

Bear River 

headSTART

Parent Handbook

2020-2021



Mission Statement

Bear River Head Start is committed to providing opportunities for education and growth to children, families, staff, and the community in a nurturing and supportive environment. Bear River Head Start will accomplish this with integrity, respect, and honesty.

95 W. 100 S. # 200

Logan, Utah 84321

(435) 755-0081

(435) 755-0125

Dear Parent(s)/Guardian(s),

Welcome to Head Start!

What an exciting time in your child's life! Because each child is special, we at Head Start will do our best to see that your child's 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

Position	Extension
Receptionist	221
PHS Enrollment Assistant	410
EHS Enrollment Specialist	405
EHS Enrollment Assistant	291
PHS Home-based Specialist	238
Family Development Coordinator	233
Parent Involvement/Male Involvement/Policy Council Specialist	412
EHS Family Development Specialist	415
PHS Family Development Specialist	292
PHS Family Development Specialist	401
Health & Wellness Coordinator	323
Health Specialist	244
Oral Health Specialist	240
Center-based Coordinator	435-374-4702
Disabilities Specialist	307
PHS Child Development Specialist	435-374-4702

LOGAN CENTER EXTENSION LIST (435) 753-0951 Fax (435) 753-1101

Position	Extension
Receptionist	121
Inspire	129
Wonder	128
Create	127
Adventure	124
Soar	129
Imagine	130
Brigham	435-723-7755
Discover & Explorer	132
Tremonton	435-257-0757
Hyde Park	435-374-4702
Fish Pond	435-213-9266
Hyrum	435-245-4950
Malad	208-766-2200
Preston AM & Preston PM	208-852-3012
Richmond	435-258-5613
Smithfield	435-563-3028
Nest/Koop	435-755-9180

ACRONYMS Commonly used acronyms:

BRHS

CDA

EHS

PHS

PCM

NOWD

PC

ACF

ACYF

CFR

COLA

DHHS

NHSA

NFS

BEAR RIVER HEAD START

Child Development Associate: A n 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.

Early Head Start: Part of BRHS that serves pregnant women, infants and toddlers through age three. Home based families receive weekly home visits and group socializations.

Preschool Head Start: Part of BRHS that serves children ages three to five through center-based or home-based program in Utah and Idaho.

Parent Committee Meetings: A Meeting for Parents to attend monthly. These meetings are held to involve Parents in the program and to give Community Resources. Policy Council Representatives report to Head Start parents at the Parent Committee Meeting (PCM) to inform them of changes, hires, grants etc...

Night Out with Dads: Night Out With Dads is an activity at the beginning of the year for Head Start center-based children and their father/father figure. Held at the child's classroom with the child's teacher and family advocate.

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.

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.

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.

Code of Federal Regulations: All federal regulations, including Head Start 45 CFR Parts 1300-1308, are organized into this publication.

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

Department of Health and Human Services: An agency within the Federal Government, of which ACF is a part.

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

Non-Federal Share: In-kind (donated time, goods, money) required to match the federal grant.

PS	Performance Standards: A legally defined set of minimum performance criteria for each component in Head Start .
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.
T&TA	Training and Technical Assistance: The general category of support for Head Start programs which is heavily supported both philosophically and financially.
SOCIALIAZTION/PLAY GROUPS	Parent/child activity and educational group for homebased families. Offered twice per month, with meal provided.

Child Development

CENTER-BASED PROGRAM OPTIO

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 Goslings	8:00 a.m. - 2:30 p.m.	
Brigham City Colts	8:15 a.m. - 2:45 p.m.	
Brigham City Joeys	8:30 a.m.—12:30 p.m.	
Tremonton Cubs	8:00 a.m. - 2:30 p.m.	
Hyrum	8:30 a.m. - 3:00 p.m.	
Logan	8:00 a.m.—12:00 p.m.	11:00-3:00 p.m.
Malad	8:00 a.m. - 12:00 p.m.	
Paris		11:30 a.m. - 3:30 p.m.
Preston	8:30 a.m. - 12:30 p.m.	11:00 a.m. - 3:00 p.m.
Richmond	8:30 a.m. - 3:00 p.m.	
Smithfield	8:30 a.m.—3:00p.m.	
Nest	8:00 a.m-2:00 p.m.	
Koop	8:00 a.m.-2:00 p.m.	
Fish Pond	8:00 a.m.- 2:00 p.m.	
Hyde Park	8:30-a.m.-3:00 p.m.	11:00a.m.-3:00p.m.

Please remember:

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.)

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.)

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.

If your child is absent two 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.

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 picked up by a child care 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.

BEAR RIVER HEAD START AUTHORIZED CHILD RELEASE POLICY

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.

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.

Should a non-authorized person attempt to remove a Head start child from the center, the following procedure is to be implemented:

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.

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.

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.

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.

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



Home Based Program Option

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. It is a family program with parents as the main focus, using a research based home visiting curriculum. 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, weekly home visits of 90 minutes 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. The homebased option uses 'Parents as Teachers' as the guiding curriculum.
- Group socializations will be held 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 learning experiences that meet the individual needs of their child.
- 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:

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.

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".

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. 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 Personal Visit Plan and a copy will be given to the parent(s).

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

The Family Educator will discuss new information, share program 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.

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 Personal Visit 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. EHS center-based classes and extended duration preschool classes will receive breakfast, lunch and snack. In the home-based program, a meal is provided during group socializations. 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:

<u>Breakfast</u>	<u>Lunch</u>	<u>Snack (2 of the 5)</u>
$\frac{3}{4}$ c. milk	$\frac{3}{4}$ c. milk	$\frac{1}{2}$ c. milk
$\frac{1}{2}$ c. fruit/vegetable	$\frac{1}{4}$ c. fruit	$\frac{1}{2}$ c. fruit
$\frac{1}{2}$ serv. grain	$\frac{1}{2}$ serv. grain	$\frac{1}{2}$ serv. grain
	1 $\frac{1}{2}$ oz of meat	$\frac{1}{2}$ oz of meat/MA
	$\frac{1}{4}$ C . vegetable	$\frac{1}{2}$ c. vegetable

A variety of foods are used from each group. Menus 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 YOU OR YOUR DOCTOR, depending on the situation that a particular food should not be served to your child, otherwise all foods will be offered. A Special Diet Request Form may need to be filled out by your child's physician. You can get this form from the CACFP Specialist.

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 cleanup 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.

USDA is an equal opportunity provider and employer.

If, on occasion, you choose to have a meal with your child at Head Start, you 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 entire 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 & CACFP Specialist.

Parents can also learn about nutrition through Head Start 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 (435) 755-0081 ext 288. We would be glad to help you with any of your questions or concerns regarding nutrition.

BIRTHDAY SNACKS

While Birthday snacks are a fun way to recognize your child, CACFP requirements prohibit outside food to be served in our centers. There are other fun ways to recognize your child on their Birthday. These include stickers, pencils, etc. For more ideas, ask your child's teacher (**Parents are NOT expected to provide any of these items to their child's class.**)

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's nutrition intake will be assessed. 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 your child's nutrition status. You can also voice any concerns regarding your child's nutrition and feeding on this form. The Health Specialist/Assistant will review each form and send out any useful information regarding your child's 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. 244

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 and your children may receive milk, 100% juice, iron-fortified cereals, eggs, cheese, beans, fruits, vegetables 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	1,968	23,606
2	2,658	31,894
3	3,349	40,182
4	4,040	48,470
5	4,730	56,758
6	5,421	65,046
7	6,112	73,334
8	6,802	81,622
Each Additional Family Member add	682	

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 (North office)

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

Health and Wellness

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.

A Medical History

Parents will receive Child Medical Information form with child's acceptance letter to Head Start. As part of the child's medical information form 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.

Immunizations

Immunizations are required to be current for enrollment at Head Start. Parents are asked to send the target Head Start child's immunization record to Head Start after acceptance into the program. 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 online or through your local Health Department must be completed, and your certificate 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.

Exclusions of Students Who Are Under Exemption OR Who Have Not Received All Immunizations Appropriate for Age of Child

A local or state health department representative may exclude a student who has claimed an exemption to all vaccines or to one vaccine or who have not received all immunizations for school attendance if there is good cause to believe that:

- A. the student has a vaccine preventable disease
- B. the student has been exposed to vaccine-preventable disease
- C. the student will be exposed to vaccine-preventable disease as a result of school attendance

An excluded student may not attend school until the local health officer is satisfied that a student is no longer at risk of contacting or transmitting a vaccine-preventable disease.

A Physical Examination

Each child must receive a complete, up to date well-child examination, within 90- days of enrollment. A complete well child exam includes:

Blood Lead 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. Head Start requires that all medical follow-up, noted by a medical professional, be completed within 30 days. A copy of all follow-up treatment documentation 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. If your child does not have a regular doctor or insurance, you need to contact your Family Advocate or the Health Specialist.

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 when your child is accepted 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 checkups. The Bear River Head Start dental form should be taken to the checkup, signed, and returned to the Oral Health Specialist.

Any follow-up dental treatment **must** be completed within 30 days of initial exam. You are to schedule a dental appointment for your child needing dental follow up. Head Start can help you find a dentist. If no insurance, Head Start can help you fill out forms to apply for Medicaid or CHIP.

Exclusions of Students Who Are Under Exemption OR Who Have Not Received All Immunizations Appropriate for Age of Child

A local or state health department representative may exclude a student who has claimed an exemption to all vaccines or to one vaccine or who have not received all immunizations fro school attendance if there is good cause to believe that:

- A. the student has a vaccine preventable disease
- B. the student has been exposed to vaccine-preventable disease
- C. the student will be exposed to vaccine-preventable disease as a result of school attendance

An excluded student may not attend school until the local health officer is satisfied that a student is no longer at risk of contacting or transmitting a vaccine-preventable disease.

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:

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

Disability 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 (435) 755-0081, ext. 307. (1-877-755-0081, ext. 307).

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 recommendation 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:

Abdominal Pain: Severe pain should be evaluated by a healthcare provider ASAP.

Blood in Stools: not explained by dietary change, medication, or constipation

Chicken pox: Exclude until lesions have dried or crusted (approximately 1 week after onset of rash) or as directed by the Health Department.

Diarrhea uncontrolled: 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.

Bloody diarrhea must be cleared for re-admission by a healthcare provider.

Fever: 100.4 degrees F or greater orally, tympanically (ear) or touchless. Fever may be accompanied by behavioral change or other signs and symptoms (rash, sore throat, vomiting, diarrhea, cough, etc). Body temperature may become elevated from vigorous exercise. If child cools off promptly, there is no need to send child home.

☐ Exception is infants under 4 months with unexplained fever of 100.4 degrees F or greater orally. They may participate only if a health care provider gives written clearance.

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

Hepatitis A virus: Exclude attendance until fever is gone and at least 1 week after onset of illness or jaundice when immune serum globulin has been given to appropriate children and staff or as directed by the health department. The ill person should be under a physician's care.

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

Measles and Rubella: Exclude until 7 days after onset of the rash and report to the local health department. During an outbreak susceptible person excluded until immunized, or 2 weeks after rash onset of the last case of measles.

Meningitis: Exclude until child is cleared to return by a healthcare provider.

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

Mumps: Exclude until 9 days after onset of parotid gland swelling first occurs or until swelling is gone. Report cases to the health department.

Pertussis (Whooping Cough): Exclude until 5 days of appropriate antibiotic treatment has been completed or as directed by the health department.

Purulent conjunctivitis (“Pink eye): Exclusion should be considered if there are two or more children in the classroom with the same presentation, the children meet other exclusion criteria (fever with behavior change), or there is a recommendation by the health department or child’s healthcare professional.

Rash with fever and behavior changes, exclude until health care provider determines that the condition is not a communicable disease.

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

Ringworm: Exclude until child begins treatment.

Scabies, head lice or other infestation: Get treatment after class and return the following day after treatment has begun. Exclude from attendance until after first treatment with medicated head lice product such as (*RID and other*).

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

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

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

Tuberculosis: Exclude until a health care provider gives clearance.

Vomiting: Exclude if 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.

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.

COVID-19 Isolation vs Quarantine

Staff and children who test positive or live in the household with someone who tested positive for COVID-19 will follow the direction of the Health Department in their area. They will be excluded from participating in classroom activities and will transition to “Center at Home” services until the period of isolation is complete and it is safe for them to return to Head Start facilities.

Staff and children who are exposed to COVID-19 positive person, will work with the program Point Of Contact and local health department to quarantine at home for a period of 14 days OR establish a modified quarantine if the parent chooses to send their child to school.

Students, teachers, and employees who work in the education sector who are exposed to COVID-19 may follow the same quarantine guidelines for essential and critical infrastructure settings. This means parents may choose to send their child to school during the 14-day quarantine. Teachers and employees may continue to work during quarantine if their employer allows it. (Utah COVID-19 School Manual pg 25)

Conditions That Do Not Require Exclusion

Common cold with cough and /or runny noses: regardless of color or consistency of nasal discharge.

Fever without any other signs or symptoms of illness: Guardians may be notified that their child has a fever in class and encourage them take their child home, but exclusion is not required.

Infected eyes (conjunctivitis-pink eye): Exclusion should be considered if there are 2 or more children in the group (classroom) with the same presentation, the child meets other exclusion criteria (such as fever with behavior change), or there is a recommendation of the health department or child's health professional.

Rash without fever or behavioral changes

Thrush

Fifth Disease (Fever free): The rash occurs after the contagious period, so by the time the diagnosis is made, the child is no longer infectious.

Seasonal Influenza (Fever free): exclusion not required unless it meets other criteria or recommended by public health officials.

HIV: exclusion is not required unless child has weeping skin lesions that cannot be covered.

Respiratory Syncytial Virus (Fever free): exclusion not required unless child is in respiratory distress or meets other criteria for exclusion.

Methicillin-resistant Staph Aureus (MRSA): exclusion not required unless lesion and drainage cannot be covered and contained.

Mononucleosis-Ebstein Barr Virus (EBV)

Cytomegalovirus-CMV

Warts (Human Papilloma Virus)

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.

Parent Agreement of Confidentiality

I understand that any information I have or may learn about a Head Start child or parent must be kept in strict confidence. I agree to:

1. Discuss Head Start parents and children only with appropriate Head Start personnel. That in my conversation I will make every effort to ensure the privacy of the setting (*door closed, not in halls or other public places*).
2. Staff will keep all written materials about parents and children in their possession in a locked file cabinet or other secure area. Staff will not leave confidential material out so it may be read by others, parents or staff.
3. I will not discuss a child in front of the child or other children, parents, or volunteers when discussing anything not of a positive nature.
4. I will not discuss a child or parent with other parents even if that parent is a member of Policy Council.
5. I will respect the parents and children in the program by not discussing its' children or parents with others.

I understand that violation of this confidentiality agreement will result in a disciplinary action and probable termination of my volunteering opportunity.

Parent Code of Conduct

The Code of Conduct outlines expectations of behavior and professionalism for all Bear River Head Start staff, volunteers, consultants and parents.

Respect and Identity

I will show respect for each individual by not participating in gossip, backbiting or malicious and discriminating talk about another. I will manage conflicts promptly as they arise and encourage one-on-one interactions using "I" messages and a win-win attitude according to the program policies. I will show honesty and trust as I interact and communicate with others within the program and in the community.

Behavior

I will be responsible for upholding and supporting the program policies and procedures and the Performance Standards.

Communication and Decisions

I will recognize that some decisions within the program are administrative decisions and I will accept the authority of administrative decisions. I will understand that these decisions will be explained to staff, parents and volunteers as necessary. This effort may increase understanding and cooperative support.

I will support administrative decisions and supervisory decisions in word and in action. I will not undermine administration or program supervisors.

I will maintain open/honest communication. I will not get caught up in negativity or promote 'behind-closed-doors' grumbling.

I will diffuse problems as they arise and take a proactive approach to problem solving. I will uphold my responsibility as a parent or volunteer for BRHS, and hold the program line, in action and word.

I will refer individuals to the person they need to talk to and promote communication and problem solving at the lowest level possible.

I will not go to a board or policy council member with complaints concerning program or staff without working through program supervisors and following the Grievance Procedure (see: Section 904-/Employee Handbook)

Commitment and Attitude

I will be honest in all areas. I will trust others, be non-judgmental and interact with others in a manner that inspires trust in myself.

I will maintain confidentiality with staff, parents and volunteers.

I will be responsible and efficient and trust others to do the same.

Sexual Harassment Policy

Bear River Head Start is an equal opportunity employer. It is our policy to seek and employ the most qualified personnel without discrimination as to race, color, religion, national origin, sex, age, marital status, or physical or mental handicap, except when justified when it meets a bona-fide occupational requirement. Head Start is also committed to providing a workplace free from sexual harassment.

Harassment on the basis of sex is in violation of Section 703, Title Seven of the Civil Rights Act of 1964, amended in 1972. Sexual harassment shall be defined as unwelcome sexual advances, request for sexual favors, or other verbal or physical conduct of a sexual nature. This constitutes sexual harassment when:

Such conduct has the purpose or effect of unreasonable interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Submission to such contact is made either explicitly or implicitly as a term or condition of an individual's employment.

Submission or rejection of such conduct by an individual is used as the basis for employment/volunteering decisions affecting such individuals.

The responsibility for assuring that such conduct does not exist rests with each individual and Site Coordinator and Director(s).

To avoid difficulty under the law and to avoid any appearance of impropriety, Head Start parents, employees/volunteers and administration are cautioned that they should, in their relationships with others, avoid any action, suggestions or innuendoes that may lead any employee/volunteer to believe that their job security, advancements, or other benefits are conditioned on his/her response to unwanted sexual advances or request for sexual favors. Further, the Director should see that no sexual oriented activities (verbal or physical) or printed material be allowed by employees or others under his/her control which could result in the disruption of another's work or the creation of an unsuitable working environment.

In order to review a claim that an employee/volunteer/parents volunteer has been sexually harassed, the following procedure should be followed:

1. If the employee/volunteer/parent volunteer feels that he/she has been harassed and has been unable to resolve that matter informally, the employee/volunteer should report it to the Director.
2. The Director will make an investigation of the allegation.
3. Upon determination that harassing conduct has occurred, the harassing employee/volunteer/parent volunteer will be warned to discontinue the offensive conduct.
4. If the conduct is not discontinued, the harassed employee/volunteer/parent volunteer may decide to pursue the matter further by making a formal complaint to the personnel committee, which will review the complaint and take necessary action.
5. If it is still not discontinued, the harassed employee/volunteer/or parent volunteer may decide to pursue the matter even further by making a claim with the Office for Civil Right, U.S. Department of Education, 1961 Stout Street, Denver, CO 80294.

Corrective Action: The purpose of any action to resolve a complaint will be to correct or remedy the injury, if any, to the complainant and to prevent further harassment. Recommended action may include written or verbal reprimand of the offender, warning, probation, temporary suspension, dismissal, or change in step or grade.

False Charges: If a complaint was made by an employee/volunteer/parent volunteer with the knowledge that facts were false, the personnel committee shall inform the Director and disciplinary action which may include warning, probation, suspension, or dismissal, will be taken against the complainant.

Drug-Free Workplace Agreement

Federal Regulations, as published in the Federal Register, January 31, 1989, governing the Drug-Free Workplace Act of 1988, Public Law 100-90, Title V, Subtitle D.

This Statute requires grantees of Federal Agencies to certify that they will provide a drug-free workplace.

1. Notice will be sent to all employees, volunteers, and parent volunteers, that it is unlawful to manufacture, distribute, dispense or have in your possession a controlled substance or other legally prescribed medication while at Head Start.

2. In order to continue to work at Head Start, each employee, volunteer, and parent volunteer, must sign that they will abide by the statement in paragraph (1), in that they will not use or possess controlled substances while performing the duties of their job or while on the premises of Head Start.

Employees, volunteers, or Parent volunteers will notify the Director within five (5) days of any criminal drug conviction for a violation occurring in the workplace (Bear River Head Start).

3. That the employee, volunteer, or parent volunteer will take advantage of available drug counseling or rehabilitation as a condition of continued employment if drug use on the job is discovered and abide by the Personnel Policies and procedures regarding drug use at the workplace.

4. Employees, volunteers, or parent volunteers will understand that continued drug or alcohol use at Bear River Head Start will result in employment and/or volunteerism being terminated.

This notice will become part of our files.

Parent Volunteer's Agreement and Liability Release

1. **Parent Voluntary Participation:** I acknowledge that I have voluntarily applied to assist at Bear River Head Start, a program working with lesser income children and their families. I understand that as a volunteer...
 - a. I will not be paid for my services, and that
 - b. I will not be covered by any medical or other insurance coverage provided by Bear River Head Start, and that
 - c. I will not be eligible for any Worker's Compensation benefits.

2. **Release:** In consideration of the opportunity afforded me to assist in this program, I hereby agree that I, my assignees, heirs, guardians, and legal representatives, will not make a claim against Bear River Head Start, or any of its affiliated organizations, or either of their officers or directors collectively or individually, or the supplier of any materials or equipment that is used by the Program, or any of the volunteer workers, for the injury or death to me or damage to my property, however caused, arising from my participation in the program. Without limiting the generality of the foregoing, I hereby waive and release any rights, actions, or causes of action resulting from personal injury or death to me, or damage to my property, sustained in connection with my participation in the program.

Social & Emotional Well-Being

Staff collaborates with parent/guardians to promote children's health and well-being by providing mental health education, resources, and referrals. If you have questions or would like more information, talk to your Family Advocate.

Grievance Procedure Training

Problems need to be resolved at the lowest level possible with the fewest people and the fewest interruptions to the program. This allows the program to continue moving forward in a positive direction. This is why it is imperative to follow this procedure.

Talk to the appropriate staff member in which the grievance concerns.

If not satisfied, go to the supervisor or coordinator over that area.

If still not satisfied, go to the Director.

If still not satisfied, refer back to the Grievance Procedure for writing a grievance. Please make note that a grievance should not be written until after going through all of these steps. This aids in resolving problems with the least disruption to the program.

Grievances against BRHS Parents Policy

If a parent breaks the Code of Conduct or there is another 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.

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.

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.

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.

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.

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.

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.

CHILD PROTECTION/CONFIDENTIALITY POLICY

CONFIDENTIALITY OF INFORMATION

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.

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.

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.

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.

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.

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.

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.

Child Abuse and Neglect

Utah law requires any person age 18 years or older who has reason to believe that a child has been subjected to abuse, neglect, or dependency to immediately notify the nearest office of Child and Family Services, a peace officer, or a law enforcement agency. Abuse, neglect, or dependency of a child can be physical, emotional, or sexual. For more information on reporting abuse contact Utah Division of Child and Family Services 1(855) 323-3237

CALL 911 if you are in danger or have an emergency.

Idaho law says that any person who has reason to believe that a child is being abused must report this to their local law enforcement agency or the Department of Health & Welfare within 24 hours. Failure to report suspected abuse is against the law. For more information on reporting abuse or getting referrals for help as a parent, call your local office of the Idaho Department of Health & Welfare or Idaho Care line 1(855)552-5437

CALL 911 if you are in danger or have an emergency.

Child Abuse Prevention

What is being done to prevent child abuse?

In partnership with the community, Child and Family Services supports preventive services and education to families to assist them in protecting their children. Information on Child abuse prevention can be reviewed through the prevent child abuse Utah website. Pcautah.org

Domestic Violence

What Is Domestic Violence?

Domestic violence is any criminal offense involving violence, physical harm or threat of violence when committed by one cohabitant against another. Domestic violence can also be referred to as IPV or Intimate Partner Violence. Domestic violence is against the law in the presence or absence of a children and should be reported. **Where to Get Help** The National Domestic Violence hotline can be accessed 24/7 at 1(800)897-5465

CALL 911 if you are in danger or have an emergency.

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

Family Development



Dear Parent(s)/Guardian(s),

As the Family Development team, we want to celebrate with you! You have taken steps to help your child succeed in school by enrolling them in Head Start. We value your input and help and welcome your participation this school year. There are so many ways you can get involved! We offer opportunities for participation, leadership and volunteering:

- Serving in Parent Committee Leadership and/or attending Parent Committee Meetings
- Serving on Policy Council (meetings held monthly)
- Participating in monthly Curriculum Planning Meetings in your child's classroom
- Participating in Parent/Teacher Conferences in your child's classroom
- Assisting with Employee Hiring
- Participating in educator, teacher and advocate home visits
- Volunteering in your child's classroom as often as you'd like

We also offer many events, or information for community events, throughout the school year that we'd love to see you join in:

- Welcome Dinners
- Night Out With Dads
- Love and Logic Classes
- 24/7 Dads Workshop
- Literacy Picnics
- Community Workshops, Classes and Events

*Times and dates subject to change. More information will be shared with you as each event gets closer.

You're invited to the Welcome Dinner specifically for your area as a parent/guardian of your enrolled child. That night you will learn more about Parent Engagement in Head Start and get a chance to meet other parents while enjoying a meal at no cost to you. Elections will be held for Policy Council Representatives and Parent Committee Officers (see below for descriptions). We look forward to meeting you and working with your family throughout this coming school year.

Sincerely,
The Family Development Team

Open Leadership Positions

- **Chairperson:** Conducts Parent Committee meetings with support from staff.
- **Secretary:** Takes meeting minutes and ensures all parents have signed in with support from staff.
- **Policy Council Representative and Alternate:** Attend monthly Policy Council meetings held the 3rd Thursday in Logan at 5:30. Policy Council is from October to October. Vote on and approve Head Start policy and procedures, grants, hires etc.

Welcome Dinner Schedule 2019		
Date & Time	Classes	Location
September 22, 2020 @ 5:00 p.m.	Malad PHS/EHS	Uberconference
September 22,2020 @ 5:30 p.m.	Logan, Smithfield, HB Cache, PHS/EHS, Hyde Park, Nest/ Koop, and Fishpond	Uberconference
September 22,2020 @ 6:30 p.m.	Brigham , Tremonton, PHS/ EHS Home-based Head Start	Uberconference
September 22,2020 @7:30 p.m.	Preston, Richmond, Paris, Idaho EHS/PHS HB	Uberconference

Parent Engagement

The purpose of parent engagement, or being involved in the Bear River Head Start program, is to help us develop a program that is responsive to the needs of your children and your family. The staff need your ideas, help and support. Volunteers are welcome daily to assist in every part of the program.

Parent Engagement Ideas: 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. There are many ways to help out in the classroom or with activities and socializations. Parents can help with curriculum planning, field-trips, help with the hiring of prospective Head Start employees, take part in budget committees and more. Talk to your child's teacher, family educator, or family advocate for more ideas. Parents/Guardians also have the opportunity to volunteer by serving on Policy Council or on their Parent Committee.

Parent Committee Meetings (PCM): Parents/Guardians are invited to participate in these meetings where parents share information from both Head Start and the community. PCMs are held in all service areas. These committees give parents the opportunity to develop their leadership skills. If elected, parents/Guardians may have the chance to serve on the committee by holding the following positions: Chairperson, **Secretary, and/or Policy Council Representatives.**

Father/Father Figure Engagement: Bear River Head Start makes every effort to have the participation of both parents. Staff encourage participation of Father Figures on home visits, helping in the classroom, volunteering, attending Parent Committee Meetings, Workshops, Socializations, Parent Teacher Conferences, Policy Council, Screenings, Curriculum Planning Meetings, etc. Staff provide information on Male Involvement to encourage positive interaction with children. BRHS collaborates with community agencies and informs parents of upcoming parenting classes, workshops and activities that are available to them.

Hiring Process: Parents/Guardians are involved in the hiring process by screening applications of BRHS applicants.

Parent Workshops and Education Packets: Parents/guardians of currently enrolled Head Start children are invited to participate in workshops. These classes provide an opportunity to meet other parents and learn information from community resources to use within your own family. Bear River Head Start offers the “Love & Logic” series annually at multiple locations, giving parents a great opportunity to further their parenting education. Parents also have access to our online website brheadstart.org that has our monthly educational packets and multiple other resources.





What is Policy Council?

An elected group of parents, legal guardians, 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?

The 3rd Thursday of each month at 5:30 p.m.

How do I become a part of it?

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

Do I need certain qualifications?

Members must be parents (father, mother or **legal** guardian) of a currently enrolled Head Start child, unless they are applying to be a community representative. Members must also be willing to put in some time each month to make informed decisions, read through information, ask questions, and attend the monthly meeting.

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.

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.

Family Well-Being Services:

Positive & Goal-Oriented Relationships			
Equity, Inclusiveness, Cultural and Linguistic Responsiveness			
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Teaching and Learning Community Partnerships Access and Continuity	Family Well-being Positive Parent-Child Relationships Families as Lifelong Educators Families as Learners Family Engagement in Transitions Family Connections to Peers and Community Families as Advocates and Leaders	Children are: Safe Healthy and well Learning and developing Engaged in positive relationships with family members, caregivers, and other children Ready for school Successful in school and life

Contacting/
Communication

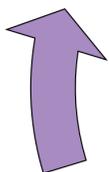


Monthly Visits

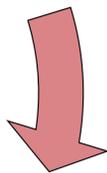
As partners with you, we focus together on the family and child outcomes listed above, in your efforts to maintain well-being for your family and especially the child enrolled in our program.

Your Family Advocate is committed to providing individualized services for your unique situation! This partnership involves your advocate:

- contacting both parents regularly
- visiting with both parents monthly in the home
- supporting you as parents/guardians in reviewing your current strengths, successes, and concerns with different aspects of your family well-being.



Family Goals/
Interests



Family Well-Being Review

As you establish what is important for your family to focus on, your Family Advocate will support you in setting and achieving family goals by providing helpful connections to community resources or information.

We value you as individuals, parents, and as a whole family! Your experiences and voice are essential to our program and of course, your child!

