inform parents in their committee about things that are going on in the program. Therefore, it is very important that members are able to attend the Policy Council meetings each month as well as their individual Parent Committee meetings each month.

WHAT HAPPENS AT THE MEETINGS?

The Policy Council approves new employees, grants, work plans, program policies, hiring procedures, etc. Training is given on different aspects of the program. Time is given to report on Parent Committee successes and concerns. Information is given about upcoming activities and events for Head Start and the community.

Your ***Responsibilities*** as a Head Start parent:

- To learn as much as possible about the program and take a major part in the decision making process.
- To take part in the classroom as an observer or volunteer, and to contribute services in whatever way you are able.
- To provide parent leadership by taking part in parent committees, officer elections, policy council, etc.
- To welcome family advocates, teachers, or family educators into your home to discuss your child's development and bring trainings and information to you.
- To work with teachers, staff, and other parents cooperatively.
- To become involved in community programs which help improve health, education, and recreation for your family.

Your ***Rights*** as a Head Start Parent:

- To choose whether or not you participate in Head Start activities.
- To help develop parent activities.
- To be welcomed into the program.
- To be informed regularly about your child's progress.
- To always be treated with respect and dignity.
- To expect guidance for your child from teachers.
- To learn about the program, including grants, policies, budgets, and staff positions available for which parents may apply.
- To take part in the planning and implementing of programs designed to increase your skills and knowledge.

Five Dimensions of Parent Involvement

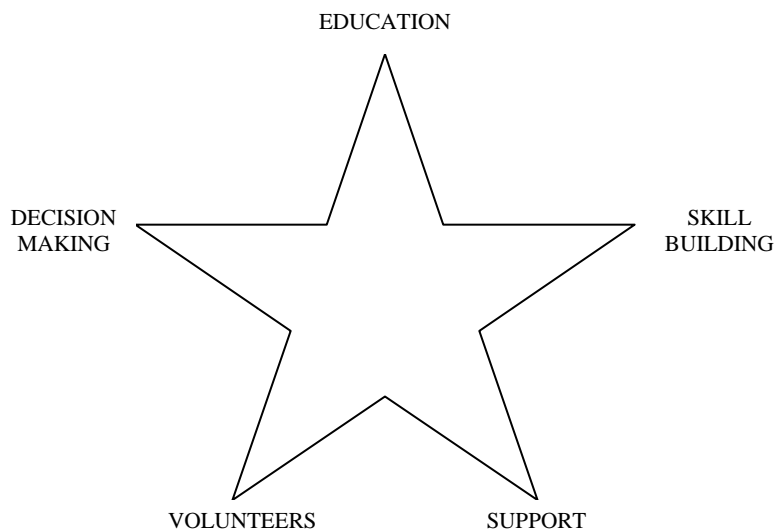
Parent Education- Acknowledges parents as responsible guardians and primary educators of their children. Activities support parents' understanding of child development, parenting skills, and involvement in their child's education and health care. Parents are encouraged to work actively with teachers to develop and carry out classroom activities, use those activities at home, practice preventative health strategies with their children, and actively participate in medical and dental check-ups.

Making Decisions - Parents lead and serve on Policy Council and Parent Committees that make decisions on budgets, curriculum development, health services, setting goals, and implementing services.

Volunteering - Parents influence their programs by working as volunteers in the centers and classrooms. This includes helping teachers, accompanying children on field trips, planning and conducting parent meetings, developing and reviewing program plans, hiring staff, helping with meal preparation, and performing office tasks and custodial work.

Building Skills - Parents have opportunities to improve education and employment status. Community Education programs are identified that will help parents to prepare for employment, such as: basic adult education, vocational training, and employment counseling. Community Literacy programs are also identified and parents can be referred for training.

Personal Support - Head Start aims to promote the self-confidence and personal well being of parents. Parent Involvement staff and Family Advocates work intensively with parents to identify their strengths and a variety of needs in order to reduce family stress, improve quality of life and develop feelings of self worth.



Grievances against BRHS Parents Policy

May 2006

1. If a parent breaks the Code of Conduct or there is other concern with a BRHS parent, the very first step to any grievance is to clearly discuss your concerns with the person. Parent Involvement staff may be utilized to help mentor the best problem-solving approach. Any accusation must not be hearsay. It must be first hand knowledge.
2. If the matter cannot be resolved one on one, then it would be appropriate to bring it to the attention of the Policy Council Chair in writing. Within 5 working days, the Chair with the help of the Vice Chair will determine the best method for resolving the issue and will document action taken. The Policy Council Specialist may be utilized to problem-solve the best approach. It is important to remember that parents elected by parents to represent those parents must be held to a high standard of conduct in representing Bear River Head Start.
 - a. The Policy Council Chair and Vice Chair may determine to have the Policy Council Vice Chair talk to the parent and mentor them to help him/her better understand the Code of Conduct.
 - b. If the matter involves a Parent Committee member and is serious enough, the Vice Chair will contact him/her to ask the Parent to step down from any leadership positions or refrain from running for positions.
 - c. If the matter involves a member of the Policy Council Executive Committee or other elected position he/she may be asked to step down from his/her position and to refrain from running for other positions.
 - d. If the matter involves a Policy Council member, the Executive Committee of Policy Council will determine if it is appropriate to recommend removal of his/her membership to the Policy Council.
3. If the person bringing forth the grievance is still not satisfied, then he/she may contact the Policy Council Chair again, who will take it to the Director. The Director will take the matter to the appropriate sanction. The Director may access legal counsel. The determination from legal counsel is final.

Male Involvement



GOAL: TO INVOLVE MEN IN EVERY ASPECT OF HEAD START

How does Male Involvement accomplish this goal? By doing the following, with staff assistance:

- Encourage men to be involved with Parent Committees, Policy Council, Interviews, Screenings, Parent Teacher Conferences, Curriculum Planning Meetings, Home Visits, Socializations, Volunteering in classrooms, and the Annual Parent Conference.
- Train staff on involving men in Head Start and the importance of men involved in the lives of children.
- Plan activities to promote the development of male role models and help fathers become better parents.
- Provide articles on male involvement through our newsletters.
- Collaborate with the community to provide male role models to the children who need them.
- Work with male role models as an additional resource for self-sufficiency.
- Assist with Parent Committee dinners, workshops and conferences to promote Male Involvement for Head Start.
- Ensure Male Involvement component at Head Start is being implemented according to Performance Standards.
- Provide articles on Male Involvement, to encourage positive interaction with children.

Educational Attainment and Positive Attachment

- A survey of over 20,000 parents found that when fathers are involved in their children's education, including attending school meetings and volunteering at school, children were more likely to be higher functioning cognitively.
- A longitudinal study of 584 children concluded that children whose fathers are highly involved with them attain higher levels of education and economic self-sufficiency than children whose fathers are not highly involved.
- Children whose fathers share meals, spend leisure time with them, or help them with reading or homework do significantly better academically than those children whose fathers do not.
- For girls, studies link a sense of competence in daughters-especially in mathematics and a sense of femininity- to a close, warm relationship between father and daughter.

Effects of Early Father Involvement on Child Well-Being

- For boys who have gained a secure attachment with a father at a young age, and the father continues to be involved throughout their son's childhood, the rate of adolescent delinquency is significantly reduced.
- In a study of 75 toddlers it was found that children who were securely attached to their fathers were better problem solvers than children who were not securely attached to their fathers.
- Six month old babies whose fathers had been actively involved scored higher on the Bayley Test of Mental and Motor Development, and babies whose fathers were involved during the first 8 weeks of life managed stress better during their school years.
- Premature infants whose fathers spent quality time playing with them had better cognitive outcomes at age 3.

Future Benefits of Father Involvement

- In a 26- year longitudinal study on 379 individuals, researchers found that the single most important childhood factor in developing empathy is paternal involvement. Fathers who spent time alone with their kids performing routine childcare at least two times a week, raised children who were the most compassionate adults.