



A Community Action Agency



**OLHSA EARLY HEAD START, HEAD START & HS/GSRP PROGRAM
FAMILY HANDBOOK
2016 - 2017**



Please write in the contact information for your child's Teacher and Family Advocate below:

TEACHER: _____

FAMILY ADVOCATE: _____

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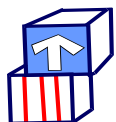
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A Community Action Agency

EARLY HEAD START, HEAD START & GSRP PROGRAM



EARLY HEAD START, HEAD START & GSRP PROGRAM PROGRAM PHILOSOPHY

Dear Parent(s):

Welcome to OLHSA! We are excited that you have been selected to receive OLHSA Early Head Start, Head Start or GSRP services for your child.

Early Head Start serves pregnant women and children from birth through age three providing comprehensive, individualized early education experiences to enhance a child's social, emotional, physical, cognitive development, and school readiness. Pre-natal support and education is also provided. The program strives to enable parents to be better caregivers and teachers for their children, as well as assist parents to meet their own goals, including economic independence.

Head Start is a free, comprehensive child development program serving three to five year old children from low-income families who meet income requirements. The following services for preschool children and their families are provided: School Readiness, Family Engagement, Health, Nutrition, Mental Health and Disabilities. Head Start reserves 10% of Head Start enrollment for disabled/special needs children.

The Great Start Readiness Program (GSRP) is Michigan's state-funded preschool program for four-year old children with factors which may place them at risk of educational failure. The program is administered by the Michigan Department of Education (MDE). *Parents incur no cost for the program. Research on preschool programs and specific research on GSRP indicates that children provided with a high-quality preschool experience show significant positive developmental differences when compared to children from the same backgrounds who did not attend a high-quality preschool program.

OLHSA serves directly operates in the Pontiac, Brandon, Huron Valley, Royal Oak, Rochester, Troy, Hazel Park, & Oak Park communities. OLHSA and the local school districts are partners in the delivery of Early Head Start services. The Early Head Start program serves pregnant and parenting teens enrolled in the partner school district, families that qualify based upon income guidelines, families that are homeless and children with disabilities. Families are served in either a home- based or center-based setting. OLHSA child development centers are licensed child care centers and must meet the State of Michigan, Department of Human Services Child Care Minimum Standard Rules for Licensed Child Centers as well as the federal Head Start Performance Standards.

You will receive a copy of our Parent Calendar, as well as important contacts and emergency information. Additional program information can be found at www.olhsa.org/head-start. Please let the OLHSA staff know if you have and questions and how we can best serve you.

HEAD START ADMISSION/ENROLLMENT POLICY

- 1) All families must meet Head Start age and income criteria.
- 2) A child must turn 3 years old prior to December 1, 2016 to be eligible for Head Start. A child must turn 4 years old prior to December 1, 2016 or 5 after December 1, 2016 to be eligible for GSRP.
- 3) Income determination is based on 100% of poverty per federal income guidelines or receipt of public assistance.
- 4) Allowances may be made for over income special needs children and families with high risk criteria.
- 5) Families are prioritized based on their criteria score for risk factors.
- 6) Children not accepted into the program at the beginning of the year will be placed on an active waiting list. As openings occur, parents will be notified in the same manner as original enrollees.
- 7) A complete physical exam is required within 30 days of enrollment and a dental exam is required within 90 days of enrollment. If no physical exam is received within the 30 days, your child will be placed on a waiting list.
- 8) Staff will assist families with incomplete physical and dental exams to obtain updated information.
- 9) Physical/dental exams must be renewed every 12 months.
- 10) No child is allowed to begin class without at least one dose of each of the required immunizations (DTaP, MMR, HEP-B, HIB, OPV, VAR, PCV7). All children who attend preschool programs or licensed child care centers in Michigan are required by state law to be **fully vaccinated**. Parents or guardians must provide documentation that their children have received the required **dozes** of vaccines.
- 11) Immunization waivers may be given for children who have a medical condition that prevents them from receiving immunizations which must be documented on the Medical Contraindication form completed by a physician. A parent or guardian may obtain a nonmedical waiver which is a written statement indicating their religious or philosophical objections. This is obtained from the Oakland County Health Department via a one on one training provided to the parent/guardian by the Health Department. Waivers must be obtained on a yearly basis prior to the start of the school year.
- 12) OLHSA does not currently enroll tuition eligible children. We will review this every year and, if the need arises, recruit and retain tuition eligible families in-line with Head Start and GSRP requirements.



HEAD START/GSRP ADMISSION/ENROLLMENT POLICY FOUR YEAR OLD FULL DAY

- 1) All families must meet GSRP age and risk criteria.
- 2) A child **must be 4 years old on or before September 1, 2016**
- 3) 90% of the children enrolled must be from families with income below 250% of Federal Poverty Level, maximum 10% of enrolled children may be from families with income above 250% FPL with high risks.
- 4) Families are prioritized based on their criteria score for risk factors.
- 5) Children not accepted into the program at the beginning of the year will be placed on an active waiting list. As openings occur, parents will be notified in the same manner as original enrollees.
- 6) A complete physical exam together with up to date immunizations are required for all enrolled children within 30 days of enrollment; a dental exam is also required for children enrolled in Head Start/GSRP blended classrooms within 90 days of enrollment
- 7) Staff will assist families with incomplete physical and dental exams to obtain updated information
- 8) Physical/dental exams must be renewed every 12 months.
- 9) No child is allowed to begin class without at least one dose of each of the required immunizations (DTaP, MMR, HEP-B, HIB, OPV, VAR, PCV7). All children who attend preschool programs or licensed child care centers in Michigan are required by State law to be **fully vaccinated**. Parents or guardians must provide documentation that their children have received the required **doses** of vaccines.
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- 11) OLHSA does not currently enroll tuition eligible children. We will review this every year and, if the need arises, recruit and retain tuition eligible families in-line with Head Start and GSRP requirements.

WHY IS AN EMERGENCY CARD SO IMPORTANT?

This is very important because it is the only way we can contact you in the event of an emergency, school-closing other than inclement weather, or in the event of a late pick-up or medical illness or injury that requires treatment. **Your child may only be picked up by those persons listed on the emergency card. They must be 18 years or older.**

Upon enrollment you were **required** to fill out an emergency card, which listed pertinent information on your child. A card will be kept in your child's classroom. A copy will be kept in your child's file. Michigan Child Care Licensing requires that each section be completely filled out on your child's emergency card.

Please make sure that all phone numbers and addresses are up-to-date. We suggest you update them often. **We encourage you to list as many emergency contacts and individuals for pick-up as they deem necessary. We cannot and will not release a child to anyone who is not listed on the emergency card by the parent/guardian. There will be no exceptions to this policy so that we may ensure the safety and confidentiality of your child and your family.**

HEAD START LATE PROCEDURE

The OLHSA Head Start Program's mission is to assist each family toward self-sufficiency. Our late procedure for picking up children was developed in an effort to assist parents in fulfilling this mission.

Ensuring children arrive to school on time each day is very important. Along with this, it is important that children are picked up on time each day. Each session has a stated dismissal period and all children should be picked up during this time each day. We understand and recognize that unforeseen conditions arise which may cause you to be late to pick up your child and will be dealt with on a case by case basis. We

anticipate that you will make every effort to be on time and have other designated people listed on your emergency cards that you will allow to pick up your child in the event of an unforeseen situation.

By licensing standards and OLHSA policy, we are allowed to call only those people you designate on your emergency card and those people must be eighteen years or older and show valid i.d. for pick up.

In the event we are not able to reach you and your child is not picked up within 30 minutes of the session's end, the authorities (Sheriff's department/Police will be contacted.) Your children worry when you are not on time. We do not have the security or means to keep your child past their scheduled sessions.

All children must be picked up by the end of the assigned session. If a child is not picked up on time, the following action will be taken:

1. **First Late Pick-Up:** Family will receive a written warning.
2. **Second Late Pick-Up:** Family will receive their second late written warning. The family will be contacted by the classroom Family Advocate to see if support is needed to prevent further late pick-ups.
3. **Third Late Pick-Up:** Family will receive their third late written warning. The Family Advocate assigned to the classroom will be contacting you to schedule a meeting with the Family Advocate, Teacher, Family Advocate Manager, and Center Manager. This meeting will be to discuss assistance and support we can provide to your family to prevent further late pick-ups.
4. **Fourth late Pick-Up:** Family will receive their fourth late written warning. After the fourth late pick-up, if you are late picking up your child, the Sheriff's department/Police will be called when class has ended by the Center Manager.

Documentation of late notice's and program assistance will be placed in the child's file. A copy of each late notice will be placed in the appropriate Family Advocate's mailbox. The Family Advocate will file the notice in the child's file. If anyone on the emergency card other

than the parent or the guardian picks up the child, a copy of the written notification or of the late pick-up will be mailed to the parent/guardian the next school day by the Family Advocate as a courtesy.

This policy is for the safety and security of you and your child. We thank you in advance for your support!

ATTENDANCE/WITHDRAWAL POLICY

Head Start is a comprehensive preschool program for children and families. Regular attendance is necessary for children and families to benefit from the services Head Start offers. In order for Head Start to maintain a high quality program, we rely on regular attendance and family involvement.

To maintain regular attendance:

1. In the event that your child should be absent from the program, the Family Advocate must be notified on a daily basis.
2. Parents will be informed of the attendance policy by staff through parent orientation. Handbooks will go home through classrooms.
3. After two days of unexcused absence, if the center has not been notified, parent will be contacted expressing concern.
4. Excessive unexcused or chronic absences may result in your child being placed on the Wait List.
5. Staff will make every effort to ensure the child's consistent attendance.
6. In the event that a child should be withdrawn from the program, one week's notice will be given.

HEAD START FAMILY CONFIDENTIALITY

Head Start programs are required to implement and maintain safeguards and safety measures to preserve the confidentiality of personal and private information collected from, or about, Head Start families and children as a result of their participation in Head Start.

Confidentiality of HS/EHS Records

All information in the child's HS/EHS files is considered to be confidential.

Some information is kept electronically on secure data bases.

Head Start/**Early Head Start** staff may access children's information. Written parent permission and informed consent must be obtained for other agencies or organizations to access the child's information.

HEAD START IS REQUIRED TO FOLLOW ALL GUIDELINES AS DESCRIBED BY THE HEALTH INSURANCE PORTABILITY ACCOUNTABILITY ACT. (HIPA)

MY RESPONSIBILITIES AS A PARENT/GUARDIAN

1. To take part in the decisions affecting the planning and the operation of the program.
2. To help develop the best possible child development program with my input.
3. To be treated with respect and dignity.
4. To be informed about community resources concerned with health, education, and the improvement of family life.
5. To be informed regularly about my child's progress.
6. To be welcomed in to my child's classroom and family related center activities.
7. To attend parent center meetings and to provide input into the planning of parent activities.
8. To be provided with information regarding job vacancies in the program.
9. To be given clear direction when I volunteer in the classroom.
10. To help develop adult programs which will improve daily living for me and my family.
11. To choose whether or not I participate without fear of endangering my child's right to be in the program.

12. To expect guidance for my child from Head Start teachers and staff, this will help his/her individual development.
13. To be able to learn about the operation of the program, including the budget and the level of education and experience required to fill various staff positions.
14. To learn about the program and to be part of my center program planning.
15. To take part in the classroom as an observer, a volunteer, and to contribute my services in whatever way I can towards enriching the total program.
16. To participate in parent activities and encourage other parents.
17. To welcome staff into my home to discuss ways in which I can help my child's development.
18. To work with the teacher, staff and other parents in a cooperative way.
19. To guide my child with firmness, which is both loving and protective.
20. To offer suggestions to improve the program, to defend it against unfair criticism, and to share in evaluating it.
21. To take advantage of classes/workshops designated to increase my knowledge about child development and increase my skills in areas that may lead to possible employment.
22. To become aware and involved in community projects which help to improve the quality of life.
23. To follow through on commitments I make to the program.
24. To treat staff, children, and other families with respect and dignity.
25. To relay, to my child's teacher, what things I enjoy doing in the classroom/group experience.

HOW DO I DRESS MY CHILD EACH DAY FOR THE CLASSROOM

1. Children go outside every day throughout the year weather permitting; this is a state licensing rule. The following conditions will be taken into account when deciding on permissible weather; wind chill and heat index, severe weather conditions. Outdoor play enhances all areas of development. Please watch the weather and dress your child appropriately.
2. As the weather gets cooler, be sure to send your child to school with jackets, hats, gloves, snow pants and boots; children need to wear closed toe shoes in the spring and summer, dress shoes and sandals tend to get slippery. Play clothes and tennis shoes are recommended. Tennis shoes are best so that running, jumping, and other movements are safe and children don't slip on the floor.
3. Removing drawstrings from clothing is requested to prevent choking accidents when playing on playground and outdoor equipment. No jewelry of any kind will be allowed for safety reasons.
4. Young children at school are very busy and can have a variety of mishaps. Water, paint, glue, frosting, food, dirt and other "fun" items are all a regular part of the daily schedule. Please send in a change of clothing that can be kept at school. Suggested clothes to send include shirt, pants, socks, and underwear. All clothing must be clearly marked with your child's names.
5. The program is not responsible for loss or damage to any personal possessions including clothing brought to the center. Bringing toys and personal items from home is discouraged.



BE A PARTNER WITH YOUR CHILD'S SCHOOL

Show your child that you value his or her education:

- Ask specific questions about what happened at school – what they learned, what games were played, what they enjoyed, etc.
- Look at any artwork or papers brought home and show your appreciation.
- Be active in learning by reviewing with your child what was taught.
- Read to your child.
- Attend school events such as parent/teacher conferences and parent meetings.
- Keep teachers informed of events that might affect your child's performance or behavior – a family illness, the death of a relative, a move to a new home, etc.
- Meet regularly with your child's teacher. Share the teacher's positive comments with your child.

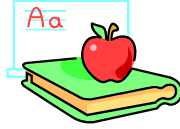
SCHOOL CLOSING PROCEDURES:

Emergency School Closing

There may be conditions that could force OLHSA to dismiss children early such as a power failure, severe weather, furnace failure etc. The center has a system of calling all parents or emergency numbers before allowing children to leave. If our emergency callers are not able to reach a parent or emergency designee, the child will be kept at the center until a parent or designee signs the child out.

Inclement Weather

If your school district is closed, there will be no school for children. OLHSA follows the school district for closing due to weather such as snow or ice. In case of early notification of school closing, the local school district will call the following television stations to announce school closing, **WJBK-TV (FOX 2), WWJ-TV (CBS Detroit), WDIV (Local 4), WXYZ-TV (Channel 7), WKBD-TV(CW50), WWJ Newsradio 950, and News/Talk WJR-AM 760.**

Services you can expect:

- ➔ Quality early education in and out of the home, including home visits and ongoing child development screening
- ➔ Family support - especially for families with newborns, infants and toddlers, as well as pregnant and parenting teens
- ➔ Parent education, including parent-child activities
- ➔ Comprehensive health services, immunization tracking; dental/vision screening
- ➔ Nutrition education
- ➔ Mental health services and referrals
- ➔ Ongoing support for parents through partnership development focusing on family and individual goals, referral to agencies in the community to meet specific needs and peer support

HEALTH SERVICES**Physical and Dental Exams**

Head Start requires **ALL** children (both center-based and home-based) to have a current physical and dental exam. The physical is a requirement of both Head Start and the State of Michigan's Office of Child Care Licensing. The physical exam **must** be completed within thirty (30) days from the first day of school, and the dental exam **must** be completed within ninety (90) days from the start of school. If you are having problems scheduling these screenings, or are without health insurance, please call the Head Start center.

HEALTH POLICIES/PROCEDURES

The health of your children both at Head Start and home is very important to us. The following health policies are included in this handbook: medical and dental emergencies; communicable diseases; hand washing; cleaning/sanitizing of equipment, toys, and surfaces; handling children's body fluids/universal precautions; and administering medication at school. Please take the time to read and review this information. If you have any questions or concerns, please call your Family Advocate. We welcome your comments and remain committed to the health and well being of your children.

ADMINISTRATION OF MEDICATION POLICY

In general, Head Start does not administer medication at school. Parents/Guardians are strongly encouraged to give medication at home, when possible. However, designated Head Start staff may administer prescription medication to a child in certain situations. These could include treatment for certain health emergencies, treatment for a chronic diagnosed health conditions or short term prescribed medication needed during school hours. The following guidelines should be followed.

- Medication, prescription or nonprescription, will only be given or applied with prior written permission from the parent/guardian and physician.
- Parent/Guardian must also provide an authorization signed by the child's physician with the name and dosage of the medication in the original container, and clearly labeled for named child. No expired medication will be given.
- The pharmacy labeled medication must indicate clear directions from the physician, including the physician's name, child's name, instructions, and name and strength of the medication. Medication will only be given according to these instructions.
- Medication must be in child-proof containers, and stored according to label directions.
- Medication must be kept out of the reach of children. Medication must be returned to the parent or destroyed when the parent determines the medication is no longer needed or it has expired.

- All medication must be kept in a locked unit in the classroom, except for EpiPens, which are to be kept out of children's reach but easily accessible to classroom staff.
- Injections will be given **ONLY** in extreme circumstances. These would include a child diagnosed with diabetes who requires Insulin to maintain normal blood glucose levels, a child with a documented insect sting allergy, or a child who exhibits a hypersensitivity and/or anaphylactic reaction due to exposure to/or ingestion of a food to which the child is known to be allergic.
- Staff will **not** be permitted to administer medication if it is the first time a child has been given this drug, since the child could experience an allergic reaction (except for the emergency use of EpiPen).
- If a child needs daily treatment for an ongoing medical concern (such as asthma medication with a nebulizer), this treatment will be given by a trained staff member.
- All medication administered by Head Start staff must be noted on the individual child's medication log form, and include a record of the time and dosage or amount of medication given. The signature of the caregiver administering the medication must be included.
- Medication administration of epio-pens, inhalers, inhalers with spacers, nebulizers with either face mask and or a mouth piece will be performed by OLHSA staff that receives yearly training using OLHSA's on line Grovo training.
- **Parent and physician authorization must be updated yearly.**

COMMUNICABLE DISEASES

Remember, our goal is to promote preventive health services and early intervention. Together, with your assistance, we can do this.

If your child has the following symptoms, please keep your child at home. If the symptoms are noted while your child is at school, you will be contacted, and your child will be excluded until fully recovered. Your child will be placed in an area away from the other children where he/she can be supervised until your arrival. Items and facilities used by an ill child, such as bedding, sleep equipment, utensils, toilets, toys,

other classroom supplies will be set aside and not used by any other person until the items and facilities have been thoroughly cleaned (See R400.513-Licensing rules for Child Care Centers).

- Child has a temperature above 101 degrees. Child should not return until fever free for 24 hours without medication.
- Child has had vomiting any time after 6 pm the previous evening. Child should not return until symptom free for 24 hours.
- Child has had diarrhea or one very loose stool within the last 24 hours. Child should not return until symptom free for 24 hours.
- Child has been on an oral antibiotic for less than 24 hours for treatment of an infection such as strep throat, ear infection, etc.

If a center becomes aware that a child in care has contracted a communicable disease, then the center will notify parents of the following:

- a) the name of the communicable disease
- b) if your child may have been exposed
- c) symptoms of the disease

How Sick is Sick?

In order to insure the safety and health of our children and staff, **children who have any of the following conditions may be excluded from the classroom until either the condition subsides, the child is no longer contagious, or we receive a note from the child's doctor stating the child is no longer contagious.**

1. **Your child has thick green drainage from his/her nose.**
2. **Your child has yellow discharge from the eyes.**
3. **Your child has had an oral fever of more than 101 degrees in the last 24 hours.**
4. **Your child has vomited (more than one time) in the last 24 hours.**

5. **Your child has had diarrhea (more than two times) in the last 24 hours.**
6. **Your child has cuts or openings on the skins that are pus-filled or oozing.**
7. **Your child has lice or nits. Child can return after first treatment is administered.**
8. **Your child has a communicable disease**
9. **Your child has an undiagnosed and untreated rash.**

Other symptoms that could indicate a possible infection or illness include the following:

- Severe coughing that causes the child to look red or blue in the face.
- Coughing followed by a high-pitched croupy or whooping sound.
- Difficult or rapid breathing.

- Pinkeye, evidenced by tears, redness of eyelid lining, and irritation, followed by swelling and discharge of pus.
- Infected skin patches that appear crusty, bright yellow, dry, or gummy.
- Any contagious disease like chicken pox, measles, mumps, mono, etc.
- Severe itching of the scalp or body, which could indicate the presence of Lice or Scabies.
- Severe sore throat or difficulty swallowing.
- Constant runny nose, with other signs of illness such as fever or fatigue that prevent the child from participating in classroom activities.

CHILDREN AND STAFF HAND WASHING

Hand washing is the most effective way to prevent the spread of germs. In order to prevent the spread of infection and promote the health of the Head Start children and staff, proper hand washing technique will be followed by all staff and children. Correct hand washing technique will be reviewed yearly with all staff. Hand washing

will be incorporated into lesson planning at the beginning of the school year, reviewed throughout the year, and continually modeled by all staff. Hand washing posters will be placed near each sink as a reminder to children and staff.

Staff will wash hands:

- Upon arrival in the classroom
- After wiping a child's runny nose or eyes
- After toilet use or diapering
- Before food preparation, handling, consumption, or any other food related activity
- Before and after giving medications
- Before and after giving first aid (also wearing protective, non-porous gloves)
- When hands are contaminated with blood or other body fluids
- After assisting a child with toilet use
- After handling pets or other animals

Children will wash hands:

- Upon arrival
- After wiping the nose, putting finger in the mouth, etc.
- After bathroom or toilet use
- Before food preparation or eating
- When hands are contaminated with blood or any other body fluid
- After playing in water that is used by more than one person
- After handling pets or other animals
- After outdoor play
- When hand are visibly dirty



PROPER HAND WASHING TECHNIQUE INCLUDES:

- Use soap and running water
- Rub hands vigorously for 15-20 seconds
- Wash all surfaces, including back of hands, wrists, under nails, and between fingers.
- Rinse well under warm water
- Dry hands with a paper towel
- Dispose of paper toweling in a proper container

CLEANING/SANITIZING OF EQUIPMENT, TOYS, SURFACES

Maintaining a clean Head Start environment is important to the health of both children and staff. Staff practice and promote frequent hand washing, teach behaviors that will decrease the spread of germs, and observe the children daily for signs of illness. Keeping toys, equipment, and surfaces clean and safe is also included in the overall plan to keep children and staff healthy. Head Start staffs follow a routine schedule for cleaning and disinfecting equipment, toys, and surfaces in the classroom, as show below. A copy of this schedule is posted in each classroom.

UNIVERSAL PRECAUTIONS

Controlling infection is so important in the child care setting. Children play together and share more than toys. They share germs, and these germs are spread before a child even appears ill. Treating each person as someone who could be infected is an infection control method known as "universal precautions". This means not waiting to find out who is contagious, but rather **preventing** the spread of infection. This is done by following simple steps to protect children and staff. Universal precautions are followed by all staff, and reviewed at yearly trainings.

All Head Start staffs follow universal precautions by:

- Proper hand washing
- Using non-latex gloves
- Disinfecting the environment and properly disposing of waste products.

SMOKING POLICY

All Head Start programs are required to create smoke-free environments and to eliminate exposure to tobacco smoke for Head Start children, staff, and parents.

This policy covers the smoking of any tobacco products, and applies to both employees and non-employee participants of Head Start.

ACCIDENTS/ILLNESS/EMERGENCY

In the event of an accident, illness or an emergency, the OLHSA Head Start program will notify you.



9-1-1 will be called for emergency/ medical services to assess and transport your child to the nearest emergency room, if required. Head Start staff will accompany your child if the child needs to be transported.

HANDLING CHILDREN'S BODILY FLUIDS

Body fluids consist of urine, feces, saliva, blood, vomit, nasal discharge, eye discharge, and injury and tissue discharge. Germs that are found in body fluids can cause infections and even some diseases. To reduce the risk of disease, body fluid spills are cleaned immediately. Each classroom is stocked with a Bio-Hazard Fluid Clean-up Kit for such emergencies. All staff receive blood borne pathogen training on OLHSA's in line Grovo site.

CLEANING UP BODY FLUID SPILLS:

- Always wear protective, disposable gloves.
- Follow recommended procedures for liquid spills
- Use scoop/scrapper to collect solid material.
- Dispose of waste materials in bio-hazard waste bag.
- Clean all contaminated areas using 3-step process to sanitize.



FAMILY SERVICES

Family Services staffs help families assess their needs and identify appropriate community resource based on their needs. A Family Advocate is available at each center to assist families with any needs they may have such as food, clothing, housing, utility assistance, legal services, counseling, etc. Family Advocate staffs also assist families in planning for the future by helping them to establish and achieve goals. **Your Family Advocate is your primary contact.**

PARENT ENGAGEMENT

Parents/guardians are invited and encouraged to participate

- ➔ Parent libraries are located at centers with books for adults and children.
- ➔ **Families** work with the Family Advocates to develop individualized Family Partnership Agreements based on each family's strengths and goals.
- ➔ Father/male involvement is encouraged.
- ➔ Workshops on various topics are available to parents.
- ➔ The Policy Council membership includes parents from all OLHSA Head Start and Early Head Start programs in Oakland County.
- ➔ Policy Council membership is made up of at least 51% current Head Start/Early Head Start parents who have the responsibility for participating in making decisions regarding the overall operation of the program.
Opportunities are provided for parents/guardians to participate on Head Start advisory committees for Health Services and Education to enhance the services provided to children.

PARENTS AS VOLUNTEERS

We recognize parents as the primary educator in their child's life. Therefore, parent volunteers play an important part in Head Start. Parents bring to the program a unique range of experience, talent and

diversity in background, which adds a special feeling and dimension to the program. Parent volunteers play an important part in Head Start.

- ♥ Parent volunteers may assist in the classroom, organize special activities, help with recruiting, construct and repair toys/equipment, perform clerical duties and help with preparing for classroom activities
- ♥ Volunteers can help prepare classroom activities; help organize in house field trips; read stories to the children;
- ♥ help plan holiday activities and add richness and variety to the classroom by being present and helpful.

Volunteering gives parents/guardians the opportunity to learn developmentally appropriate strategies that will assist them in supporting their child's educational process. A parent or family member's presence in the classroom gives children an awareness of the importance and value of education. Additionally, parent volunteers are often hired as substitute educational assistants.

Regularly scheduled volunteers must have current TB Skin Test on record in the Head Start office and a physical (if volunteering more than 4 hours a week or on a consistent basis.)

FAMILY AND COMMUNITY ENGAGEMENT

Parents/primary caregivers are the most important influence in a child's development. An essential part of every Head Start program is the involvement of parents/caregivers in program planning and operational activities. . If you would like to learn more about how you can support your center or what training and educational opportunities are available, please speak with your child's teacher. All program involvement is voluntary and not a condition of the child's enrollment.

- ♥ **Parents/guardians are encouraged to participate** in monthly parent activities, serve as members of Policy Council or
- ♥ advisory committees and have a voice in administrative and managerial decisions.

Parents have a unique range of experiences, talents and diversity in background which adds a special feeling and dimension to the program.

The Head Start program is not only committed to the children, but also to providing training and educational opportunities for parents so they can reach their fullest potential

MALE PARTICIPATION

Children need positive male role models (dad, uncle, grandfather or other significant males) in their life. While men are always welcome in the classroom, we especially would like to encourage them to visit the classroom as often as possible.

PARENT/POLICY AGREEMENT

1. All programs at all sites are full day and operate for 7 hours, four days a week (Monday, Tuesday, Wednesday and Thursday). Start and end times vary by location.
2. Parents/Guardians are welcome and encouraged to volunteer in the classroom. We are not able to accommodate siblings/other children if you volunteer.
3. Parents are expected to bring their children to their classroom and see that they are under supervision before leaving the premises when busses are not provided. They are expected to re-enter the building when picking up the children.
4. Head Start staff, volunteers, and parents shall use only positive methods of discipline which encourage self-control, self-esteem, and cooperation among the children. Negative methods of discipline are not allowed.
5. Children may not bring food to the center. A well balanced snack and hot lunch are provided daily. Menus will be posted in informational areas.
6. The program is not responsible for loss or damage to any personal possessions brought to the center. Bringing toys from home is discouraged.

7. In- house field trips are scheduled throughout the year.

WHAT IS A HOME VISIT?

Home visits are conducted to discuss the child's progress, family needs, and provide information about the program. The teacher in Head Start and GRSP will make two home visits to acquaint the parents with their child's performance in the classroom. Early Head Start teachers will conduct monthly home visits with families to discuss the child's growth and development, family needs and health concerns.

The parents are always contacted before the home visit is made to choose a time that is convenient for them. If, for any reason, the parent cannot be there at the appointed time, they are asked to call their child's center to change their appointment time.

Home visits by the Mental Health Coordinator are made available, if needed, to assist parents and children. These needs, which are identified by parents, may include enhancing the positive self-concept of family members, building positive relationships between children and their parents, caregivers, peers, and siblings; and developing coping skills for problem solving and stress management.

Parents work together with the Mental Health Coordinator and Head Start staff, to devise a plan for addressing the child and family's mental health needs

PARENT-TEACHER CONFERENCES

Two parent-teacher conferences will be scheduled during the program year. The first conference will be in the fall, the second in the spring.

During the fall conference, the teacher will explain the basics of the High/Scope curriculum, the results of the Ages and Stages Questionnaire and policies and procedures relating to the Head Start program. The teacher and parent will work together to set appropriate goals for the child.

During the spring conference, the teacher and the child will present selected pieces from the child's portfolio to share with the parent,

demonstrating the child's progress. The parent and teacher will review the child's progress using the portfolio information, observations from the COR assessment, and other pertinent data throughout the program year. Parents are encouraged to ask questions regarding their child's school experience.

HEAD START POLICY COUNCIL

The Head Start Policy Council is set up at the grantee level. It is the advisory group that determines policies and procedures for the total Head Start program in Oakland County. This council is made up of parents and representatives from the community. The parents/guardians who serve on the Council are elected from the various Head Start centers around the county. Policy Council representatives are elected in November during center elections. The Council approves changes in the program, approves and provides input into the total grant and budget application. Grantee members of the Council are also involved in the hiring/firing process of personnel.

Policy Council meetings are held every month in the evening. On site babysitting services are available at each meeting. Babysitting and mileage reimbursement forms are also provided at each meeting. The reimbursement amount is \$3.00 per hour for babysitting and \$.40 per mile.

Policy Council represents all centers and therefore all of the parents and children in the program. It is important that the membership of the Policy Council be rotated to assure a regular influx of new ideas into the program. For this purpose, terms of membership are limited to not more than three years.

GSRP ADVISORY COMMITTEE

1. **What is the GSRP Parent Advisory Committee (PAC)?** Legislation requires GSRP grantees establish or join a multi-district, multi-agency school readiness Advisory Committee(s), which requires that GSRP programs must provide for the participation of parents or guardians in the planning and implementation of the GSRP.

The mission of the parent advisory committee is to advise the GSRP administration on existing and proposed education policies, bring forth issues of concern, and make suggestions about changes that will

improve the achievement of students and the effectiveness of the program.

2. **Who are the members of GSRP Parent Advisory Committee?**

Advisory Committee must contain a minimum of two parents, with parent representation, at a ratio of one parent for every 18 enrolled GSRP children. An Advisory Committee should be established comprised of program staff, parents, and community representatives.

3. **What is the role of GSRP Parent Advisory Committee?**

- Ensure ongoing articulation of the early childhood, kindergarten, and first grade programs offered by the school district/PSA.
- Review the mechanisms and criteria used to determine participation in GSRP Program.
- Review the health screening program for all participants.
- Review the nutritional services provided to program participants.
- Review the mechanisms in place for the referral of families to community social service agencies, as appropriate.
- Review the collaboration with and the involvement of appropriate community, volunteer, social service agencies, and organizations in addressing all aspects of educational disadvantage.
- Review, evaluate, and make recommendations to GSRP for changes to the school readiness program (State School Aid, Section 32d.)

For further information, refer to the *Great Start Readiness Program Implementation Manual*, Parent Involvement Section (copy link and paste into internet browser): http://www.michigan.gov/mde/0,4615,7-140-6530_6809_50451-217313--,00.html

4. **How often does the GSRP Parent Advisory Committee meet?**

The GSRP Parent Advisory Committee meets minimum twice a year to represent parent perspectives and make recommendations about reaching the GSRP's goals of student achievement, equitable access to

opportunity, and accountability. The meetings are normally held at the times that are convenient to parents.

5. How to join the GSRP Parent Advisory Committee?

There is Parent Advisory Committee Sign Up form in each GSRP classroom. Contact your children's classroom teachers to learn more about the opportunities available.

EDUCATION SERVICES

Each classroom has one teaching team. Parents are encouraged to regularly volunteer in our classrooms. All classroom staff is trained in child development.

Your child's teacher has a Bachelor or advanced degree in early Childhood education, a related field with a major concentration in early childhood, or an Associate's degree in early childhood. Early Head Start teachers have the same educational background but also have a focus on infant and toddler development. Training and workshops are available to parent volunteers to improve their ability to help their children learn.

Young children learn most effectively when adults and children share in activities. To facilitate this approach to early learning, the Head Start program uses the High Scope curriculum to enhance experiences. Teachers and parents work together to plan developmentally appropriate activities. Children are encouraged to initiate, plan, carry out, and evaluate an activity under the guidance and direction of the teacher and parents. This process encourages children to feel confident of their success, to work at their developmental level and to experience the power of independence and the joy of working with attentive adults and peers. The adults role is to support and guide young children through active learning adventures.

The objectives of the education services department of the program are to:

- (a) Provide children with a learning environment and the varied experiences which will help them develop socially, intellectually, physically, creatively and emotionally in a manner appropriate to

their age and stage of development toward the overall goal of social competence.

- (b) Integrate the educational aspects of various Head Start services in the daily program of activities.
- (c) Involve parents in educational activities of the program to enhance their role as the principal influence on the child's education and development. **WE NEED YOU!**
- (d) Assist parents to increase their knowledge, understanding, skill and experience in child growth and development.
- (e) Identify and reinforce experiences which occur in the home that parents can utilize as educational activities for their children. Come and share your ideas.

Literacy

The Curriculum approach that we use for promoting emerging literacy is High Scope's Growing Readers. This program was designed specifically to meet the Head Start language and literacy outcomes guidelines. This research based programs cover all areas of language and literacy development in an appropriate manner for young children.

Conscious Discipline

Many teachers, education managers and disability liaisons in the Grantee program have been trained in Conscious Discipline. "Conscious Discipline is a comprehensive social and emotional intelligence classroom management program that empowers both teachers and students." Teaching staff are encouraged to use this approach in their classroom.

Code of Ethics

The Grantee teaching staff has been trained in the National Association for the Education of Young Children's Code of Ethics. This code spells out ethical behavior for Early Childhood professionals.

Outcomes

Teachers use Head Start School Readiness Goals to guide their Lesson Plans. To measure children's progress throughout the year, the teaching staff uses an observation based instrument called the Child Observation Record (COR). Throughout the course of the day,

teaching staff take notes of children's progress. These notes are then entered into the computer. The computer compiles these notes, and provides the teaching staff with a report three times per year. The teaching staff can then track individual children's progress in each developmental domain as well as the progress of the class and the entire center.

Behavioral Guidelines and Discipline

In the GSRP/Head Start and Early Head Start classroom, adults:

- Encourage children to do things for themselves throughout the day;
- Treat conflict situations with children matter-of-factly;
- Approach children calmly and stop any hurtful actions;
- Acknowledge children's feelings;
- Involve children in identifying the problem by gathering information from children and restating the problem;
- Ask children for solutions and encourage them to choose one together; and
- Give follow-up support when children act on their decisions.

The following rules apply to parents, staff, volunteers or anyone who comes in contact with the children.

Discipline is individualized for each child. It is directed toward teaching the child acceptable behavior and self-control. A positive classroom management approach will be used. Teachers focus on teaching social skills, appropriate interactions and natural consequences.

Established guidelines and limits are stated. **ALL STAFF WILL USE POSITIVE METHODS OF GUIDANCE/DISCIPLINE WHICH ENCOURAGE SELF-CONTROL, SELF-ESTEEM, AND CURIOSITY.**

- ♥ No child is left alone or unsupervised.
- ♥ Food or drink or meals are never withheld from a child as a form of punishment or used as a reward. Children are never denied their basic needs, rest or necessary toilet use.

Supporting Children in Resolving Conflicts

Six steps for problem-solving:

1. Approach calmly, stopping any hurtful actions or language.
2. Acknowledge feelings.
3. Gather Information
4. Restate the problem
5. Ask for ideas for solutions and choose one together.
6. Give follow-up support as needed



Staff, parents and volunteers are prohibited from using the following as a means of guidance/discipline or punishment.

- a. Hitting, shaking, biting, pinching, slapping, spanking, yanking or inflicting any forms of corporal punishment. Time out is not used. No one will be allowed to yell at, put down, or call a child an inappropriate name.
- b. Restricting a child's movement by binding or tying child.
- c. Mental or emotional cruelty, such as humiliation, shaming or frightening a child.

SEVERELY CHALLENGING BEHAVIOR POLICY AND PROCEDURES

DEFINITION:

Severely challenging behaviors include, but are not limited to: biting, hitting, kicking, choking, throwing objects that may cause harm, and inappropriate sexual behaviors.

POLICY:

In keeping with federal performance standards (1304.22)(b)(1) and promoting a healthy and safe environment for all children and staff, OLHSA Head Start has established a Severely Challenging Behavior Policy

A child may be considered for alternate program options/variations if the behavior that is expressed by a child during classroom hours, is repetitive and/or endangers or threatens another child or classroom staff.

PROCEDURE:

LEVEL I

If a child, on a regular basis (two times per week or more), is harming himself/herself, or others, or destroying property, then the following procedure is used:

1. A staffing referral is made, either by parent or staff member, outlining the general and/or behavioral concerns.
2. Teacher and Teacher Assistant record anecdotal notes, including the behavior observed, time, date, place, apparent triggers and others involved. (This takes place for three (3) weeks unless it is an emergency situation.
3. Parent signs permission for observation by support staff. Appropriate support staff (mental health, disabilities, etc.) talks with the family advocate and parent to see if there is

additional information that would be helpful in understanding and solving the issue. Mental Health Staff will complete a questionnaire with parent to help obtain additional information. Support staff provides a copy of the permission for observation to the Family Advocate, providing details as necessary.

4. Appropriate support staff makes and records observations.
5. Once observation is complete, Teacher, Family Advocate and support staff meet and decide if the situation requires a staffing.
6. If a staffing is deemed necessary, the Family Advocate contacts the parents to schedule meeting. (The Family Advocate is the primary contact for the family.) Staff and parents share their observations and information and together develop an Action Plan. This plan will outline strategies to be implemented in both at home and in the classroom by parents, teachers and other applicable support staff to help eliminate the behavior. Everyone signs off on the plan..
7. A follow up meeting is scheduled for two weeks to discuss progress. During the two week period, the Teacher continues to record child's behavior.
8. Level 1 should take a minimum of four (4) weeks and a maximum of eight (8) weeks.

LEVEL II

If the disruptive behavior continues the following procedure will be implemented:

1. A second follow up staffing meeting will be scheduled to review the Level I plan and its implementation. The Family Advocate will contact the parent to set up the meeting. The following questions to be considered in this meeting are:

Have strategies been implemented on a consistent basis by both parent(s) and staff?

Has there been measurable improvement in the child's behavior

since the implementation of the strategies?

Have parents and staff made a reasonable effort to follow Mental Health/Disability recommendations, but the child's disruptive behavior continues?

Is the behavior life-threatening or does it pose an injury risk to self?

Does the behavior seriously interfere with students' learning or the other students' learning?

Does the behavior hurt other children or staff or damage materials?

Has trained staff found it necessary to hold the child to keep the child and others safe?

2. Depending on the answers to the above questions, staff and parents will discuss and decide whether to continue with the Level I plan, or if it is necessary to continue to Level III.

LEVEL III

1. If a decision is made to move to Level III program staff and parents work together to construct an alternate program option that would best meet the needs of the child and family. The Associate Director for Mental Health/Disabilities, the Associate Director for School Readiness, and/or the Deputy Director for Early Childhood Programs will also attend this meeting. Options to be considered include:

- A shortened school day
- Fewer days per week
- Home Base Option
- Parents attending class with child

2. An Alternative Program Option Plan is written that includes input and signatures from parents/guardians and staff. The Alternative Program Option Plan is a positive plan of action which includes specific action steps, goals and time frames to improve the child's behavior with the ultimate goal of returning the child to

the original program option. Parents and staff write out specifics. The plan should include any plans for further evaluation and or counseling by external mental health staff or by public school special services professionals.

3. In the event the parent or guardian, fails, refuses or is not able to comply and cooperate with the Alternative Program Options Plan and the child's behavior continues to present a danger, threat or concern for safety for other children or adults in the classroom, the following will be a final consideration. The child's parent/s, Teacher, Center or Education Manager, Director and/or Deputy Director for Early Childhood Services, Family Advocate, Mental Health Coordinator, and Associate Director for Grantee Programs, will meet and consider all alternatives available for the best interest of the child and the program. It may be necessary to serve the child in the home base option.



SCHOOL READINESS GOALS

Helping your child be ready to experience in kindergarten is one of our main goals. In order to accomplish this goal, we use previous year's data as well as information from ASQ screenings to pinpoint specific goals for the coming year. For 2016- 2017, the goals are as follows:

Language Development

1. Child will use an increasingly complex vocabulary to express ideas.
2. Child will use increasingly complex sentence structure to express ideas

Literacy Development

1. Child will be able to demonstrate how to properly use a book.
2. Child will recognize and name at least 10 letters of the alphabet, including those in his/her name.
3. Child will be able to distinguish rhyming from non-rhyming words.
4. Child will recognize common print in their environment.
5. Child will begin to demonstrate an ability to "write" (in a developmentally appropriate way) in order to communicate information.

Approaches to Learning

1. Child will demonstrate an increasing amount of persistence in solving problems.

Math

1. Child will demonstrate an understanding that counting determines quantity.

Science

1. Child will begin to develop observation skills.

Social Studies

1. Child will demonstrate an understanding of the sequence of events in the classroom.

Creative Representation

1. Child will be able to participate and follow along with appropriate movements during large group activities.

Logic & Reasoning

1. Child will use a variety of strategies to find solutions to problems.

Physical Development & Health

1. Child will demonstrate increasing skills in fine and gross motor areas.

English-Language Learners

1. Child will increase his/her English language acquisition skills.

Social & Emotional Development

1. Child will learn to express feelings in an appropriate manner.
2. Child will demonstrate increasing independence.



FULL DAY DAILY ROUTINE – sample schedule, times/order may vary per classroom. Please check at your individual classroom

8:00-8:45 Arrival/Breakfast/Tooth Brushing/Greeting Time

Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Children are provided with a toothbrush and toothpaste and will brush their teeth daily under direct Head Start staff supervision. Once most of the children have arrived, adults share the daily announcements.

8:45-9:00 Large Group Time

All adults and children participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.

9:00-9:20 Small Group Time

An adult-initiated learning experience based on children's interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.

9:20 -10:30 Planning/ Work Time

Planning Time

Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).

Work Time

(Children's hour of uninterrupted Choice Time) – Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Work Time, adults participate as partners in child-initiated play and encourage children's problem solving both with materials and during times of social conflict.

10:30-10:50 Clean Up Time/Recall

Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept children's level of involvement and skill while supporting their learning.

Recall Time

Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children's lead and encourage children to share (e.g., individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.

10:50-11:00 Cot Prep/Music Time

11:00- 11:30 Outdoor Time

Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and also join in their active outdoor play, supporting their initiatives and problem solving.

11:30-12:10 Hand Washing/ Lunch

Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

12:10-1:10 Rest and Relaxation – Toileting/Nap/Wake up & Toileting

Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulatives. As children wake up, adults and children work together to put away cots and set up for snack.

1:10-1:45 Planning/Work/Clean-up/Recall & (refer to AM Planning/Work Time & Clean Up/Recall time)

1:45-2:15 Snack

Children enjoy style healthy snack and are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs

2:15-2:45 Outdoor Time (Refer to AM Outdoor Time)

2:45-3:00 Music and Movement

3:00 Dismissal

MULTI-CULTURAL AWARENESS

The diversity of our backgrounds, experiences, and ethnic and racial heritages makes the world interesting and challenging. Celebrate our differences and our similarities

KEYS TO SUCCESSFUL KINDERGARTEN TRANSITION

When teachers and parents work together to help children move more easily into the new kindergarten environment, the results for the children include:

- continuity with the Head Start experience;
- increased motivation and openness to new experiences;
- enhanced self-confidence;
- improved relations with other children and adults
- a greater sense of trust between teachers and children.

When parents are involved with teachers in providing a smooth transition for their children, the parents gain:

- increased confidence in their children's ability to achieve in the new setting;
- improved self-confidence in their own ability to communicate with the educational system;
- a sense of pride for their children;
- a greater knowledge and appreciation of early childhood programs and staff.

HEAD START TRANSITION TO KINDERGARTEN

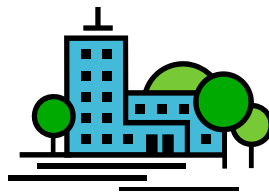
If your child will be 5 years old on or before September 1, 2017 these are the GENERAL REQUIREMENTS FOR KINDERGARTEN ADMISSION:

FOR PONTIAC SCHOOLS, you must have:

- ♥ An original birth certificate (for birth certificate information, call (248) 758-3200 Clerks office.
- ♥ Your child's social security number
- ♥ Up to date complete immunization record

FOR ROYAL OAK NEIGHBORHOOD SCHOOLS, you must have:

- ♥ Proof of address (utility bill; water bill - something that shows address - *not driver's license)



- ♥ Your child must have a vision test, and a complete physical is recommended.
- ♥ **A certified copy** of your child's birth certificate.
- ♥ Two proofs of residency (driver's license, voter registration card, tax record, utility bill, etc.)
- ♥ Up to date immunization record
- ♥ A physical examination is recommended, but not required.

FOR TROY SCHOOLS, you must have:

- ♥ **A certified copy** of your child's birth certificate.
- ♥ Three proofs of residency (*not driver's license – something that shows current address i.e. bank statement, paycheck stub with address, cable bill, utility bill, water bill, etc.)
- ♥ Up to date immunization record.

Contact your school district for further information.

Pontiac School District
(248) 451-6800

Royal Oak School District
(248) 435-8400

Troy School District
(248) 689-0600

Pontiac Academy For Excellence
(248) 745-9420

Rochester Schools
(248) 543-4433

Oak Park School District
(248) 547-0250

Brandon School District
(248) 627-1800

Hazel Park School District
(248) 658-5200

Huron Valley Schools
(248)684-8000

Avondale Schools
(248) 537-6000

NUTRITION SERVICES/FOOD SERVICE POLICY

Each child will receive breakfast, lunch, and a snack, **which provides 1/2 to 2/3 of the daily nutritional needs required by the USDA standards.** Meals will be served in a “family-style” atmosphere, with both children and adults participating in set-up and service. Sufficient time will be allowed for children to eat.

AT NO TIME WILL FOOD BE USED AS A REWARD OR PUNISHMENT.

Children will not be forced to eat, but are encouraged to try all foods. SPECIAL DIETS and ALLERGIES will be clearly posted in the classroom in red ink, utilizing confidentiality procedures. The Nutrition Manager will also have this information on file. Special provisions will be made available for children with special dietary needs. WE MUST have documentation from the CHILD’S PHYSICIAN regarding SPECIAL DIETS and ALLERGIES!

FOOD FACT

A variety of nutritious foods are needed for children to grow strong and healthy bodies.

BIRTHDAYS, HOLIDAYS AND FOOD

Each month we will set aside one day to celebrate children’s birthdays. We ask that parents please do not bring in food of any kind. We also ask that parents do not bring in food of any kind for holidays or any other day. If you feel you have to bring something in on a designated birthday celebration day or holiday, please consider the following inexpensive items:

1. Crepe paper – to decorate room.
2. Crayons, pencils, markers, or friendship bracelets.
3. Party hats – enough for each child and teacher in the classroom.

The purpose of the once a month birthday celebration is so each child can be included and feel special. The reason we ask that you do not bring food is that we are providing a birthday type of food within the guidelines of the Child and Adult Care Food Program.

Thank you for your cooperation in this matter. If you have any further questions and/or concerns, please contact your Center Manager.

In accordance with Federal law and U.S. Dept. of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil rights, Rm. 326-W, Washington DC 20250-9410 or call (202) 720-5964 (voice & TDD). USDA is an equal opportunity provider and employer.

DISABILITY SERVICES

Head Start is committed to serving children who have special health or educational needs. A minimum of 10% of Head Start children enrolled have certified special needs. Children with special needs participate in regular daily activities just like every other child. Disability Coordinators are located at each center and if a parent has a concern about their child's development, they can contact the coordinator or teacher.

MENTAL HEALTH SERVICES

Mental Health Coordinators are available at Head Start centers. Mental Health staff is available for any concerns with child, family or self. Services include observations, assessment, intervention or referrals. They will have their hours of availability posted at the centers or they can be reached by asking the teachers.

MANDATED REPORTERS

We at Head Start care deeply about your child's safety. All Head Start staffs have completed background checks and have received DHS clearance for working with children. Head Start staffs are mandated reporters of suspected abuse or neglect of a child required by the 1975 Child Protection Law of Michigan. In the event that a report must be made, Head Start Mental Health Staff are available to support families during this stressful time.



PEDESTRIAN SAFETY

Head Start is committed to ensuring the safety of our children and families. In accordance with this objective, Head Start provides Pedestrian Safety training within the first thirty days of the program year which includes the following components:

- Training for staff prior to the beginning of the school year
- Training for parents at orientation and subsequently at parent meetings throughout the year
- Training for children during the school year
A lesson plan will be given for the teachers to use in their classrooms during small group within the first thirty school days. The lesson will be presented several times during the year. Material will be developmentally appropriate
- Pedestrian Safety handouts are provided to parents of every Head Start child and will be available throughout the school year.
- A public safety officer will visit the school to address pedestrian safety at the beginning of the school year

Important safety tips:

- Never leave children unattended in a vehicle
- An adult must always accompany a preschool child while crossing the street or walking across the parking lot
- Stop, look and listen when crossing the street

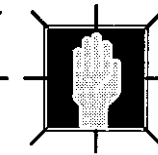
For any other questions or concerns about pedestrian safety, please contact the Center Manager at your center.



PEDESTRIAN SIGNALS



Steady Walk-
Pedestrians can cross the street.



Flashing Don't Walk-
Pedestrians in the street can proceed across the street; others should wait to cross.



Steady Don't Walk-
Pedestrians should not attempt to cross the street.

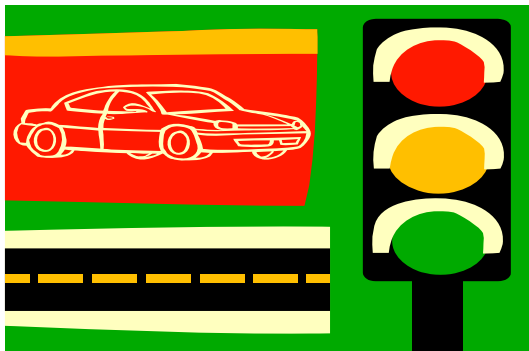
When walking with a child, always hold the child's hand. Keep the child on the inside of your body and away from the street.

Always walk on the sidewalk. If there is no sidewalk and you have to walk in the road, always walk **FACING** traffic so you can see oncoming traffic.

Dress to be seen. Brightly colored clothing makes it easier for drivers to see you during the daytime. At night you need to wear special reflective material on your shoes, cap or jacket to reflect the headlights of cars coming towards you.

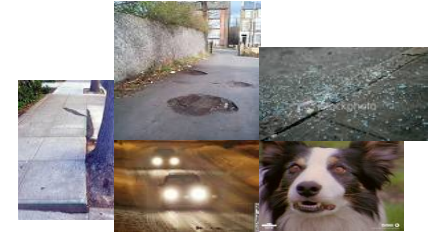
SAFETY TIPS ON CROSSING THE STREET

1. Cross only at corners or marked crosswalks. Make eye contact with the drivers when crossing busy streets. If walking with a child, hold their hand and let them walk across the street with you.
2. Cross only when the traffic signs tell you to.
3. Stop at the curb or the edge of the road, not too close to the edge. Stand back a little from the curb.
4. Stop and look left, then right, then left again before you cross the street. (Tell small children to look, "This way and that way and this way again.) If you see a car, wait until it goes by. Then look left, right and left, again until no cars are coming.
5. If a car is parked where you are crossing, make sure there is no driver in the car. Then go to the edge of the car and look left-right-left until no cars are coming keep looking for cars while you are crossing, and remember, walk, do not run.
6. Look and listen for turning vehicles.



Things To Watch Out For While Walking

- Uneven sidewalks
- Potholes and cracks in the sidewalks and street
- Rocks
- Broken glass
- Puddles of water
- Dogs
- Patches of ice



Vehicle Safety

1. Always put the child in the backseat of the car in a car seat, or booster seat either to the right or left of the car; not in the middle of the backseat. ***Car seat must be appropriate for your child's weight and age.** Everyone else should wear their seatbelt.
2. When getting your child out of the car, first get everything you need out and secure it. Then get the child out of the car and hold their hand until you bring them into the classroom.
3. Remember, a preschool-sized child is not able to be seen easily when they are close to a car. Therefore, the whole car is a danger zone for them.



BUILDING EMERGENCY PROCEDURES

OLHSA HEAD START LOCKDOWN PROCEDURE

A LOCKDOWN will be announced when:

External conditions exist in the community, making it necessary for students to remain in the building. Or, an emergency situation arises and an intruder or suspected intruder has been reported in or near the building.

In the event of a lockdown:

NO ONE WILL BE PERMITTED TO ENTER OR LEAVE THE BUILDING.

Parents will be notified of a lockdown by the orange sign posted in the window at the main entrance stating "Lockdown procedure in effect".

When the lockdown has been discontinued, you will be allowed to enter the building and pick up your child.

In the event that the building has to be evacuated, children and staff will evacuate to the nearest safe place, and you will be contacted to pick up your child.

Due to the possibility that any of these circumstances may happen, it is imperative that your **child's emergency cards remain updated!**

We will practice our procedure with the children. Keep in mind that our program is a safe and secure place with many adults who know and care about your child. Brandon, Pontiac, Royal Oak, Troy, Oak Park, Hazel Park, and Rochester follow their district's policies and procedures.

We have procedures in place for **fire, tornado, bomb threats and emergency evacuation.**



WEAPON FREE SCHOOL ZONE

Head Start programs operated by Oakland Livingston Human Service Agency (OLHSA) in Pontiac, Royal Oak, Brandon, Troy, Hazel Park, Oak Park and Rochester are designated as Weapon Free School Zones. As such these programs must adhere to following procedures, according to the Michigan Revised School Code and OLHSA regulations.

If a child possesses a weapon in a weapon free school zone or in route to school, the following procedures are initiated: (A dangerous weapon is defined by the revised school code as a "firearm, dagger, dirk, stiletto, knife with a blade over 3 inches in length, pocket knife, iron bar, or brass knuckles").

1. The weapon will be confiscated and the police will be called.
2. Parents and/or legal guardians will be called to remove the child from school.
3. The school official will give the weapon to the police and a Protective Services report will be filed.
4. A home visit must be conducted prior to the child's return to school. Police may be asked to accompany staff on the visit. A plan to address all concerns will be written and signed by parents and/legal guardians.

The disposition of each case will be decided on an individual basis, based on information from parents, police, the Department of Human Services and the home visit. All decisions will be at the discretion of the program staff.



Head Start Pest Management Policy Advisory to all Parents/Guardians

All OLHSA Head Start programs maintain a pest management plan which is located in the licensing book on site at each center. Pesticides are occasionally applied. Parents have the right to be informed prior to any pesticide application made to the school grounds and buildings. Parents will be notified through their classroom and signs will be posted at each center. In the event that a pesticide is necessary, information about the pesticide will be given in advance including the target pest or purpose, approximate location, date of the application, contact information at the center, and a toll free number for national pesticide information center recognized by the Michigan Department of Agriculture. Any liquid spray or aerosol insecticide application will not be performed in a room of a child care center unless the room has been unoccupied by children for not less than 4 hours or longer if required by the pesticide label use instructions. In certain emergencies, pesticides may be applied without prior notice, but parents will be provided notice following any such application. Application schedules and licensing information are available at each individual center. You may contact a Center Manager on site for more information.

DAY CARE LICENSING NOTEBOOK

OLHSA Head Start maintains a licensing notebook of all licensing inspection reports, special investigation reports and all related corrective action plans.

The notebook is available for review by parents/guardians during regular business hours.

Licensing inspection and special investigation reports from the past two years are available on the Bureau of Child and Adult Licensing website at www.michigan.gov/michildcare.

We hope that no family enrolled in OLHSA Head Start ever has a reason to be unhappy with our services, but sometimes people have different opinions about services, policies, and procedures. The following procedures are designed to encourage open, helpful communication, and more importantly protect your rights according to law.

GRIEVANCE PROCEDURE FOR PARENT OR GUARDIAN AND COMMUNITY

Currently enrolled Head Start children and community residents shall follow these procedures when making complaints and/or grievances about Head Start staff, policies and/or procedures.

LEVEL I

Written grievances shall be:

- signed by the grievant(s) or advocate.
- specific and relate to only the issue at hand. Grievance and/or complaints may be one (1) or more.

LEVEL II

Verbal grievances shall be:

- Voted directly by the grievant and/or advocate not passed on by second or third parties.
- Made directly to the program's lead teacher and/or director.
- Followed up with alleged violations in writing by grievant(s) and/or advocate and signed by the grievant.

The grievance complaint shall be either hand delivered or sent by mail to the last known address.

LEVEL III

Resolution to any grievance should be obtained within five (5) days of the occurrence. This is to be handled by the program lead teacher, unless otherwise directed by the program director.

LEVEL IV

If no resolution is obtained within the first five (5) days at Level I of the occurrence, then the program director shall assume responsibility of handling the grievance within five (5) days.

LEVEL V

If no resolution is obtained at Level II, the grievance will be directed to the center parent group at the next meeting

LEVEL VI

A copy of the grievance shall be filed with the OLHSA Head Start Division Director, at which time, he/she will determine Policy Council's involvement. Within five (5) days of receipt of the grievance, the Department Director shall meet with the grievant to discuss the grievance(s).

If no resolution can be determined, the Policy Council will intervene and make the final determination with the grievant.

All written documentation will be maintained by the individual program along with the documentation at the grantee level. All copies of documentation will be maintained at OLHSA.



CLIENT COMPLAINT PROCESS

The place to start is with your child's teacher. If you disagree about your services, or have questions and concerns, ask for more explanation. Talk things over and suggest possible solutions. Friendliness, a problem-solving approach, and working openly together will usually solve most problems. If your needs are not met through the chain of command, OLHSA has a complaint process form that you can get from the OLHSA Head Start Associate Director at your center. We invite you to follow up.

OAKLAND LIVINGSTON HUMAN SERVICE AGENCY (OLHSA)

196 Cesar E. Chavez Avenue
 P.O. Box 430598
 Pontiac, MI 48343-0598
 (248) 209-2600 or (800) 482-9250

AN OVERVIEW OF THE AGENCY:

The Oakland Livingston Human Service Agency (OLHSA) is a private non-profit 501(c) (3) organization founded as a community action agency to enable the low-income, elderly, and disabled residents of Oakland and Livingston counties to improve their quality of life and become self-sufficient.

OLHSA is a major contributor to the growth and development of Oakland and Livingston counties. Advocating for the low-income, developing citizen participation, improving existing services based on local community needs and providing resources to increase self-sufficiency are the foundation of the agency.

Since our founding in 1964, OLHSA has grown from providing a handful of programs to serve the needy to a full service community action agency offering over 50 programs. OLHSA is the second largest and second oldest community action agency in the state of Michigan.

OLHSA VISION, MISSION and VALUES**VISION STATEMENT:**

To break the cycle of poverty, reaching the day when all families and communities thrive.

MISSION STATEMENT:

To empower families and communities to gain the knowledge, skills and resources needed to improve their quality of life.

OUR VALUES:

- Compassion: Serving our clients with dignity, respect and care
 - Progress: Pushing ourselves toward thoughtful, creative, long-term solutions
 - Diversity: Embracing a wide array of viewpoints and possibilities
 - Integrity: Doing the right thing in all we do
 - Collaboration: Partnering with all who can help us help others
 - Stewardship: Managing fiscal and programmatic resources responsibly and ethically
 - Advocacy: Putting voice with action in pursuit of our vision
-

OLHSA'S Welcome Centers

The Welcome Center approach will open a world of possibilities for you and your family.

Comprehensive services mean you get what you need, and you get more than you expected. You'll be surprised at how much OLHSA can do for you and your family. OLHSA team members will work with you to improve your quality of life through these services and many more:

- **Early childhood services:** education in the classroom and beyond, preparing children and families for a lifetime of learning.
- **Energy services:** making homes safer and warmer through emergency utility assistance, education and energy efficient upgrades.
- **Financial services:** helping families achieve financial stability through education, counseling, matched savings account programs, tax prep services, and more.
- **Health and nutrition services:** providing the most basic of needs from food assistance to nutrition therapy and beyond.
- **Housing services:** achieving and maintaining affordable housing, whether in an emergency, renting, or owning.
- **Older adult services:** helping seniors maintain independence.



Components of the Welcome Center:

- A shoulder to lean on.
- Caring, professional, respectful help meeting your needs.
- Complete assessment of your situation, including screening for the many different services that OLHSA provides.
- Referrals to partner agencies in the community that can provide additional opportunities for your family.

We Can Help

Sometimes, to have hope, you need to believe people will help.

In 2014 OLHSA helped more than 13,000 Oakland and Livingston County residents. Our comprehensive services and referral network helped people deal with crises and develop long-term strategies for creating better, more independent lives.

OLHSA Welcome Centers will help you with eligibility, availability and detailed information about [Oakland](#) and [Livingston](#) County services. The Welcome Centers are also a resource for learning about programs, services and referral options.

WHO TO CALL IF:	PLEASE CONTACT:
Your child will be absent from school	Family Advocate/Teacher
You want information about enrolling a child in EARLY HEAD START or HEAD START	Intake Coordinator
You want special services for your child	Disability Staff
There is a crisis in your family	Mental Health/Family Advocate/Teacher
You need food, clothing, help with housing	Family Advocate
You need help with job training or job search information	Family Advocate
You want to add adult names to the Child Information Card	Family Advocate/Teacher
The Weather is bad and you want to know school status	Radio, TV, Internet /clickondetroit.com (See page 4)
You think your rights as a Head Start parent have been violated	Family Advocate
You cannot afford to pay for medical or dental treatment for your Head Start child	Family Advocate
You want additional information about immunizations	Family Advocate
You are concerned that your child may have been physically or sexually abused	Mental Health Coordinator/Teacher
Your child has a specific eating problem for a limited time (as while on medication, after dental work, etc.)	Nutrition Services Coordinator/Manager
You want more information about Head Start, the services we can offer you, how you can be more involved in your child's day, etc.	Family Advocate/Teacher