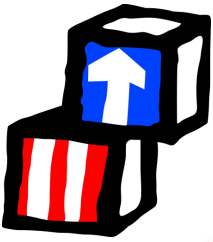


Anoka/Washington County Head Start-Early Head Start  
Serving pregnant women and families with children birth to 5 years old



ACCAP Head Start is committed to partnering with families and communities to help children reach their full potential.

A program of Anoka County Community Action Program, Inc.

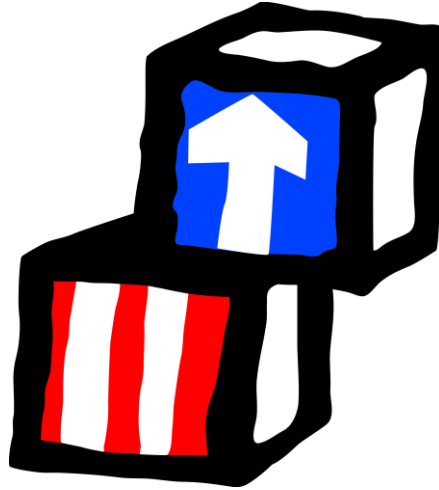
[www.accap.org](http://www.accap.org)



<https://www.facebook.com/AnokaWashingtonCountyHeadStart/>

ACCAP is an Equal Opportunity Agency in Employment and Client Services.  
Upon request, ACCAP will make this document available in alternative formats per requirements of ADA.

# Head Start Symbol



- The two squares represent early childhood by suggesting building blocks.
- The vertical stripes represent the child and parent working together.
- The arrow pointing up represents stairs by which this can be accomplished.
- The Head Start symbol is red, white and blue which represent the U.S.A.



Head Start was established in 1965 to provide a stimulating learning environment in a group setting for children from eligible families. The United States Department of Health and Human Services (HHS) and the State of Minnesota Department of Education (MDE) fund the program. HHS and MDE set guidelines and rules by which all Minnesota Head Start programs operate. Since 1988, Minnesota has contributed state funding to expand Head Start services.

To learn more about Head Start, please visit the Office of Head Start website at: [www.eclkc.ohs.acf.hhs.gov](http://www.eclkc.ohs.acf.hhs.gov).

Anoka/Washington County Head Start-Early Head Start Program is a Parent Aware 4-Star rated program. To learn more about the Early Childhood rating system by Parent Aware, visit their website at: [www.parentawareratings.org](http://www.parentawareratings.org).



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## Welcome to Head Start-Early Head Start

Now that your child is enrolled, keep your center's phone number handy; **it is important to call your child's teacher to:**

- Report any changes such as phone numbers, addresses, daycares or family needs
- Report an absence or illness

To benefit the most from all Head Start has to offer, regular attendance and involvement should be a goal of every family.

On behalf of Head Start staff, we hope you will utilize the 2023-2024 Parent Handbook and Calendar to ensure an understanding of our Head Start program, policies, procedures and general information. Please take time to thoroughly read all sections of the Parent Handbook, which can be used as a reference tool throughout the school year. The Parent Calendar shows important events and activities during the year and we look forward to your family's participation. In addition, the calendar indicates dates when your child will not have class and when Parent/Teacher Conferences will be held. If you have questions during the year, please don't hesitate to ask a Head Start staff member. We are on this education journey with your family and look forward to working with you in the upcoming school year.

## About this Handbook

This handbook is a parent training tool. Head Start policies and information are included which cover all aspects of the Head Start family experience. It is very important for all parents/guardians to read this handbook completely. Throughout this document, parents and guardians will be referred to as parents and Head Start will include Early Head Start.

The following pages include policies and procedures regarding Head Start Early Childhood Education, transportation services, attendance, Family and Community Partnerships, Recruitment & Enrollment, Health Services, Disability Services, Parent Involvement and Engagement and more.

If you flip this handbook over, you will find the 2023-2024 Head Start Parent Calendar. The calendar includes important dates to remember, school closings and program notes. General information and phone listings are included on the first several pages of the calendar. We have also included information on health and safety for your family. Please note that not every event is posted in the calendar. Some events are created after the publication of this handbook/calendar; events are subject to change. It is important that you check your child's backpack on a daily basis to find notices on changes in programming, special events and other changes that may occur throughout the program year. It is also important to keep your primary phone number up to date with the program as well, as the program will occasionally send out event notices and emergency closing notices via SchoolMessenger system; an automated phone call that will go directly to your primary phone number documented in the database. If you have any questions about this handbook or any notices that come home with your child, contact your child's teacher.

## What is Head Start-Early Head Start?

The goal of Head Start is to provide children with experiences that allow them to grow and learn, ensure their success in school, and create the foundation for success in life. Early Head Start (EHS) serves infants, toddlers, and pregnant women; its goal is to promote healthy prenatal outcomes for pregnant women, enhance the development of very young children and promote healthy family functioning. Children enrolled in Head Start make new friends and increase their social skills by building self-esteem and confidence. Head Start helps children start school and prepare for success.

Our objectives are to:

- Involve families in their child's growth and development
- Strengthen families as the primary nurturers of their children
- Provide children with educational, health and nutritional services
- Provide the best education possible for each child
- Meet the changing needs of children, families and the community
- Help families work through transitions successfully
- Link children and families to needed community services
- Involve parents in decision making
- Measure effectiveness so we can continue to improve program quality
- Involve the community and other agencies in supporting the Head Start program



## Message from the Director

Welcome to the 2023-2024 birth to five Head Start program. Head Start is operated in Anoka and Washington Counties by Anoka County Community Action Program, Inc. (ACCAP). ACCAP is a private, non-profit corporation that is committed to empowering individuals to achieve their aspirations and dreams.

Anoka/Washington County Head Start-Early Head Start provides programming that enhances children's growth and development in preparation for later academic and social pursuits. We believe that the early childhood years and the experiences that children have during these years are very important to successful development. We make every effort to provide the highest quality program for our families. We truly believe that growth and development are multi-dimensional; therefore, we offer the comprehensive services of education, medical, dental, nutritional/health and family services. We believe that children with disabilities benefit from and contribute to programming for preschool children. We make a special effort to serve and support children with disabilities. Finally, we believe that parents are the primary educators in children's lives and the support parents give children as they grow and develop is crucial to their success; as a result, we involve parents in all aspects of the program and support them in their roles as parents and providers for their families.

Head Start believes that education is a lifelong process, and that the adults with whom children come in contact with, influence their education. We have excellent staff that realize communication between the home and school is essential for your child's development. When parents participate in their child's school experience the child, parents, teachers and the community benefit.

Our program works with parents to strengthen their ability to support parents and guardians as their child's first and primary teachers. Parent education occurs in formal and informal ways throughout the year. An emphasis is placed on helping parents learn to help themselves, whether looking for health care for their children or job searching for themselves. Our overall focus is to enhance a parent's ability to be a competent parent, to care for his/her child adequately and to move out of poverty into self-sufficiency. On behalf of Head Start staff, we hope this year is fun and educational for all. Thanks to each of you for being a part of our program.

*Jacqueline Cross*  
Head Start Director

## **General Program Information**

### **ACCAP Programs**

Head Start is operated in Anoka and Washington Counties by Anoka County Community Action Program, Inc. (ACCAP). ACCAP is a private, non-profit corporation that is committed to empowering individuals to achieve their aspirations and dreams. In addition to Early Childhood programming at Head Start, ACCAP offers the Anoka County community a wealth of resources and programs such as Child Care Assistance, Early Learning Scholarships, affordable housing opportunities, crisis services, energy assistance, homeownership programs, volunteer opportunities and senior programs. If you or someone you know could benefit from any ACCAP services, please call 763-783-4747 or visit the ACCAP website at [www.accap.org](http://www.accap.org).

### **Parent Information**

Anoka/Washington County Head Start-Early Head Start's approach to early childhood education is based on the philosophy that parents must be involved in their children's education; this involvement enhances their role as the primary educator in their child's life. Head Start builds on the strengths of the entire family and makes every effort to include family members in the learning process.

Head Start is a comprehensive program that promotes the total development of children. We seek to provide each child with materials that nurture growth and development. The Head Start program is individualized to the experience and developmental level of each child. Activities are designed so that all children can be challenged and achieve success at their own level. We strive to provide a learning environment that will encourage physical, mental, emotional, and social experiences.

Head Start attempts to meet the needs of children and their families through health, nutrition, education and physical development services to families and involvement of the parents in the program. In the classroom and during home visits, children listen to and read stories, sing songs, complete art projects, and play games that will develop their motor skills and thinking processes. Parents are needed and encouraged to participate in all the activities in the classroom and during home visits.

### **Join the Team**

Recruiting families for Head Start is a team effort. We encourage and appreciate your participation. You can help by:

- Telling pregnant women and parents with children ages birth to five about Head Start
- Hang a flyer at local stores, places of worship, etc.
- Displaying brochures at your doctor and dentist offices
- Distributing flyers and recruitment cards to neighbors with children birth to five and pregnant mothers
- Displaying a Head Start sign on your lawn
- Sharing a creative idea for reaching eligible families in your community with Head Start staff

### **Head Start-Early Head Start Staff**

Our staff is made up of professional people dedicated to providing high-quality early childhood education and care for your child, while supporting and encouraging your family. All employed staff members meet or exceed the required guidelines established by Anoka/Washington County Head Start-Early Head Start and the Head Start Program Performance Standards; requirements vary for each position. Each classroom or program option will have a minimum of a Head Teacher, an Assistant Teacher, and a Classroom Aide. Bus Monitors and Education Coordinators also provide services. In addition, Specialists support the Head Start staff, families, and children by providing expertise in the areas of education, health, nutrition, safety, mental health, disabilities, and family and community partnerships.

Throughout the year, all staff members participate in staff meetings, orientations, workshops, and in-service trainings. Staff members receive training in CPR, First Aid, Food Handling, Child Abuse & Neglect Prevention

and Reporting, Universal Precautions, Medication Administration, Emergency Procedures as well as other required Head Start trainings.

### **Head Start Program is a Free Program**

The Head Start-Early Head Start Program is funded by the Department of Human Services (DHS) to provide free services to eligible children birth to five years old, pregnant women and their families. There is no registration fee or weekly fees for attendance in a Head Start classroom or Home Base. Children enrolled in partner sites (sites not licensed or managed by ACCAP) may be charged a fee for before/after hour care and/or a childcare assistance co-pay.

### **Watch Your Child's Backpack and Facebook**

We value and encourage regular communication between parents and teachers. We will be sending notes and information home with your child in his/her backpack. Regular items to watch out for are Head Start newsletters, parent meeting notices, event invites, monthly calendar updates and school menus. Please read all information carefully and note any changes in schedules or activities. Many of these announcements will be posted on the agency Anoka/Washington County Head Start-Early Head Start Facebook page as well. Please like us on Facebook:



<https://www.facebook.com/AnokaWashingtonCountyHeadStart/>

### **SchoolMessenger**

Anoka/Washington County Head Start-Early Head Start utilizes a SchoolMessenger system to communicate with enrolled families and staff. From time to time, you will receive important messages regarding weather closings, bus route updates, information on family events, reminders about Policy Council meetings, Health Advisory Committee meetings and parent/teacher conferences. Your messages will show up from (763)783-4300. Please check your messages before calling the classroom/center. Please ensure your best contact phone number is up to date at all times to ensure messages reach you; contact your child's teacher if you need to update your phone number or any contact information for your family.



### **Adult Conduct Policy & Procedure**

**Policy:** Our goal is to keep children safe and role model appropriate behavior for children at all times. Adult behavior directly influences the children in the Head Start setting. It is necessary that all adults maintain self-control and act appropriately and in a manner, which promotes respect towards children, parents and staff. Loud voices, foul language, negative comments, uncontrolled public anger and/or any physical contact by any adult is unacceptable and will not be tolerated. Being under the influence of any controlled substance or alcohol is prohibited at Head Start events, buildings and property. Carrying of weapons, guns, knives, etc. by any non-police personnel is prohibited.

**Procedure:** In the event of a disturbance in the building, staff will attempt to move the parties to an area away from the children and de-escalate the situation. Anyone acting in a way which does not promote a healthy learning atmosphere will be required to leave the center. Police will be called for assistance as necessary as per internal procedure. Verbal or physical threats of violence or instances where the police are involved will result in a meeting with the site supervisor and/or Head Start Director.

### **Head Start Policy on Possession of Firearms**

In accordance with the provisions of the Minnesota Citizens Personal Protection Act of 2003, ACCAP bans firearms from all Head Start facilities, agency owned vehicles and buses. This policy applies to everyone, including those who possess a valid permit to carry firearms.

## Unacceptable Items/Actions

Head Start promotes safety for children and families, and we would like your support. Part of Head Start's mission is to help children and families attain self-sufficiency, build self-esteem, and become educated in violence prevention. The following items/actions are not tolerated in our buildings and/or classrooms: alcohol, cigarettes (including e-cigs), drugs, mind altering substances, weapons, and bullying. If any of those items/actions are brought on-site, you will be asked to leave.

**Anoka/Washington County Head Start-Early Head Start is a Smoke Free Environment. The agency serves as an example to other childcare and community agencies by not allowing smoking in the presence of children, parents and participants.**

If you have questions regarding this policy, please talk with a Head Start Coordinator for assistance.

## Cell Phone Policy

Our priority is the safety and education of all your children. The opportunity to talk with your child and teachers during drop off and pick up is an important element in our partnership. Children must be actively supervised in the hallways during these times for the safety of all. We are requesting that parent/guardians refrain from phone conversations/texting or having your phone on speaker during these times so that children are supervised, and teaching staff can communicate with parent/guardians. Your assistance with this issue is appreciated.



## Parent Permission for Activities

Anoka/Washington County Head Start-Early Head Start requires parent permission for various scheduled activities. Field trips are part of the activities scheduled. Parents will receive prior notification whenever written permission is required for children to participate in field trips and other activities. Newspapers or television stations may request to do a story on Head Start; in this case, parent's written permission using our programs media release form will be required for the use of children's pictures.

## Sibling Policy

**The Head Start Sibling Policy states that only Head Start children who are enrolled in the Head Start class may attend class and/or field trips.** Unless siblings are in the same classroom, they may not attend classes or field trips, even if their parent or guardian is present. State licensing requires that all children attending a Head Start classroom or participating in any program activity must be enrolled and have a completed file (i.e. current emergency card, physical, immunizations, etc.). Siblings (brothers and sisters) of enrolled children are not allowed to attend Head Start during class time, unless for special pre-approved events, such as end-of-year celebrations or other family events; please note that a notice will be sent when these opportunities are available. Any volunteer must be 14 years of age or older.

## Holidays and Celebrations

Emphasis will be placed on the changing of seasons rather than the holiday that occurs in that season. Individual differences are respected during any celebrations and will be developmentally appropriate, conducted in a safe and familiar environment, and will be respected toward the diversity among our families. Parents are invited to share their family traditions with the children. Birthdays are celebrated so the child can understand that he or she was born on a particular day and on that day their age changes. Realizing the differences in religious beliefs, financial constraints and nutrition also impacts birthdays; recognition of children's birthdays in the classroom is limited to acknowledgment of the day and opportunities to make the child feel special on that day.

## Balloon Policy



There is documentation of incidents of children nationwide choking on latex balloons as well as having severe allergies to latex. For the safety of the children/families we serve, no latex balloons will be allowed in any Head Start center/classrooms. Since this safety concern has not been identified with Mylar balloons, this brand of balloon is accepted.

## Birthday Treats

Head Start must follow strict rules when serving food at the centers to ensure safe and healthy food service. Due to a variety of factors the following is the Head Start Treat Policy: To ensure the safety of all children it is Head Start's Policy that **no outside food or beverages** from parents/guardians or staff will be allowed to be brought into the center or classroom to serve to children. Food served at Head Start must meet nutrition standards put forth by the USDA Child and Adult Care Food Program.

## Photographs/Videos/Audios

To protect the privacy of children and their families, parents/visitors are asked to obtain permission from a Head Start teacher prior to taking any photos in any Head Start setting. No photos taken that include children other than your own may be posted on any social media site or used in any way outside of Head Start. At enrollment, parents sign a media release form allowing staff and/or community partners to take pictures of their child and classroom for internal and/or external use, parents have the choice to consent to or limit the use of their child's photo by completing this form. Please see your child's Teacher or Family Service Worker for more information.

## Resources

The Anoka County Community Resource Guide and the Washington County Community Resource Guide are listings of community agencies and resources available to families. Every family receives a resource guide for the county in which they live. If you want further assistance or are unable to find the necessary information in the resource guide, contact your Family Service Worker for help in finding the appropriate resources.

## No Pets Allowed in School

We are dedicated to protecting the health and well-being of all our children at Head Start. Some children are highly allergic to certain animals. Animals can also spread disease or behave in dangerous or unpredictable ways that can cause injury to people with whom they come into contact. Please help us maintain a safe environment for all children by respecting this rule. Only a small fishbowl will be allowed in the Head Start classroom, subject to teachers discretion. The use of service animals is not subject to this restriction.

## Nap/Rest Time

Preschool children need some amount of rest during the day. A quiet nap and rest time will occur daily. During rest/nap time, calming music may be played, lights will be dimmed, and each child will be provided with a cot. Cots are placed so that each child is easily accessed, with clear aisles, so that staff have access on at least one side of each cot. After the children have rested or napped for 30 minutes, they will have the option to get up and engage in a quiet activity. The activities offered will occur in an area with sufficient light and where they do not disrupt the remaining napping children.

Please speak with your child's teacher as to your child's nap/rest habits. Parent/guardians may provide a small blanket for their child that will be sent home with the parent/guardian for weekly cleaning. Please do not send stuffed animals or toys.



## **Confidentiality/Parents' Rights to Access Child Records**

Parent/guardians of enrolled children have the right to inspect and review the child's education records and any health records in the child's file. Parent/guardians may request an amendment of the child's education record. Requests to review child records must be in writing. Head Start staff will be available to respond to reasonable requests for explanation and interpretation of the records.

Anoka/Washington County Head Start-Early Head Start will inform parents of their rights regarding the disclosure of Personally Identifiable Information (PII) from child records. The program will not disclose any PII without the parent/guardian's prior signed and dated written consent, except as specified above. A hard copy of The Annual Notice of Personally Identifiable Information (PII) document will be provided upon request.

- Head Start-Early Head Start respects the confidentiality of your family. That means that the information you give us about your family is shared only among staff that need to know.
- Staff are trained to keep information confidential and will only share information with co-workers and supervisors as needed.
- All records are confidential and kept in a locked cabinet.



## **Parent/Guardian Complaints and Grievance Procedures**

The philosophy of Anoka/Washington County Head Start-Early Head Start is that each complaint will be handled with respect for all parties involved and will be addressed and resolved as quickly as possible. The program encourages communication between parents, community members and staff. All complaints will follow the Client Complaint Procedure to ensure resolution for all parties. Parents/guardians with a complaint should first direct their concern to the classroom teacher. If the concern cannot be resolved the parent/guardian will be provided the Client Complaint Form and a copy of the Client Complaint Procedures and asked to put their complaint in writing.

Parents and guardians are encouraged to voice their concerns using the Anoka/Washington County Head Start-Early Head Start client complaint process. Concerns should first be brought to the attention of the child's teacher to try to resolve the concern informally. If the concern cannot be solved informally, a parent/guardian should submit a written complaint that states their name, address, contact information, the nature of their complaint and the remedy they are seeking and turn this into the Head Start Director.

## **Anoka County Community Action Program Client Appeal Process**

All clients who have a complaint regarding services received through Anoka County Community Action Program (ACCAP) need to take the following steps to resolve their conflict. ACCAP's Complaint Procedure is as follows:

1. Contact the staff person and try to resolve the problem informally.
2. If the problem cannot be solved informally, client must put in writing the grievance and submit this to the Program Director within thirty (30) days. The Program Director must respond in writing to the client's complaint within five (5) working days.
3. If the client is not satisfied with the response of the Program Director, the client may appeal to the Executive Director within ten (10) working days. The Executive Director will respond to the client's complaint within five (5) working days.
4. If the client is not satisfied with the response of the Executive Director, the client may appeal within thirty (30) days to the Client Appeals Committee of Anoka County Community Action Program, Inc.
5. The Client Appeals Committee will consider the client's grievance at their next regularly scheduled meeting within sixty (60) days. The client, either in person or through legal counsel or both, shall have the right to address the Client Appeals Committee. Decisions of the Client Appeals Committee shall be final.

This process will be replaced when necessary by funding sources having other client appeal procedures.

## Parent Engagement

Parents can become involved in Head Start in a variety of ways: attend Parent Meetings, attend parent/teacher conferences, ride the bus with your child and assist the bus driver as a bus monitor, volunteer in the classroom, attend events, and serve on Policy Council. Head Start's vision for parent engagement is to create and maintain a family partnership with all Head Start families and to offer opportunities to:



- Support parents as primary educators, nurturers, and advocates for their child
- Provide every family with opportunities for a significant experience in Head Start
- Ensure that parents are involved in making policy and program decisions for their Head Start program

### **The Role of Parents in Head Start-Early Head Start**

Every Head Start program must have effective parent participation to be successful. There are four major kinds of parent participation; each is **essential** to an effective Head Start program:

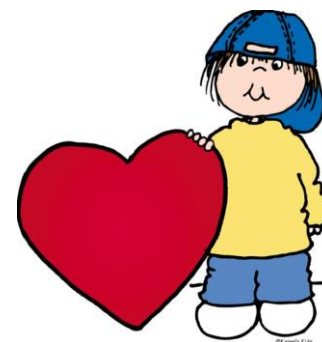
- Participation in the process of making decisions about the nature and operation of the program
- Participation in the classroom as paid employees or volunteers
- Participation in the planning and organizing of activities
- Working with the children in cooperation with staff

Our Head Start program reflects this vision through efforts to carry out the following principles:

- Culture - All aspects of the program support the cultures of the families and the community in which the program operates.
- Program Governance - Parents have opportunities for participation and shared decision making in every area of the program.
- Individualized Family Partnerships - The staff and program support the expressed interests and needs of each parent through the ongoing process of personal and family goal setting and partnering of activities and resources to meet these goals.
- Disabilities - All aspects of the program respond to and support children with disabilities and their families.
- Community Resources - Families build the confidence, skills, and knowledge they need to access community resources on their own behalf, with the support of program staff.
- Male Involvement - Our program has special programming to include fathers, supportive male family members and male caregivers in parent engagement activities, especially those activities involving the development of their children.
- Leadership - Parents, staff and Policy Council members work together and provide leadership to communicate with their community about the interests and needs of Head Start, and they assist in strengthening existing services or bringing in new services that are needed.

### **Head Start Parent Engagement within the Curriculum**

- Parents and teachers discuss curriculum on an ongoing basis.
- Parents and teachers work together to celebrate individual successes.
- Parents share information about their heritage and how they celebrate.
- Parents share their ideas for activities.
- Parents are welcome to come into the classroom and lead activities.
- Parents are asked to share home materials that are reflective of their culture.



### **Parents Rights & Responsibilities**

**As a Head Start Parent, I have the RIGHT...**

- To be welcomed in the classroom

- To be informed regularly about my child's progress in Head Start
- To receive guidance for my child's total development from Head Start teachers and staff
- To be treated with respect and dignity
- To learn about the operation of the program, including the budget
- To participate in major policy decisions by attending Parent Committee meetings and electing a representative to Policy Council
- To choose whether or not to participate without fear of endangering my child's rights to be in the program
- To help develop adult programs which will improve daily living for myself and my family
- To participate in planning and carrying out a program designed to increase my skills in areas of possible employment
- To learn about the level of education and experience required to fill various staff positions
- To be informed about community resources concerned with health, education and the improvement of daily life.



### **As a Head Start Parent, I have the RESPONSIBILITY...**

- To learn as much as possible about the program and to take part in major policy decisions
- To accept Head Start as an opportunity through which I can improve my life and my child's life
- To take part in the classroom as an observer or a volunteer and to contribute my services in whatever way I can toward enrichment of the total program
- To provide parent leadership by taking part in elections, to explain the program to other parents and encourage their full participation
- To welcome teachers and staff into my home to discuss ways in which parents can help their child's development at home in relation to school experience
- To work with the teacher, staff and other parents in a cooperative way
- To guide my children with firmness, which is both loving and protective
- To offer constructive criticism of the program, to defend it against unfair criticism and to share in evaluating it
- To become involved in community programs which help to improve health, education and recreation for all
- To become an advocate for future Head Start children by recruiting others to the Head Start program
- To participate in programs designed to increase my knowledge about child development and develop skills which could lead to employment opportunities

### **Reading and Math Corps (AmeriCorps/Ampact)**

Anoka/Washington County Head Start-Early Head Start has a partnership with Ampact Early Learning Corps to provide literacy and math-rich classroom settings. Do something dynamic – experience life-changing growth as a Early Learning Corps tutor. Be a hero for Pre-K students who struggle with reading or math skills by serving as a Early Learning Corps tutor at ACCAP Head Start. Whether you want to explore a career in education, re-enter the workforce, or give back to your community, you can make a difference as a tutor. Ampact Early Learning Corps has helped more than 100,000 students nationwide. You can also help by telling a friend or family member (grandparents make great tutors, too!) about openings at our school and statewide!



Tutors receive extensive training and **support** from onsite coaches and coaching specialists. Early Learning Corps Tutors are paid a **living allowance** (biweekly living allowance (every two weeks), prior to taxes, the living

allowance is \$900 (full-time 35 hours per week) \$650 (part-time 25 hours a week), \$450 (part-time 18 hours a week), \$275 (part-time 10 hours a week), (and are given federal student loan forbearance and are eligible for an **education award** of up to \$4,826 (depending upon your hour status and your starting month) at the end of their fully satisfactory service year. Tutors 55 or older may gift the award to a child or grandchild (which must be used within seven years). Staff that become tutors are called Professional Corps Members and are given federal student loan forbearance and are eligible for the **education award** but not the biweekly living allowance.

If you are interested, please contact Monica Torgerson (763) 783-4381, the Internal Coach for our Head Start Program. Visit <https://Join.ReadingandMath.org> for more information about the program and/or to apply to be a member.

## Volunteering

**Why Volunteer at Head Start? It's all about In-Kind!** In-Kind is a word people associated with Head Start hear quite often. Head Start staff will frequently ask you to sign the In-Kind form – here is why we do this:

In-Kind is services and items of value donated by parents and other volunteers in Head Start. The federal government, Head Start's main source of funding, requires twenty percent of the budget to be from these In-Kind donations, as well as other grants.



In-Kind not only helps our program financially, but it also helps the children developmentally. Small children need to have a lot of individual attention; therefore, we need parents, aunts, uncles, grandparents, or individuals from the community to interact with children in the classroom, on field trips, on busses and with preparation of upcoming events. We need volunteers to help every day. The minimum age for a classroom volunteer is 14 years of age or older.

## What is In-Kind?

Recent studies have shown that children are most successful in school when parents are involved. Volunteering in the classroom, becoming active within the program or with home activities is a great way to become involved in children's education and is included in the Head Start Program Performance Standards.

When you become a part of our program, one of the words you begin to hear is "In-Kind". What is it? Head Start programs are funded by the federal government, but only to a certain point. We must raise 20 percent of our funds through community support, that support is known as In-Kind.

In-Kind can be actual cash, donated goods or donated services. In-Kind is the donation of time, space or materials used in the program that would otherwise be purchased. A dollar amount is assigned to all volunteer hours whether in the classroom, within the program or at home. The dollar amount is totaled and helps us reach our required goals. For every In-Kind dollar that the program is not able to raise, the Department of Health and Human Services could request a return of \$4.00 from our program's funds.

Volunteer participation is critical to the operation of a successful Head Start program. We rely on our Head Start parents to participate in and have fun with activities that benefit the Head Start program and, most importantly, their child. Head Start regulations define the limits and types of services that can be counted as part of the In-Kind match. A valid In-Kind contribution is one that specifically supports the program, not individual families, and is a service/donation for which Head Start funds would have been used if it had not been donated.

We can count time that you volunteer in the classroom, as well as time you spend working on your child's school readiness goals that are set by you and the teacher. We want to log as many hours for our program as possible, so please let us know if you have any amount of time for us to put on our In-Kind log sheet. The time you spend helping Head Start not only benefits you and your child, but the overall program. You'll have fun, make new friends, expand your skills and most of all show your child that you care about her/his education and well-being.

We greatly appreciate your efforts! Our families make us great! The following is a general list for what does and does not qualify as In-Kind. This list provides some examples of suggested activities that can count toward volunteerism (In-Kind). As you can see, there are many ways to volunteer inside or outside the classroom setting.

QUALIFIES FOR IN-KIND	DOES NOT QUALIFY FOR IN-KIND
<b>Parent &amp; Community Volunteers (non-paid)</b> <ul style="list-style-type: none"> <li>• In classrooms</li> <li>• On busses &amp; On field trips</li> <li>• Preparing materials for classroom or program</li> <li>• Time completing Ages &amp; Stages Questionnaire</li> <li>• Researching community resource list</li> <li>• Administrative volunteering</li> <li>• Student Teachers doing field work</li> </ul>	<b>Parent &amp; Community Volunteers (non-paid)</b> <ul style="list-style-type: none"> <li>• Program/classroom volunteers less than 14 years of age</li> <li>• Children transported to the program by their parents</li> <li>• Home Visits</li> <li>• Parent/Teacher Conferences</li> </ul>
<b>Parent Leadership</b> <ul style="list-style-type: none"> <li>• Policy Council Meetings</li> <li>• Health Advisory Committee Meetings</li> <li>• Assist with interviews</li> </ul>	<b>Parent Leadership</b> <ul style="list-style-type: none"> <li>• Orientation</li> <li>• Parent education activities</li> <li>• Parent registration or time on application</li> </ul>
<b>Donated Services/Materials</b> <ul style="list-style-type: none"> <li>• Donation of goods- crayons, markers, paper etc.</li> <li>• Donated Services- painting, cleaning, etc.</li> <li>• Medical professionals' services to program</li> <li>• Unpaid speakers at parent meetings</li> <li>• School district Special Education, Teachers, Aides, OT's, PT's, etc.</li> </ul>	<b>Donated Services/Materials</b> <ul style="list-style-type: none"> <li>• Speakers who do not typically charge for their service</li> <li>• Donations which benefit individual Head Start children or families, or that children/families bring home</li> <li>• Staff paid by Head Start funds who are donating additional hours to the program.</li> </ul>



IN-KIND ACTIVITIES		
CLASSROOM ACTIVITIES	NON-CLASSROOM ACTIVITIES	HOME ACTIVITIES
Reading or telling stories to children	Assisting with classroom bulletin boards	Completing individualized homework activities given by Teachers
Assisting children in activity areas in the classroom	Providing suggestions for classroom activities or fieldtrips	Cutting out items for collages, arts and craft items
Sharing ethnic recipes, traditions, songs etc. in the classroom	Policy Council Meetings	Putting together art projects
Teaching common words in a foreign language	Gathering materials for classroom projects	Preparing packets for various activities
Assisting the Teachers in a walk outdoors	Making materials for use in the classroom (Play dough, doll clothes etc.)	
Assisting the classroom during a field trip	Office assistance to staff	
Playing a musical instrument	Stapling, folding, sorting copies	
Greeting children and helping with arrival routines	Recording a story for use in the classroom	
Participate in Circle Time	Participating in Health Advisory Committee	
Assist children with tooth brushing	Participating in the program's Annual Self-Assessment Meeting	
Assisting with meal times	Assisting with recruiting new families	
Assisting the children with dismissal	Assisting with interviews	
Assisting the Teachers during outside time		



## Head Start Parent Involvement Groups

### Head Start Policy Council

A Policy Council must be set up for each Head Start program; one delegate and one alternate from each Parent Committee (see below) are elected at the October and/or November Parent Meeting. Past parents and community representatives may also serve on Policy Council. Training in the roles and responsibilities is provided to Policy Council members. Elected Policy Council representatives attend their first meeting in November and serve for one year through the next November. Policy Council typically meets on the third Tuesday monthly. Serving on

Policy Council allows parents to develop skills in leadership and policy and to be directly involved in the program planning process.

### **Head Start Parent Committee**

Head Start Center-Based, Home-Based and Child Care Partnership programs have a Parent Committee made up of parents whose children are in that class/center. Parent Committee meetings are held throughout the year. Attendance at Parent Meetings is highly encouraged to take full advantage of the resources and learning opportunities offered to families. Parent committees are allocated a specific amount from the Parent Activity Fund to develop and implement parent projects and activities, attending parent meetings are essential to learning the guidelines about this fund and voting on its use. Notices regarding date, time and other important information will be sent to parents/guardians prior to each meeting.



### **Health Advisory Committee**

This committee is formed to bring together parents, community representatives and staff with the purpose of improving the overall health functions of the Head Start program. The Head Start family benefits the most with the participation of parents, guardians and community representatives meeting to discuss current issues and updates on health. The committee meets twice a year, once in the fall and then again in the spring. The meeting takes place virtually.

### **Fatherhood Program**

All men involved in the lives of children have the opportunity to significantly influence the children's social development, health and emotional well-being. Children guided by responsible male caregivers have the opportunity to experience the unique male perspective. Our program celebrates and enhances male parenting/role modeling by 1) encouraging responsible fathering/male role modeling 2) helping children and men relate and connect 3) educating men about parenting/mentoring 4) creating opportunities for individual and group male involvement and leadership. Anoka/Washington County Head Start receives special grant funding in order to provide specific fatherhood programming that fathers or significant males in the child's life are invited to attend throughout the school year. F.R.E.D. (Father's Reading Every Day) is a literacy-based event where significant males and kids participate in story time and an activity followed by a facilitated group time for the fathers while the kids do a literacy activity with MN Reading Corps. Fabulous Fun for Fathers is a parent-child relationship focused event where significant males and their Head Start child can interact in a positive way through different projects and activities. Keep an eye on your child's backpack for invites to the events. Or talk to your Family Service Worker or teacher about how you can get involved.

### **Employment Opportunities**

Head Start parents are encouraged to apply for positions posted by Anoka County Community Action Program, Inc. for which they are qualified. See your parent board or go to the Agency website at [www.accap.org](http://www.accap.org) to view current job opportunities and job descriptions. Applications are available on the agency website and in the Family Learning Center (FLC) at the Coon Rapids Family Development Center. Other employment seeking materials/resources are also available in the FLC for your reference.

### **Education and Early Childhood Development**

Head Start involves parents, staff, and Policy Council members in the development of curriculum, teaching methods, classroom activities and appropriate home learning activities for each child. Parents are the most important people in their child's world. They are also their child's first and primary teachers; supporting children's learning is viewed as a joint effort between teachers and parents. For many children, this is their first experience at school. Our teachers will be working with all the children in the classroom to assist them in developing appropriate social skills. When problems arise between children, teachers will focus on helping the children learn to talk about the problem instead of hitting, biting or other inappropriate behaviors. We ask all parents to support

our efforts in teaching appropriate classroom behavior and to be patient when any child is struggling to learn how to play in a group.

Because Anoka/Washington County Head Start-Early Head Start places safety as a top priority, it has adopted policies and procedures of active supervision that require focused attention and intentional observation of children at all times. These policies and procedures ensure that enrolled children can safely explore their environment and learn.



## Child Development Curriculums

### Second Step – Social Emotional Skills for Early Learning Curriculum

Anoka/Washington County Head Start-Early Head Start incorporates ***Second Step (Social-Emotional Skills for Early Learning Curriculum)*** into the regular classroom learning. This program works to assist the teacher how to recognize and deal with disruption and behavior issues. In addition, children learn how to recognize and understand feelings, make positive and effective choices, manage their behaviors and problem solve with others. Head Start children learn to practice pro-social behavior. By understanding their emotions and how to respond to them, young children are able to remain focused on academics.

### Talking about Touching Curriculum

**A key unit of Second Step is Talking about Touching.** The idea of safe touches (touches that make you feel happy and cared for) and unsafe touches (touches that make you feel scared, sad or mad) are presented to children in this unit. This unit teaches skills for children to handle situations where children experience unsafe touches whether by adults or other children. During classroom lessons the children will also learn the Touching Rule: another person should not touch your private body parts except to keep you clean and healthy. Children will learn that private body parts are “those parts covered by a swimsuit.” Before this lesson begins, a notice will be sent home to parents.



### Center-Based 3-5 and Home-Based 3-5

**Our core curriculum for Center-Based 3-5 programming is the *Creative Curriculum for Preschoolers*.** The fundamental principles of the curriculum guide our classroom teachers in all aspects of planning a comprehensive lesson plan.

The *Creative Curriculum for Preschoolers* is a research-based curriculum that looks at 38 objectives for development and learning that are compatible and aligned with the same 38 objectives for development and learning in the Teaching Strategies GOLD (TS GOLD) Assessment system. These objectives are also fully aligned with the revised *Head Start Early Learning Outcomes Framework* and Minnesota’s Early Childhood Indicators of Progress. These components are integrated into each one of the comprehensive resources that make up the *Creative Curriculum for Preschoolers*. The curriculum also offers daily opportunities to individualize instruction by helping teachers meet the needs of every learner, including a special focus on English language development.

It is most effective when Head Start parents and teachers work together. We encourage parent feedback and input regarding the curriculum and ideas for new curriculum related activities. Input can be offered at scheduled parent meetings, during parent/teacher conferences or during regular communication with classroom staff.

The studies we use include:

- Ball Study
- Beginning the Year
- Buildings Study
- Clothes Study
- Exercise Study
- Insect Study
- Reduce Reuse Recycle Study
- Sand Study
- Signs Study
- Simple Machines Study
- Trees Study
- Tubes & Tunnels Study

To enhance this curriculum, we also use:

- *S.M.A.R.T (Stimulating Maturity through Accelerated Readiness Training)*
- *High-Five Mathematize: Early Education* interactive math education
- *I Am Moving, I Am Learning: Healthy eating and physical activity*
- *Second Step: Social-Emotional Skills for Early Learning*
- *Conscious Discipline: Research-based behavior management curriculum*
- *Turtle Technique: Strategies for coping with anger, disappointment and frustration*
- *Handwriting Without Tears: Promotes a multisensory, developmentally appropriate strategy to increase success with early writing skills through fun interactive activities*

**Our core curriculum for Home-Based 3-5 programming is the *Growing Great Kids™* for Preschoolers: For Home Visiting Programs (GGK PS).**

The GGK PS curriculum supports home visitors on build trusting and positive relationships with families, particularly through proposed structure of home visits. Home visitors use strengths-based approach with families to build relationships and affirm parental competence and guidance for home visitors on how to follow the family's lead and jointly plan home visits. Consistent home visiting promotes practices and interactions that research has shown to be effective with engaging families. The curriculum provides guidance for parents on how to model and support the development of their children's social skills, emotional regulation, problem-solving, and physical skills.

Early Head Start 0-3

**The core curriculum used for pregnant women and children (birth to 36 months) is written by Florida State University *Partners for a Health Baby Curriculum*.** It is a nationally recognized, researched-based, practice-informed curriculum used by many home visiting models to meet program goals including:

- Improving birth outcomes
- Reducing rates of child abuse
- Strengthening families



- Enhancing child health and developmental outcomes
- Promoting family stability and economic self-sufficiency

To enhance this curriculum, we also use *The Creative Curriculum for Infants, Toddlers and Twos* in center-based settings, the curriculum is a relationship-based curriculum that is implemented on home-visits, on center socialization days and in the EHS-CCP program, for enrolled children birth to age three. This curriculum defines *what, why* and *how* of providing a high-quality program, guiding the teacher and families in unison through aspects of a developmentally appropriate program. Our program's Family Child Care option uses *The Creative Curriculum for Family Child Care*.

In case of classroom closures – E-learning will take place. Your teacher will provide information and activities.

**Conscious Discipline® in Head Start-Early Head Start**

**Conscious Discipline®** is an emotional and behavior-management program that teaches us to be aware of our own emotions; we are then better able to think in the higher center of our brain and learn to cope with emotions and manage responses rather than react to life events. Conscious Discipline® is based on safety and building strong relationships; it helps decrease power struggles and build life skills in relating to one another. These concepts are from the Conscious Discipline® program and Loving Guidance [www.consciousdiscipline.com](http://www.consciousdiscipline.com) Research shows that schools/families using Conscious Discipline® have increased academic achievement and positive teaching time at home/school. Including increased social skills, character development and positive home/school relationships, decreased impulsivity, hyperactivity, and aggression.

Seven Skills of Conscious Discipline®:

- Composure - be the person you would like your children to become
- Encouragement - build strong relationships

- Assertiveness - set limits respectfully
- Choices - build self-esteem and willpower
- Positive Intent - create teachable moments
- Empathy - handle fussing, fits and upset moments
- Consequences - help children learn from their mistakes

Teach and do these exercises with kids to reduce stress and learn relaxation techniques increase calming/coping:

### The S.T.A.R. Exercise

Stop, Smile, take a deep breath and relax (release breath slowly).

### The Pretzel Exercise (Brain Gym)

Stand; cross your ankles and hold your arms in front with your palms facing each other. Cross your arms and place hands together (like a clap). Fold them under your chin with your tongue pressed against top of the inside of your mouth; this integrates the brain. Modification: Hug yourself - cross legs standing or do crisscross apple sauce (sitting). Breathe in and slowly release your breath.

### The Drain Exercise

Hold your arms out in front - make your hands into fists. Tighten muscles in your arms - squint your shoulders up to ears. Tightly squeeze muscles in your face. Take a deep breath and then breathe out slowly - relax, opening fists to let all of your stress drain out of your hands. Let the mad feelings drain out of body like flowing water.

### The Balloon Exercise

Put hands on your head and lock your fingers together. Breathe deeply - raise hands over head as you let your breath fill up a pretend big balloon. Breathe in more and more air, then let the air out as you drop hands down to head.

### **Good Things to Remember:**

1. It is important to speak in a calm, kind voice.
2. Get down to the child's physical level, if possible. Stoop or sit on a low chair so that the child can see your face.
3. Go to the child, avoid calling to them from across the room.
4. Speak in short, meaningful sentences that the child can understand.
5. Try to express your request in a positive way. This will help the child learn a better, more acceptable way of doing things.
6. Answer the child's questions but try not to monopolize the conversation
7. Be conscious of your voice, tone and facial expressions, keep them pleasant.

<b>It's "HOW" You Say it That Counts</b>	
<i>Say what you want the child to do</i>	<i>Avoid saying it this way</i>
"Sit down when you slide"	"Don't stand up when you slide"
"Dig in the sand"	"Don't throw the sand"
"Sit in the swing"	"Don't stand on the swing"
"Use both hands when you climb"	"Watch it or you'll fall"
"Put the stick down"	"Don't play with the stick, you'll hurt someone"
"Keep the puzzle on the table"	"Don't dump the puzzle pieces on the floor"
"Talk in a quiet voice"	"Don't shout"
"Wipe your hands on the paper towel"	"Don't touch anything"
"Move back on your rug so everyone can see"	"You're in the way, the other children can't see"
"Walk around the swing"	"Watch it, the swing with hit you"
"Put a paint shirt on"	"Don't you want an apron?"
"Walk in the classroom"	"Don't run"

## Center-Based Program

Program staff in the Center-Based program option will make a minimum of two home visits per child each year. At home visits, staff and parents will discuss any special needs or interests the children might have. Staff will explain center activities and will help with any needed paperwork. Parent/Teacher Conferences take place three times a year for center-based and Home-Based program options. During the conferences Teachers will review your child's physical, developmental, social and emotional progress. Working together, staff and parents will arrive at common goals for the child. The Individual Service Plan (ISP) will be updated throughout the year. Additional conferences can be held as needed when requested by the parent or teacher.



## Home-Based Program

The Home-Based program option serves pregnant women and children from birth to age five. The Home-Based teacher makes weekly visits to each child's home, which last an hour and a half. The Home-Based teachers leave materials and suggestions for the parent to use with the child between home visits. Children in a Home-Based program attend center socialization days that are typically scheduled twice a month when in session. This gives children an opportunity to socialize with other children and explore a different environment.



## Home-Based Program Guidelines

- Be at home for the entire scheduled home visit and participate with your child during home visits.
- Continue working with your child at home throughout the week.
- Respect Head Start toys and materials; children can help make sure toys do not get lost or broken.
- Make sure the television and radio are off during the visit.
- Neighbors/friends should be encouraged to call or visit at other times.
- Have your child awake, dressed and fed before the teacher arrives, with the exception of infants.
- Keep your scheduled home visit time since a change could affect other families in the program.
- Read parent flyers, newsletters and notices to keep up with meeting or schedule changes.
- Only Head Start children who are enrolled in the Home-Based program can attend the center days.
- Call your teacher if you need to reschedule your visit.
- Let the office know seven days in advance of address or phone number changes so records can be kept accurate.

## Early Head Start Child Care Partnerships Collaborative

The Early Head Start Child Care Partnership (EHS-CCP) collaborative program option is for families with infants and toddlers. Head Start partners with local child care centers and family child care homes to provide full day, high quality, comprehensive Early Head Start Services to children aged six weeks to 36 months in child care centers and up to 48 months in Family Child Care homes.

To qualify for this program, you must meet Head Start income guidelines and currently receive or have applied for a Child Care Subsidy in Anoka or Washington County. The program currently collaborates with various childcare centers and family child care homes throughout both Anoka and Washington Counties. If you or someone you know is interested in this program, please fill out a Head Start Application. You can access the application online at [www.accap.org](http://www.accap.org), call (763) 783-4314 to have an application mailed to you or stop by our Administrative Offices in the Family Development Center at 9574 Foley Blvd., NW., Coon Rapids, MN 55433.

## School Readiness

Head Start programs are required to establish goals for enhancing school readiness for children, including school readiness goals that are aligned with *Head Start Early Learning Outcomes Framework* in accordance with the Head Start Act. In collaboration with parents, a curriculum is implemented that supports each child's individual pattern of development and learning, and it provides in the development of cognitive skills by encouraging each child to organize his or her experiences, to understand concepts, and to develop age appropriate problem solving and decision-making skills which form a foundation for school readiness and later school success.

Our program focuses on enhancing the development of children pre-natal to five in the areas of physical, social, emotional and intellectual development. We focus on developing the whole child, emphasizing skills, self-esteem and academic preparation. Our program's School Readiness Goals and Objectives address the domains from the revised *Head Start Early Learning Outcomes Framework: Birth to Five* and the Minnesota Early Indicators of Progress and are aligned with our core curriculum. Progress is measured through individual observations using the TS GOLD assessment system.

### Head Start-Early Head Start Birth to Five School Readiness Goals and Objectives

Domain	Birth – Three	Preschool 3-5
<b>Social/Emotional Development:</b>  <b>Teaching Strategies GOLD: Objectives 1 &amp; 3</b>	<ol style="list-style-type: none"> <li>1. Establishes and sustains positive relationships with familiar adults.</li> <li>2. Uses those positive relationships as a resource to develop relationships with other adults to meet their needs.</li> <li>3. Shows interest in, interacts with, and develops relationships with other children.</li> <li>4. Imitates and engages in play with other children.</li> <li>5. Expresses a range of emotions through recognition, care and concern towards others.</li> <li>6. Manages emotions.</li> <li>7. Shows awareness about self and understanding of others.</li> <li>8. Shows confidence in their own abilities.</li> <li>9. Develops a sense of belonging through relationships with others.</li> </ol>	<ol style="list-style-type: none"> <li>1. Engages in and maintains positive, prosocial and cooperative behavior with adults.</li> <li>2. Engages in and maintains positive interactions, relationships and cooperative play with other children.</li> <li>3. Uses basic problem-solving skills to resolve conflicts with other children.</li> <li>4. Expresses a broad range of emotions and recognizes these emotions in self and others.</li> <li>5. Expresses care and concern towards others.</li> <li>6. Expresses confidence in own skills and positive feelings about self.</li> <li>7. Demonstrates a sense of belonging to a family, community and other groups.</li> </ol>
<b>Approaches to Learning:</b>  <b>Teaching Strategies GOLD: Objectives 11-14</b>	<ol style="list-style-type: none"> <li>1. Demonstrates increasing management of feelings, emotions, actions and behavior with support from familiar adults.</li> <li>2. Demonstrates increasing focus, sustained attention, persistence and flexibility in actions and behavior.</li> <li>3. Demonstrates emerging interest in, curiosity about interactions, experiences and explorations about objects, materials, or events.</li> <li>4. Utilizes creativity, imagination in play, and interactions with others to increase understanding and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Follows classroom rules and routines through appropriate handling and use of classroom materials.</li> <li>2. Manages their actions, words, and behavior with increasing independence.</li> <li>3. Maintains focus and sustains attention with minimal adult support.</li> <li>4. Persists in tasks.</li> <li>5. Uses information to perform tasks and demonstrates flexibility in thinking and behavior.</li> <li>6. Demonstrates initiative, independence and interest in the world around them.</li> <li>7. Expresses creativity through thinking, communication, imaginative play and interactions with others.</li> </ol>
<b>Literacy:</b>  <b>Teaching Strategies GOLD: Objectives 15-19</b>		<ol style="list-style-type: none"> <li>1. Demonstrates awareness of spoken language and its composition into segments of sound.</li> <li>2. Demonstrates an understanding of how print is used.</li> <li>3. Identifies letters of the alphabet and produces correct sounds associated with letters.</li> <li>4. Demonstrates an understanding of narrative structure through storytelling/re-telling.</li> <li>5. Asks and answers questions about a book that was read aloud.</li> <li>6. Writes for a variety of purposes using increasingly sophisticated marks.</li> </ol>
<b>Language and Communication:</b>  <b>Teaching Strategies GOLD: Objectives 8-10 &amp; 17-19</b>	<ol style="list-style-type: none"> <li>1. Attends to, understands, responds and learns from communication and language experiences with others.</li> <li>2. Communicates needs and wants using non-verbal and language to engage others in interaction.</li> <li>3. Uses increasingly complex language or initiation of non-verbal communication to learn, gain information and converse with others.</li> <li>4. Understands and uses an increasing number of words in</li> </ol>	<ol style="list-style-type: none"> <li>1. Understands and responds to communication and language from others.</li> <li>2. Understands and responds to increasingly complex communication and language from others.</li> <li>3. Understands, follows, and uses appropriate social and conversational rules.</li> <li>4. Demonstrates self-expression through</li> </ol>

Domain	Birth – Three	Preschool 3-5
	<p>communication and conversation with others.</p> <ol style="list-style-type: none"> <li>Handles books, recognizes pictures, some symbols, signs, words and comprehends meaning from pictures and stories.</li> <li>Makes marks and uses them to represent objects or actions.</li> <li>Attends to communication and language from others and understands and responds to increasingly complex communication and language.</li> <li>Uses verbal and non-verbal communication to get needs met.</li> </ol>	<p>increasing use of a wide variety of words that are long, detailed and sophisticated.</p>
<b>Cognition Including Science and Math</b>  <b>Teaching Strategies GOLD: Objectives 20-28</b>	<ol style="list-style-type: none"> <li>Actively explores people and objects to understand self, others and objects.</li> <li>Uses the understanding of causal relationships to act on social and physical environments.</li> <li>Recognizes differences between familiar and unfamiliar people, objects, actions, or events.</li> <li>Recognizes the stability of people and objects in the environment.</li> <li>Uses memories as a foundation for more complex actions and thoughts.</li> <li>Uses a variety of strategies in solving problems such as reasoning and planning ahead.</li> <li>Develops a sense of number and quantity.</li> <li>Uses spatial awareness to understand objects and their movement in space.</li> <li>Uses matching and sorting of objects or people to understand similar and different characteristics.</li> <li>Observes and imitates sounds, words, gestures, actions, and behaviors.</li> <li>Uses objects or symbols to represent something else.</li> <li>Uses pretend play to increase understanding of culture, environment, and experiences.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates knowledge of number names and the count sequence.</li> <li>Recognizes the number of objects in a small set.</li> <li>Understands the relationship between numbers and quantities.</li> <li>Identifies whether the number of objects in one group is more than, less than, or the same.</li> <li>Understands addition as adding to and understands subtraction as taking away from.</li> <li>Understand simple patterns.</li> <li>Measures objects by their attributes and uses those to make comparisons.</li> <li>Identifies, describes, compares, and composes shapes.</li> <li>Explores the positions of objects in space.</li> <li>Observes, categorizes and describes, in scientific talk, objects, materials, organisms, and events.</li> <li>Asks questions, gathers information, conducts investigations and experiments and makes predictions.</li> <li>Analyzes results, draws conclusions, and communicates results.</li> </ol>
<b>Perceptual, Motor, and Physical Development</b>  <b>Teaching Strategies GOLD: Objectives 4-7</b>	<ol style="list-style-type: none"> <li>Uses perceptual information to understand objects and experiences and in directing their own actions and interactions.</li> <li>Demonstrates effective and efficient use of large muscles for movement, position, and exploration of their environment.</li> <li>Uses sensory information and body awareness to understand how their body relates to the environment.</li> <li>Coordinates hand and eye movements to perform actions.</li> <li>Uses hands for explorations, play, and daily routines.</li> <li>Adjusts their reach and grasp to use tools.</li> <li>Demonstrates healthy behaviors with increasing independence as part of everyday routines.</li> <li>Uses safe behaviors with support from adults.</li> <li>Demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates control, strength, and coordination of large muscles.</li> <li>Uses perceptual information to guide motions and interactions with objects and other people.</li> <li>Demonstrates increasing control, strength, and coordination of small muscles.</li> <li>Demonstrates personal hygiene and self-care skills.</li> <li>Develops knowledge and skills that help promote nutritious food choices and eating habits.</li> <li>Demonstrates knowledge of personal safety practices and routines.</li> </ol>
<b>Dual Language Learners: Teaching Strategies GOLD: Objectives 37 &amp; 38</b>	<ol style="list-style-type: none"> <li>Children will demonstrate increasing progress in listening to and understanding English.</li> <li>Children will demonstrate increasing progress in speaking English.</li> </ol>	<ol style="list-style-type: none"> <li>Children will demonstrate increasing progress in listening to and understanding English.</li> <li>Children will demonstrate increasing progress in speaking English.</li> </ol>
<b>Parent, Family &amp; Community Engagement</b>	<ol style="list-style-type: none"> <li>Parents will participate in the program through involvement in various opportunities.</li> </ol>	<ol style="list-style-type: none"> <li>Parents will participate in the program through involvement in various opportunities.</li> </ol>

## Readiness Goals and Objectives

### Outcomes

*Teaching Strategies GOLD* (TS GOLD) is used to help teachers keep track of your child's skills, behaviors, and achievements while in Head Start and to report your child's progress to you. TS GOLD consists of development guidelines and checklists and summary reports. All quarterly Outcome Reports are approved by the Policy Council and Governing Board; these reports are available upon request to all parents/guardians. Individual Child Outcomes are reviewed with the child's parent/guardian(s) throughout the program year at each Parent/Teacher Conference.

### Parent/Family/Community Engagement Road Map

Engagement in school readiness is not limited to your child; it involves the entire family. Head Start wants to engage you, as the parent/guardian, because you are your child's first and foremost teacher and an individual who has dreams and aspirations for a better life for your whole family. By advancing your own interests through education, training, and other experiences you support and add to your child's curiosity and enthusiasm for lifelong learning. Our hope is that through your time with our Head Start program you will achieve family well-being, strengthen positive parent/child relationships, become life-long learners and educators, be involved in transitions throughout your child's education, become connected to peers and your community and become advocates and leaders. The following chart lists some suggestions to support those outcomes.

**School Readiness Parent Partnership Chart**

School Readiness Outcome	Child	Parent
<b>Approaches to learning are skills in completing a challenging or frustrating task, following directions, making mistakes and working as a group.</b>	<ul style="list-style-type: none"> <li>Learning the rules of the classroom</li> <li>Waiting for his/her turn</li> <li>Persistence at a task</li> <li>Use of a variety of materials for exploring and experimenting</li> </ul>	<ul style="list-style-type: none"> <li>Completing a Family Partnership Agreement and following up on family goals</li> </ul>
<b>Creative arts and expression can be in the form of dance, music and play. These all support imaginative thinking and self-expression.</b>	<ul style="list-style-type: none"> <li>Free time to play</li> <li>Singing at circle time</li> <li>Experiment with materials to create with such as paint, clay etc.</li> </ul>	<ul style="list-style-type: none"> <li>Take a dance class</li> <li>Play music while you cook</li> <li>Attend free community concerts</li> </ul>
<b>Literacy skills in learning to listen, understanding what is seen or heard and expressing his/her self.</b>	<ul style="list-style-type: none"> <li>Reading at circle time</li> <li>Books and magazines at child level</li> </ul>	<ul style="list-style-type: none"> <li>Expand your vocabulary, it will enrich conversations and make them more interesting</li> <li>Use "words of the day" or "juicy words" to help build you and your child's vocabulary</li> </ul>
<b>Math skills includes addition/subtraction, spatial sense, measurement and time concepts</b>	<ul style="list-style-type: none"> <li>Sorting shapes and colors</li> <li>Comparing sizes (big, small, wide, thin)</li> <li>Counting and take a-ways</li> </ul>	<ul style="list-style-type: none"> <li>Make a plan to save "X" amount of money</li> <li>Make a clock together</li> <li>Sort socks with your child while counting size and color</li> <li>Cook together, measuring ingredients</li> </ul>
<b>Children are natural scientists. Curiosity, exploring and asking questions help a child understand the world. Active engagement in observing and experimenting are the best ways to teach science.</b>	<ul style="list-style-type: none"> <li>Ask questions "what if", "what do you think", "what do you think will happen next?"</li> <li>Cooking projects, weather projects, gardening</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions</li> <li>Start a new hobby such as gardening</li> <li>Take nature walks</li> </ul>
<b>Physical health is learning about keeping your body healthy, making right food choices, and learning a healthier life style.</b>	<ul style="list-style-type: none"> <li>Tooth brushing</li> <li>Active play</li> <li>Good food choices</li> <li>Gardening</li> </ul>	<ul style="list-style-type: none"> <li>Exercise and eat right</li> <li>Set examples for your children</li> <li>Learn as a family: better way to reduce/recycle/reuse</li> </ul>

School Readiness Outcome	Child	Parent
<b>Social emotional learning is part of learning cooperation, self-control, independence and building friendships.</b>	<ul style="list-style-type: none"> <li>• Learning how to share feelings with someone else</li> <li>• Make friends</li> <li>• Have regular appropriate chores</li> </ul>	<ul style="list-style-type: none"> <li>• Working as a team</li> <li>• Volunteering and building your network of professional and personal support</li> <li>• Seeking employment</li> </ul>
<b>Social studies. Children will learn about and how they relate to others in the world around them. This helps children relate to self, family, neighborhood and beyond.</b>	<ul style="list-style-type: none"> <li>• Stories about other places and people</li> <li>• Books, food and activities from other cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Share your family history</li> <li>• Read stories about other places</li> <li>• Take your child with when you vote</li> <li>• Advocate in your community</li> </ul>
<b>Logic and reasoning is asking questions to help your child to demonstrate a growing ability to remember and connect known information with new information.</b>	<ul style="list-style-type: none"> <li>• Puzzles</li> <li>• Water and Sand table</li> <li>• Experimenting with materials</li> </ul>	<ul style="list-style-type: none"> <li>• Look at all your choices before deciding</li> <li>• Ask for help or guidance</li> <li>• Look to peers for support</li> </ul>
<b>Language development (receptive and expressive) includes the ability to comprehend language and the use of the language in communicating with others</b>	<ul style="list-style-type: none"> <li>• Engages in conversations with others</li> <li>• Listens attentively to storytelling</li> <li>• Re-tells a story</li> </ul>	<ul style="list-style-type: none"> <li>• Have conversations with your children</li> <li>• Read a book with your child</li> <li>• Create a play with your child</li> </ul>
<b>English Language Development (receptive and expressive) is the development of English language skills for children who speak a home language other than English.</b>	<ul style="list-style-type: none"> <li>• Participates in songs, rhymes and stories in English</li> <li>• Speaks with family and others using the home language or English</li> </ul>	<ul style="list-style-type: none"> <li>• Take a class to learn English or other language</li> <li>• Speak with your child in both languages</li> </ul>

## Behavior Strategies - Approach and Policies

The Anoka/Washington County Head Start-Early Head Start program uses age-appropriate behavior strategies that encourage all children to use and practice self-discipline. Discipline is not a form of punishment for unacceptable behavior, but a process, in consultation with the parent/guardian and program staff, to address behavioral problems in the classroom and to encourage and strengthen positive behavior through opportunities for all the children to interact with people and materials. Anoka/Washington County Head Start-Early Head Start Program has a zero-tolerance policy regarding aggression or violence toward other children or staff. We model appropriate behavior, reinforce positive behavior, offer children choices, clearly outline the consequences of inappropriate behavior and redirect children away from frustrating situations.

- Food will never be used as a punishment or reward.
- There will be no punishment for lapses in toilet habits.
- No child will be subjected to physical, verbal, or emotional abuse.
- No child will be subjected to corporal punishment or the non-accidental infliction of pain.
- Separation from the group will be used only as defined under the Separation Policy section.
- The use of physical restraint, other than to physically hold a child when containment is necessary to protect the child or others from harm, is prohibited.



## Separation and Persistent Unacceptable Behavior Policies

Children will not be separated from the group unless other methods have been tried, deemed ineffective, and the child's behavior threatens his or her safety/well-being and/or the safety/well-being of other children or staff. Children who require separation from the group will remain within a space where the child can be continuously supervised by a program staff person. When separation from the group is used as a behavior guiding technique, the child's return to the group must be contingent on the child's stopping the behavior that resulted in the separation.

When a child exhibits extreme challenging behaviors (including physical and verbal aggression and disruptive behaviors to staff or other children) that endanger the safety of themselves, other children or staff, the following steps will be followed:

1. The behavior will be documented.
2. The child will be removed from the classroom if necessary, under the supervision of a staff person.
3. The parent/guardian will be called to pick up the child immediately. The child will remain with the staff person until the parent/guardian arrives.
4. Before the child can return to the center, a conference that includes the parent/guardian, teacher, Education Coordinator, members of the Child Study Team and any other relevant professionals **must be immediately scheduled** to develop a workable consistent plan of action between home and the center.
5. If the parent/guardian decides to refrain from attending the conference or the behavior continues, the program will make a decision based on the individual circumstances of the particular child and situation. This may include being withdrawn from the classroom and another service option being offered, e.g., Home Based services or a more appropriate early childhood education option.
6. In extreme situations where a child endangers self or others, the child may need to remain at home until a Child Study Team meeting is completed and needed services are in place.
7. Children that receive bussing services and display challenging or extreme behaviors on the bus may lose their transportation privileges. (Please see pages 33-36 in this Parent Handbook for further information on busing policies and procedures.)
8. Behavior issues on a bus will be documented by the driver and/or bus monitor.

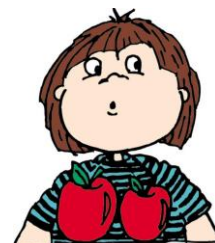
## Health Services

### The Objectives of Health Services

- Provide a broad range of resources for medical, dental, mental health and nutrition services
- Provide health education for parents, children and staff
- Promote preventative health services and early intervention
- Link families to an ongoing system of health care

### Medical and Dental

Physical exams and dental exams are required for all enrolled students. Vision, hearing, height and weight screenings are provided, including referrals for follow-up if needed. Minnesota Law requires that immunizations are up to date for children in a program such as Head Start. Children brush their teeth daily at Head Start.



### Nutrition

Every child receives a nutritious balanced meal, which meets at least two-thirds of his/her daily needs.

### Outdoor Play

Medical and early childhood professionals, as well as many others, widely agree on the importance of outdoor playtime for children. It is essential for healthy development and provides children with opportunities for self-directed physical activity that promotes health and reduces obesity. Minnesota rules governing child care centers support the importance of outdoor play by requiring child care centers to plan daily outdoor activities. (Minnesota Rules, part 9503.0045, subpart 1, item I). Staff will monitor weather and air quality daily to ensure the safety of children and staff.

Children will be going outside daily, however we will keep children inside following these guidelines: **During winter, if the wind chill is minus ten (10) and/or the temperature is “zero (0) degrees or below”. During the summer, if the heat index is at or above 90 degrees. During any time of year, if the air quality is in the red zone based on metrics from the air now website.**

## Clothing and Footwear

Please send your child in clothing and footwear appropriate for inside and outside play and appropriate for the weather throughout the year. Many activities involve climbing, kicking balls, riding bikes and running. Please protect your child's feet with closed-toed shoes, and sandals should have back straps for safety. Please also send appropriate outside gear with your child during winter months: boots, snow pants, hat, gloves/mittens and a winter coat. It is suggested that all outerwear be labeled with your child's name. If these items are unobtainable, please talk to your Family Service Worker and they will provide resources.

## Sunscreen

Sun protection is a serious consideration when children play outdoors. Please apply before coming to school as you feel necessary. Families may provide their own sunscreen with written documentation from a doctor.



## Wellness Policy

Anoka/Washington County Head Start-Early Head Start involves parents, teachers, management and community partners to provide appropriate physical activities, nutritious meals and encouragement for these activities to continue at home through parent education and information sent home in backpacks. The complete Wellness Policy is on file in Health Services and is available for all parents/guardians.

## Center Emergency Procedures

The safety of all children and staff in our schools is very important to us. To maintain a safe environment, it is necessary that we practice our emergency procedures by having emergency drills. We will be conducting various drills throughout the school year. The students and staff will be practicing three primary emergency drills each year. They are "fire drills," "lockdown drills" and "tornado drills." Each type of drill is explained below.



### ***FIRE DRILLS***

The school will conduct a "fire drill" each month that school is in session. This is a building fire code requirement as well as a requirement by Head Start Program Performance Standards. We want each student to understand and be aware of the importance of this drill and to not be afraid if the fire alarm is sounded. By practicing, they will know what to do and how to do it. "Stop, drop and roll" (a fire safety technique) is taught to the children.



### ***LOCKDOWN DRILLS***

The school will conduct two "lockdown drills" during the school year. This type of drill will secure the school building and safely shelter all students, staff and visitors inside the building. The purpose of this drill is to keep the students safe from any danger outside or inside the building. During a "lockdown drill" all of the perimeter doors to the school building will be locked and will remain locked until the drill is over. During an actual lockdown, doors will remain locked until danger or issue is removed. To ensure everyone remains safe, no one will be allowed to enter the building or leave the building during a drill or, during an actual lockdown, until the authorities authorize such a release.

### ***TORNADO DRILLS***

The tornado or severe weather drill will be conducted once each month from April through October. The purpose of this drill is to be prepared to move to a safe location within the building in case of severe weather or tornados. Please remember that these emergency drills are done to help maintain our schools as safe places to learn and work.

In case we would need to initiate any of the above emergency procedures, you would be notified as soon as we were in a safe location to do so. In the event of the fire or emergency evacuation, please call our Head Start office at (763) 783-4300 or the ACCAP office at (763) 783-4747 for further information. If you have any questions regarding any of these emergency drills or other safety concerns, please contact Health Services at (763) 783-4370.

## Center Evacuation

In the event of a situation requiring relocation outside of the local area of the facility, such as fire or other dangers threatening the safety of the occupants of the facility, all staff and children will relocate as a group to the pre-designated relocation site unless otherwise directed by emergency service personnel. A director, coordinator or designated staff will notify the main office. Teachers/program staff will walk with children – when possible, busses will be dispatched to transport children and staff – to predetermined safe locations. Program staff will contact the parents to inform them of the situation and with directions to the relocation site. Telephone numbers will be obtained from the family emergency contact cards. Supervisors, coordinators and designated staff will be responsible for picking up the emergency packs, emergency contact information and ensuring the notification poster is attached to the facility entrance providing the relocation site and contact information. Children will not be released except to an identified authorized pick-up person. Any media questions must be referred to the director.

### Pre-designated relocations (to verify or ask questions call (763) 783-4328 – Program Office)

Attendance Site	Relocation Site	Relocation Telephone #	Transportation Plan
Family Development Center (FDC)	Diversified 600 Coon Rapids Blvd Coon Rapids, MN 55433 <b>Overflow Site:</b> Crayon Box Child Care Center 9554 Foley Blvd. Coon Rapids, MN 55433	(763) 783-2301  (763) 784-4386	Head Start staff and children will walk to Diversified. Staff will inform ACCAP main office of the situation. Parents will then be informed of the situation and where their children can be picked up or if the Head Start bus can transport children home.
Cedar	East Bethel Elementary School 21210 Polk St NE Cedar, MN 55011 <b>Overflow Site:</b> Cedar Creek Community School 21108 Polk St NW Cedar, MN 55011	(763) 213-8900  (763) 213-8780	St. Francis school busses will transport children and staff to the relocation site. Staff will inform Head Start Administrative Office of the situation. Parents will then be informed of the situation and where their children can be picked up.
Forest Lake	Lakes BP 1107 East Highway 97 Forest Lake, MN 55025	Karl (651) 464-1667 or (651) 755-0031	Children and staff will walk across 11 <sup>th</sup> Street to the strip mall location. Staff will inform Head Start administrative office of the situation. Parents will then be informed of the situation and where their children can be picked up or if the Head Start bus can transport children home.
Newport	Newport Lutheran Church 900 15 <sup>th</sup> St. Newport, MN 55055	Pastor Sue Gravelle (651) 459-2447	Head Start will transport children and staff to the relocation site. Staff will inform the Head Start administrative office of the situation. Parents will then be informed of the situation and where their children can be picked up.
Oakdale	Tartan High School 828 Greenway Ave N. Oakdale, MN 55128	(651) 702-8600	Children and staff will walk to the Tartan High School. Staff will inform Head Start administrative office of the situation. Parents will then be informed of the situation and where their children can be picked up.
Stillwater	Stillwater Library 224 3rd St N. Stillwater, MN 55082	(651) 275-4338	Children and staff will walk to the Stillwater Library on 3rd Street. Staff will inform Head Start Administrative Office of the situation. Parents will then be informed of the situation and where to pick up their children or if a bus can transport children home.

## Policy for Illness, Emergency Care, First Aid, Accidents and Exclusion of Sick Children

A qualified public health nurse reviews all health policies. Each parent or guardian must sign a Child Emergency Authorization to Release form with the following information:

- Names and phone numbers of at least two emergency contacts (emergency contacts must have transportation)
- Permission for Head Start to act in the case of an emergency
- Information regarding your child's doctor, dentist and any allergy concerns.

This information is kept on file at your child's center and is brought on all field trips. Complete physical and immunization records are kept in each child's file at the Head Start administrative office. Records of any accidents, illness, etc., are kept in Health Services and on an accident log. The Health Services staff members are available to all of the centers during their hours of operation. All staff members are trained in First Aid and CPR and are

able to provide any necessary care before other assistance arrives. Emergency procedures are posted at all of the centers; these cover fire, medical emergencies, poisoning, choking, tornadoes and other building crises.

### **If a child becomes sick or injured**

1. Staff contacts the parents, childcare provider, emergency contact or calls 911. If needed, staff will perform First Aid procedures.
2. For non-life-threatening situations (illness), the child is separated from the other children. The parent will be contacted and alerted of the situation. The staff and parent will discuss the situation and determine if the child should remain at school or go home. It is very important for Head Start to have the most current phone numbers for home, work, and emergency contacts; please remember to inform your child's teacher of any changes to this information.
3. When a child is sick the teacher fills out an Illness Assessment Report describing the situation. Copies are kept on file in the classroom and with Health Services. This form may require a doctor's signature for a child to return to class depending on the illness. Refer to the Head Start Guidelines for returning to school after an Illness on page 10 of the Parent Calendar for more detailed information.
4. Disease notices will be sent to the center or classroom parents if the illness is contagious.
5. If a child has an accident at the center or classroom and the child is not severely injured, the staff will give First Aid and complete a Child Accident form and contact the parent/guardians.
6. In case of a severe injury, staff will call 911 and then the parents. All accidents involving a trip to the doctor or dentist because of the injury at school are reported to the Department of Health and Human Services, Division of Licensing, the Head Start Director, Education Coordinator, and Program Design. Program Design then will inform our OHS Program Specialist of the accident. Staff will also complete the Child Accident Form. A copies will be given to the parent and Health Services.
7. When COVID-19 cases have been reported, we will follow all current MDH, OHS and CDC guidelines.



NOTE: Medication is only given to children by staff with a doctor's and parent's written permission. Medication must be in its original container with the attached prescription label. It also must include child's first and last name, dosage and expiration date, when to administer, pharmacy phone number, doctor who prescribed medication. Medication must be hand delivered to Head Start by the child's parent/guardian. Medication may not be sent on the Head Start bus. If medication expires it will be returned to the parent for proper disposal. Staff will keep a log whenever medication is given at school.

## **Parent/Family Support and Community Engagement**

Parents are the primary educators of their children, and parent engagement is an essential part of our program. Parents are partners in planning and implementing activities for their child, creating family goals and supporting program outcomes.

An integral component of our program is the development of a Family Partnership Agreement (FPA) process that is started during the orientation process and continues with ongoing support and resources from your teacher and assigned Family Service Worker.

Each family is assigned a Family Service Worker who will operate as a liaison between classroom and home settings in the areas of education, child development, mental health, and to monitor and encourage consistent daily attendance. The teacher and Family Service Worker will work with you to help you identify your family strengths and to help you set family goals. By focusing on strengths and connecting you with community resources, the teacher and Family Service Worker will assist you to reach the family goals you have chosen.



You will have opportunities to meet with your teacher and/or Family Service Worker several times during the year to update him/her on your progress in meeting your family's goals, set new goals and obtain support as needed. Your teacher and/or Family Service Worker can provide you with referrals to one of our community

partners, emergency assistance and other support services. Our goal is to empower parents to connect with resources to meet their goals and support families in achieving their self-sufficiency.

### **Child Abuse and Neglect Policy**

Minnesota Statutes, Chapter 260E, "Minnesota Maltreatment of Minors Act" mandates professional, preschool and childcare staff to report suspected child abuse to the appropriate County Human Services Department. This law requires that all people who work with children report known or suspected physical abuse, sexual abuse, or neglect of children to the local police and/or local human service department. **All Head Start Staff are mandated reporters; therefore, any staff that suspects child abuse or neglect is required by law to report it.**

Due to our commitment to the safety of children, it is Head Start's policy to not release children to parents or guardians who are intoxicated. If you are under the influence of any mind-altering substance, we will not release your child to you. Please make arrangements to have a safe ride for your child to and from school. If needed, the police will be called if a parent is suspected of being under the influence of alcohol or drugs when attempting to drive with a child.

In Minnesota, leaving a child alone in a vehicle is child endangerment. By leaving a child in a vehicle, you may receive a citation. All staff at Head Start are mandated reporters. If we see that a child is endangered (not safe), we are required to report the incident to the police and/or child protection. It is also illegal to leave your car running when you are not in it (unless you have an electric start). If you have questions, please contact your Family Service Worker. You must also directly supervise your child at the Head Start center during any times their class is not in session, or the child is in childcare.

### **Emergency Assistance and Crisis Intervention**

Family and Community Partnerships staff help families who experience emergencies and/or a crisis in their lives by referring them to appropriate resources. Family and Community Partnerships staff acts as a liaison between Head Start families and the community by informing parents of available community services and resources, such as financial assistance programs, education and employment opportunities, information on public housing, and more. Staff encourages parents to use the services that are available to them.

### **Mental Health Services**

Mental health is important at every stage of life, from childhood through adulthood. Being mentally healthy requires lifelong learning, appropriate social behavior, good physical health, and the ability to cope with all of life's circumstances, the highs and lows, and the joys and the sorrows.



The overall goal of Head Start is to help children and families effectively deal with both their present environment and later responsibilities in school, work and life. We help children and families access mental health services through our partnership with Fraser mental health services (our mental health consultant) and referrals to other community resources. Please contact your Family Service Worker for more information. We welcome parents who may want to discuss concerns about their child or family matters.

### **Parent Education - ReadyRosie**

To encourage parent education within our Head Start-Early Head Start program uses a researched-based parenting curriculum that builds on parents' knowledge called ReadyRosie. ReadyRosie uses 'modeled moment' English and Spanish video playlists that are delivered to families via text and/or email throughout the school year. These videos provide ideas and activities to turn everyday moments with your child into teachable moments as well as provide resources for families. We encourage all Head Start parents/guardians to participate in ReadyRosie. More information on how to sign up will be shared at enrollment and throughout the year.

## Order of Protection, Custody and Restraining Orders

The rights of both parents are recognized unless we have a copy of a court order or legally binding document that specifically revokes or limits those rights. A person is identified as a 'parent' if their name is on the Head Start application or if the applying parent placed them on the Child Emergency/Authorization to Release Form with the relationship listed as 'mother' or 'father'. If there is an Order of Protection (OFP), Custody Papers or Restraining Order involving a Head Start child, Family and Community Partnerships needs a complete current copy of the paperwork so that Head Start can honor the order. If changes occur with the order or they expire, we will need a new or updated copy so that we can continue honoring the order. Any court documents obtained by Head Start regarding a child cannot be re-released, even to the parties involved. Please contact the county's courthouse to obtain a copy. If someone is in violation of an order, we will notify the proper authorities as stated on the order. All of this information is maintained in a confidential file and is for the protection of the Head Start child. Please call Family and Community Partnerships at (763) 783-4371 if you have any questions or concerns.

## Attendance/Withdrawal Policy

### Attendance

**Please remember to call your child's teacher to inform them if your child will be absent.**

We believe that the benefit of regular attendance is important to families, staff, programs and the communities at large. For children and families, regular attendance establishes a pattern that assists the family in meeting their obligations.

Young children are at their best when following a routine and knowing what to expect. Many of the skills that children learn during school require repetition, which is enhanced by being in school regularly. As a parent, you can help your children get the most out of the time they spend in Head Start by helping them get to the center each day on time and/or being at home for each home visit.

Performance Standards require Head Start to follow up with families if a child is absent and the teachers have not received a call within one hour of class start time. Please call your child's teacher if absent.

Consistent daily attendance in our program is very important. Federal guidelines require us to monitor and report daily attendance and that we maintain a rate of at least 85% monthly average daily attendance. Our program must also identify children with pattern of absenteeism that put them at risk of missing 10% of program days. **Therefore, continued absenteeism may result in an attendance plan, an alternate program option or your child being dropped from the program or placed on the waiting list.** If you receive transportation, please turn the stop/go sign to the green side when your child is going to be absent. This tells the driver to continue on to the next stop (See Transportation section for more details).



### Inform your child's Teacher or Family Service Worker if:

- You are planning to move or take your child out of the program. A copy of your child's file will be provided upon request.
- Your address, phone number or email address changes (a new form will need to be filled out).
- Your emergency contact's address or phone number changes (a new form will need to be completed).

### Center-Based Absence Procedure

- Prior to scheduled class start time, call the Head Start center and inform the teacher or a Family Service Worker that your child will be absent, explaining the reason why and when your child will return to school.
- If your child misses school and we have not heard from you within an hour after class starts, a staff member will call you. Head Start staff and parents will work together to overcome obstacles that are preventing the child from attending Head Start.
- If you plan to keep your child out of the center for a period of time, let your Family Service Worker know. A child's slot must be considered vacant after 30 days.
- Please schedule doctor and dental appointments during non-classroom hours, whenever possible.

## Home-Based Absence Procedure

- If your child will not be home for the visit or if someone in the family is ill, call the Head Start office at least two hours prior to your home visit and inform the staff that you will not be home or that someone is ill and the Home-Based Teacher should not make the visit.
- If, for some reason, you are unable to be home for your scheduled visit (and were unable to notify the office), the Home-Based teacher will leave a note and it is your responsibility to call the office and give the reason for the missed visit.
- If you miss three consecutive visits or have irregular attendance, your Family Service Worker or Home-Based teacher will contact you by phone or in writing.



## Home-Based Teacher Cancellation Procedure

- If the Home-Based teacher is absent on a scheduled home visit day due to illness or emergency, the visits will be rescheduled. The Home-Based teacher or Head Start staff will notify the parents.
- If the Home-Based teacher is absent on a center day, a substitute will be available.
- If the home visit is missed due to bad weather, whenever possible, the Home-Based teacher may drop off teaching materials sometime during the week of the missed visit.

## Withdrawal

Your child may be transferred to the waiting list of the Head Start program if they become chronically absent, efforts to reengage have been unsuccessful and alternate program options have been declined. The program defines chronic absenteeism in the three following ways: 1) child is absent for two consecutive days with no contact and staff have been unable to reach the family by phone/mail. 2) Child has persistently been below 85% average daily attendance each month and strategies to improve attendance have been unsuccessful. 3) Child is absent for 30 consecutive calendar days regardless of reason or contact. In these situations, a child's slot must be considered an enrollment vacancy.

## Pick-Up and Drop-Off Policies and Procedures

### Dropping Off Your Child at the Center

**It is required that parents make contact with the teacher when dropping off a child, never leave a child at the door of the center.** By doing this, we will know that each child will arrive safely at his/her classroom. **Please Note: All visitors at the Family Development Center, including those dropping off or picking up their child(ren), are required to sign in and out of the building and wear a visitor badge at all times.**

### Parking at the Coon Rapids Family Development Center (FDC)

Parents dropping off and picking up children should park on the west side of the building entrance in the **parent/visitor** parking lot. The area directly in front of the building entrance is designated as a bus loading zone only; do not park or stop in that area.

### Parking Lot Expectations

#### **Safety is our Number One Priority! Please...**

Be patient – our parking lot can only hold so many cars at one time. We have staggered classroom times to avoid parking lot congestion, but there might be some overlap and busy times. Your patience is greatly appreciated; if you have a parking lot issue, please see staff for assistance.

- Bring all children inside the school with you – never leave a child in a car unattended even for a minute during drop off or pick up.
- Have all children properly secured in appropriate child-age car seats. If you need help getting a car seat, please see your Family Service Worker for resources.
- Hold your children's hand in the parking lot and while walking into and out of the building.

## Release of Children

Upon the enrollment of your child, you are asked to complete a "Child Emergency/Authorization to Release Form" indicating the names of adults to whom you authorize us to release your child. Only parents/guardians may complete or make changes to this authorization. A person is identified as a 'parent' if their name is on the application or if the applying parent placed them on the Child Emergency/Authorization to Release Form with the relationship listed as 'mother' or 'father'. The rights of both parents (as previously described) are recognized until we have a copy of a court order or legally binding document that specifically revokes or limits those rights.

**We will not release your child to any person whose name is not on the form.** If there is a change on the emergency/authorization form, please contact the center or teacher immediately to complete a new form. **All changes must be done on a Child Emergency/Authorization to Release Form; we will not accept changes made over the phone. A new release form will need to be completed in person or via DocuSign.** For children's safety, we must have this form completed and current before your child can attend the classroom and/or ride the bus. **Identification is required** before releasing a child. **There is no exception to this policy.**

## Late Pick-Up Policy



Parent/Guardians will sign a Child Attending/Pick Up-Drop Off Contract prior to their child starting in a Head Start center. The parent or an authorized adult must arrive **at the time class begins and pick up the child when the class ends.** If a child is picked up late, a warning will be given reminding them of our late pick-up policy. If a child continues to be picked up late a meeting with the Family Service Worker must occur to discuss resources and/or alternate program options.

If consistent on-time pick up cannot be established, a child may be transferred to another program option that may better fit the needs of the family or withdrawn from the program.

If parents cannot pick up their child on time, they must do the following:

- Arrange for an authorized adult listed on the Child Emergency/Authorization to Release form to pick up the child from the bus or at the center at the classroom end time.
- The person picking up the child **must** be on the Child Emergency/Authorization to Release Form and provide photo identification in order to pick up.



If the parent or authorized adult is late picking up their child from class, or if a child is returned to the center on the bus, staff will attempt to contact the parents and emergency contacts, if staff are unsuccessful in reaching an authorized adult, the local police will be notified.

## Head Start Busing

The goal of Head Start transportation is to give your child a safe and happy bus ride. Because your child's safety is very important to Head Start, the following policies have been put in place. No excuses or exceptions will be allowed.

- Head Start is not required to provide busing. However, we are able to provide **LIMITED** busing services within route areas. Busing is a privilege for children and parents. If the rules for busing are not followed, busing will be taken away and a parent will have to drive the child to and from school.
- **State licensing for Head Start busing requires an authorized adult with appropriate identification (ID) meet the bus and take the child off the bus.**
- The bus schedules can vary 20 minutes either way, due to the amount of changes that may have been made in busing, new children starting and others who have dropped from the program.
- Parent/guardians must be aware that their child may arrive home any time after class is dismissed. If several children are out sick, your child could be the first child dropped off.
- If an authorized adult or an authorized sibling does not meet the bus, the driver will continue on the route and return the child back to the Head Start Center. The parent will then have to pick him/her up **and must have an appropriate ID.** (Please see the Late Pick Up Policy).



- If this happens, the child will not be able to ride the bus the next school day.
- If this happens a second time, the child will not be able to ride the bus for two school days.
- If this happens a third time, the child will not be able to ride the bus for four days.
- If this happens a fourth time, the parent will have to set up an appointment with the Head Start Transportation Department at (763) 783-4306 before the child can ride the bus again.
- **Please be aware that we may call the police or Child Protection to help locate the parents.**
- If your child loses busing privileges, you will have to drive him/her to school. **Minnesota Law 169.68 will not allow Head Start to honk the horn. Parents must be ready and waiting for the bus.**
- **For the safety of the children and to assure their safe arrival and return, NO LAST MINUTE OR DAY-TO-DAY CHANGES WILL BE ALLOWED.** Parents/guardians must contact the Head Start Transportation Department at least seven days prior to any bus schedule changes. Changes in the bus schedule must be permanent and within the busing area. Remember that changes in the child's bus schedule can change the child's classroom time and teacher. We may not be able to accommodate all schedule changes.

## Pedestrian Safety

Throughout the school year you will receive information regarding pedestrian safety for children that receive transportation and for children who are transported by a parent/guardian. Children riding a Head Start bus receive training on safe riding practices, safe boarding and exiting procedures, danger zones and how to evacuate a bus. Parents are reminded about the need to escort your child from the car to the classroom, to not allow your child to get out of the car until you are at their door waiting, turn your car off, remove all children from the car, lock it and take the keys with you.

## Bus Rules

Please talk with your child before the first day of school about the following bus rules so that he/she understands them and how important they are.



- Stand back from the edge of the street until the bus has come to a FULL STOP. Never move toward the bus while it is moving. After the bus has stopped, walk up to it, get on, sit down in the seat and buckle up. When the bus gets to school and has stopped, walk down the stairs to your teacher/bus monitor, who will be waiting on the sidewalk. NEVER walk in front of the bus or behind it because the driver may not be able to see you.
- **EACH CHILD MUST** wear his/her seat restraint system on the bus. Children who continually remove their restraint system will not be allowed to ride the bus. They will need to learn how to put them on and keep them tight. The child restraint systems meet the code of Federal Regulation Title 49, sections 571.213 and Minnesota Statute 169.686.
- Children must keep their hands, arms, legs and feet to themselves. Children must never hit anyone, kick anyone or throw anything while on the bus. Continued unsafe behavior may result in a loss of busing privileges.
- Children can talk on the bus, but they need to talk quietly to the friend next to them. If all the children talk softly, the bus driver will not be distracted and can pay closer attention to the traffic.
- Children are not allowed to eat any food while on the bus, including gum, candy, breakfast, lunch or snacks.

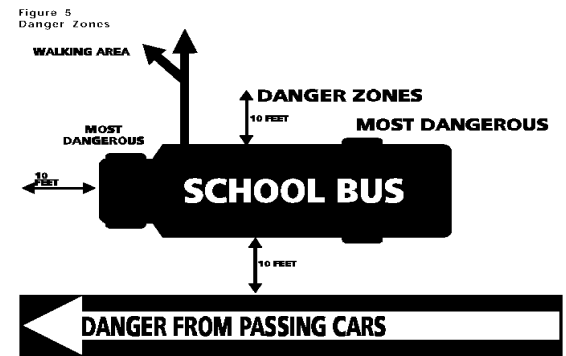
## Bus Danger Zones

- **Emergency Exits:** Let's hope we never have to use them, but just in case, all passengers should always know where the exits are. All children and families are provided Bus Safety Training, which includes emergency bus evacuation procedures and practice.
- **Children should always stay 10 feet back from the bus!**
- **Danger Zone (front):** It's never safe to walk in front of the bus. The bus driver may not see you. Never walk in front of the bus.

- **Danger Zone (sides):** Remember, never walk close to the side of a bus.
- **Danger Zone (behind bus):** Never walk behind a school bus. The driver will not be able to see you.
- **Walking Area:** When getting off the bus, make sure you walk (not run) five or more steps away from the door and go immediately into your school or house. Never go back to the bus for anything. If you left something, tell your teacher or parent.

### **BIG RULE:**

**Stay 10 feet back from the school bus!**



### **Transportation Policy**

- An authorized adult with appropriate identification (ID) must meet the bus and take the child off the bus.
- **Report all changes in address, phone number, work number, emergency contact numbers and/or childcare provider to the Head Start office at (763) 783-4300.** All of this information is kept confidential. Address changes must be given to the Transportation office at least seven (7) days in advance. Drivers and teachers cannot make changes in the bus routes or schedules. Busing changes must be within the busing area. A Child Emergency/Authorization to Release form will need to be completed by the parent/guardian.
- **Behavior Problems:** In the Bus Rules section, we have listed rules for your child to follow. If they are not followed, the driver will write a report about the problem(s). If the problem(s) are caused by your child and are a hazard to the driver and other children, your child may lose busing, and you will have to drive him/her to and from Head Start.
- Toys, food, candy or animals are not allowed on the bus or the classroom. This is for the safety of the children, staff and volunteers.
- There is NO SMOKING allowed on the bus at any time.
- Use **Stop** and **Go** signs. There is a red and green "stop and go" sign in your busing packet. Put it in a door or window where the driver can see it. If you cannot place the sign where the driver can see it, discuss this with him/her to decide what to do. Each day place the red "stop" sign facing out to tell the driver to stop and pick up your child. If your child will be absent, place the green "go" sign facing out to tell the driver to keep going and not to stop. If your sign wears out or gets too faded, please ask the driver for a new one.
- Your child must have a name tag attached to his/her backpack or clothing when going to school during the first four weeks. The name tag will include your child's name, classroom number, route number (if applicable), and the estimated pick up and drop off times.
- Label all jackets, boots, mittens, backpacks, etc., with your child's name and center. If your child loses any of these items, it will help us get it back to them. Head Start is not responsible for any lost items.
- For the children's safety, bus monitors ride the bus to school each day to monitor the children. Bus monitors help maintain the rules on the bus and assist the driver as needed. This will allow the driver to concentrate on driving and traffic. Remember, the driver is responsible for the safety of every child and will be the "captain" of the bus. The bus is equipped with a two-way radio and a First Aid kit in case of emergency. Sign up with your teacher for your day to ride the bus.
- Children are not allowed to bring medications to school via the bus; parents must bring them in to school accompanied by a physician's note.
- Each bus has a daily schedule that parent receive at Parent Conference/Orientation. During the year, families move, change daycare, etc., so the route and the schedule may change. Remember that the bus can be as much as 20 minutes early or late. An example would be if several children were absent, your child could be the first one on or off the bus. If the bus is more than 25 minutes late, call the office to find out if there is a problem.



- If the bus driver is ill or the bus breaks down, the office will attempt to obtain a substitute driver, if one cannot be obtained, staff will use SchoolMessenger to let you know that there will be no busing. Your child can still come to school if you can drive him/her to class.
- Do not allow children to play unsupervised in driveways, unfenced yards, streets or parking lots.
- Set an example for children by following proper pedestrian safety rules.

## Field Trips

Field trips are an extension of the school program and classroom learning and are scheduled when possible. All parents who want their child to attend the field trips **MUST** sign a release form for each trip taken. If the form is not completed and returned to the teacher, your child cannot attend school that day. Field trips are for Head Start children only. **Siblings will not be included in these activities** (please reference the Sibling Policy). Parent volunteers are needed to assist on each field trip. If there are not enough parent volunteers, the field trip may be cancelled. Please volunteer on our field trips whenever you can. The children and teachers will be very thankful.

## Days When There is No School

There will be days when there is no school that is not due to weather. Please refer to your Parent Calendar for those dates. There are also times when centers are closed so that staff can attend a training/meeting. If a center is to be closed, you will receive a parent notice. If Head Start will be closed (e.g. for a holiday), a reminder notice will be sent at least one day in advance.

## Emergency Weather Closings

Head Start will also close when hazardous road conditions exist due to severe weather, when the public schools close or the state governor closes schools. If any of the Head Start centers close due to severe weather, the notice will be read on radio station WCCO 830 AM and displayed on local television stations: Channel 4, Channel 5, Channel 9 and Channel 11. The announcements start around 6:00 am. In the event that your child's center closes early, the bus will drop him/her off at the regular bus stop. Please be waiting to meet the bus early. Sometimes buses can run a little late in poor weather conditions as well, please be waiting for your child so the route can continue as seamlessly as possible.



Whenever possible, Head Start will also send a phone notice to parents to let you know that your child's classes are canceled or will be closing early by using the SchoolMessenger System. Please keep your primary phone number up to date with the program. The call will show up on caller ID as coming from Anoka County Head Start 763-783-4300 and will be an automated recorded message. Detailed information will be provided in the message. In addition to the announcement on the radio or television and the SchoolMessenger message, below is a list of situations where your child's center will be closed. This information is generally updated by the individual school districts and will appear on their websites and/or on the television stations.

## Closing Guidelines

- The Anoka County Family Development Center, Crayon Box and Anoka County Home-Based Program will be closed when the Anoka-Hennepin School District is closed due to weather or it is announced that Anoka County Head Start is closed.
- The Cedar Center will be closed when St. Francis or Anoka-Hennepin School District is closed due to weather or it is announced that Anoka County Head Start is closed.
- The Forest Lake Center will be closed when Forest Lake School District is closed due to weather or when it is announced that Washington County Head Start is closed.
- The Newport Center will be closed when the South Washington school district is closed due to weather or if it is announced that Washington County Head Start is closed.
- The Oakdale Center will be closed when Independent School District #622 is closed due to weather or if it is announced that Washington County Head Start is closed.
- The Stillwater Center will be closed when School District #834 is closed due to weather or when Washington County Head Start is closed.

## **Eligibility, Recruitment, Selection, Enrollment and Attendance (ERSEA)**

The ERSEA service area informs families in our communities about our Anoka/Washington County Head Start-Early Head Start program. We recruit year-round and work closely with the Transportation, Health and Education service areas in order to enroll children and to ensure we receive all documentation for us to enroll your children. Parents, staff and volunteers are encouraged to help increase our visibility in the community. If you would like more information on what you can do in your neighborhood to promote Head Start, call the Head Start office or talk to your child's teacher. We welcome your ideas and suggestions to keep our Head Start program visible in your community.

You must always contact your teacher if you have an address change or phone number change, because this may affect the availability of the bus (transportation is limited and is not available in all areas). Any changes will also require that a new Child Emergency/Authorization to Release Form is filled out as well.

### **Transition to Head Start from Early Head Start**

When a child transitions from Early Head Start to Head Start, the family's income will be re-verified. Families will be requested to complete a current application and provide a current document reflecting their income source. If the family income now exceeds the eligibility guidelines, the child may be reassigned as part of the 10% over income enrollment allowed. Every effort will be made to continue services to these children.

## **Family Learning Center**

The Family Learning Center (FLC) is located at the Coon Rapids Family Development Center (FDC). All children enrolled in the preschool program receive hands-on early computer readiness training throughout the program year. Classes at the FDC are arranged on a shared-time schedule. At outlying centers teachers schedule computer time, and children may be able to utilize the computer during free choice. Classes for children in Home-Based programs are scheduled during center socialization times.

## **Disability Services**

According to Federal mandates, at least 10% of the total Head Start enrollment must be made available to children with a diagnosed disability from one or more of the following areas: health impairment, autism, cognitive delays, orthopedic impairment, learning disabilities, emotional/behavioral disorder, speech/language impairments, traumatic brain injury, visual impairment (including blindness) or other impairments.

Our Head Start program uses a team approach in serving children with disabilities. This approach is believed to be most effective in determining and meeting the individual needs of a child with a disability and his/her family. Members of this team may include parents, Head Start staff, School District Special Education staff and others as needed.

If you believe your child has a learning disability or if you have a concern about your child's development, please speak with your child's teacher or call the Head Start office and ask to speak with the Disability Coordinator; your conversation is confidential.

### **Early Childhood Screenings**

Minnesota State Law requires that all children participate in Early Childhood Screening prior to public school entrance to Kindergarten. Head Start screens all enrolled children within 45 days of the child's entry into the program. The screening tool used for Birth to 3 years is the Ages and Stages Questionnaire Third Edition (ASQ-3), which is a parent-completed monitoring tool. The tool used for Social-Emotional screening is the Ages and Stages Questionnaire: Social Emotional (ASQ: SE-2), which is a parent-completed questionnaire. For children three to five years old, the Minneapolis Preschool Screening Instrument-Revised (MPSI-R) is used. If screening determines a need for further evaluation, this will be done with consent from the parent/guardian.



## Kindergarten Readiness & Transitioning to Kindergarten

### Helpful ways to engage in your child's education

- Listen to and talk with your child
- Play with your child
- Read with your child
- Volunteer in your child's classroom
- Attend your child's Parent/Teacher Conferences
- Be involved in the education planning
- Encourage independence
- Have open communication with your child's Teacher, sharing any information that might be helpful for your child's development

### What is Kindergarten Readiness?

Children are more likely to enjoy and cope successfully with their first school experience if they have already had positive experiences being in a group of children. Children can approach new relationships with confidence if they have already enjoyed receiving guidance from adults outside of the family and had a chance to learn and practice social skills such as joining a group, taking turns or getting help from others. In Head Start, your child will have the opportunity to participate in these experiences. The characteristics that most affect how well a child learns in school are:



- **Capacity to Communicate:** having the ability and desire to exchange ideas and feelings with others either with words, gestures, or movements
- **Self-Control:** the ability to make decisions about how and when to express feelings and control our actions; developing inner control
- **Confidence:** believing in oneself and feeling successful
- **Curiosity:** a sense that finding out about things is good and enjoyable
- **Intentionality:** pursuing a goal with a sense of purpose and sticking with it
- **Relatedness:** a sense of belonging; connecting to others
- **Cooperativeness:** the ability to balance one's own needs with someone else's needs

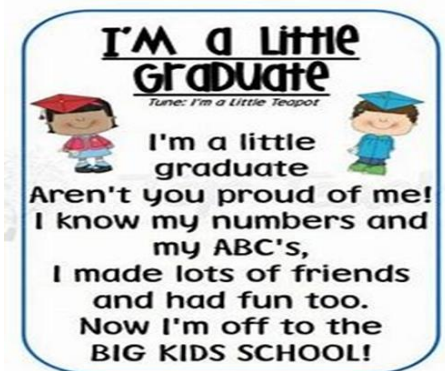
Supporting you as your child's best teacher is part of our goal at Head Start. Throughout the year, we will provide support and suggestions to families on how to:

- Help children feel good about their play
- Provide information and guidance on recording observations of your child(ren) and how these observations are included in the completion of the Teaching Strategies GOLD assessment tool
- Provide appropriate discipline and behavior management
- Provide preventative health and dental care
- Use the home as a learning environment
- Achieve a successful transition into kindergarten



### Transition to Kindergarten

Your child needs to complete early childhood screening to enter public school kindergarten. Head Start screens each enrolled child. Upon authorization from the parent, the results of the screening are shared with the school district your child will attend. A list of school districts and the cities they serve is on the next page. We will prepare your child for his/her educational journey in kindergarten and beyond and we wish your child success in his/her education.



## School District Contact Numbers

School District/Service Area	Early Childhood Screening	District Office
<b>Anoka/Hennepin School District #11</b> Blaine, Anoka, Coon Rapids, Ham Lake	(763) 506-1350	(763) 506-1000
<b>Centennial School District #12</b> Circle Pines, Lexington, Centerville, part of Hugo	(763) 792-6120	(763) 792-6000
<b>Columbia Heights School District #13</b> Columbia Heights	(763) 528-4517	(763) 528-4500
<b>Forest Lake District #831</b> Forest Lake, Lino Lakes, Scandia, Wyoming, Linwood, Stacy, Columbus Township and part of Hugo	(651) 982-8375	(651) 982-8100
<b>Fridley School District #14</b> Fridley, St. Anthony	(763) 502-5157	(763) 502-5000
<b>N. St. Paul, Maplewood, Oakdale School District #622</b> North St. Paul, Maplewood, Oakdale, Lake Elmo, Landfall, part of Woodbury	(651) 748-7630	(651) 748-7622
<b>Northwest Suburban Integration School District #6078</b>	See District Office	(763) 450-1300
<b>South Washington County School District #833</b> Cottage Grove, Newport, Woodbury, St. Paul Park	(651) 425-6175	(651) 425-6600
<b>Spring Lake Park School District #16</b> Spring Lake Park, part of Fridley, Blaine	(763) 600-5050	(763) 600-5000
<b>St. Francis School District #15</b> Bethel, St. Francis, East Bethel, Andover, Oak Grove	(763) 753-7170	(763) 753-7040
<b>Stillwater School District #834</b> Afton/Lakeland, Bayport, Lake Elmo, Lilly Lake Marine, Oak Park Heights, Stillwater	(651) 351-4022	(651) 351-8340



**Thank you, we look forward to working with you and your family!**