



LKLP
Early Head Start



2022-2023

Parent Handbook





June 1, 2022

Dear Parents:

We are delighted to have the opportunity to share with you and your child as we all grow and learn together. We are so pleased to have the place and staff to provide support and understanding to you and your child in these most important years for your child. We realize and support your role as the most important person in your child's life and we recognize you are their prime educator. We are eager to provide a safe, healthy, and joyful place for you and your child to grow and learn. If you have any questions, please write or call. We welcome your ideas and suggestions.

Due to COVID-19, you will notice many changes at your child's center. We are following state guidelines in which we are required to make many changes in how we normally operate. L.K.L.P. is being very proactive in efforts to keep your child safe, and we are counting on you to assist us in our efforts as we move forward. We will work together to keep each other informed about changes, requirements and expectations. As the governor keeps reminding us, "we will get through this together."

We thank you again for the opportunity to serve your family.

Sincerely,

Justin Collett
Director, LKLP Head Start

JC/eh

LKLP EARLY HEAD START

PARENT HANDBOOK

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CALENDAR

June 1-3 , 17,30	Professional Development No Children
July 1, 5-8, 22	Professional Development No Children
July 4	Independence Day – Holiday
Aug. 1-12	Closed for Preservice Training
Aug. 15	Professional Development No Children
Sept. 1-2, 23	Professional Development No Children
Sept. 5	Labor Day Holiday
Oct. 7, 20-21	Professional Development No Children
Nov. 10, 23	Professional Development No Children
Nov. 11	Veterans Day
Nov. 24-25	Thanksgiving Holiday
Dec. 23	Last day before Christmas Holiday
Dec. 16, 19-22, 27-29	Professional Development No Children
Dec. 23, 26, 30	Holiday and New Year’s Day
Jan. 13, 27	Professional Development No Children
Jan. 2, 17	New Year’s and Martin Luther King’s Birthday (observed)
Feb. 10, 24	Professional Development No Children
Feb. 20	Presidents Day
March 15-17	Closed for Training
March 31	Professional Development No Children
Apr. 7	Good Friday 1/2 day Holiday ½ day Professional Development No Children
Apr. 10-14	Professional Development No Children
May 5, 22-26, 30-31	Professional Development No Children
May 29	Memorial Day

Your child’s teacher will notify you in advance if other closings should occur so you can make other arrangements. Please keep in mind if a substantial community outbreak occurs in any of our four-county service area, all centers will close until it is safe to reopen.

***Closed during 4th of July week all week and during Christmas Break.**

Early Head Start Telephone		Pre-School Telephone			
Central Office	606-435-7962	Cowan	606-633-0718	Beaver	606-447-2111
Leslie Early	606-672-3990	Jenkins	606-832-4012	Carr Creek	606-642-3690
Perkins	606-785-4604	Mayking	606-633-5043	Perkins	606-785-4604
Jenkins	606-832-4012	Mt. Heritage	606-633-3376	W.B. Muncy	606-279-3762
Perry County	606-435-1888	Perry County	606-435-1888	Mt. View	606-672-1637
Carr Creek	606-642-3690			Hayes Lewis	606-279-3843
Mayking	606-633-5043			Stinnett	606-374-7710



WELCOME TO EARLY HEAD START

Many parents find that placing their infant or toddler in childcare stirs up deep feelings. You may be asking yourself some important questions.

Will my child...

- Be safe and free from harm?
- Feel comfortable and happy in childcare?
- Be with adults who are warm and responsive?
- Still love me the best?
- Learn to get along with other children?
- Hear lots of language including the language we speak at home?
- Be with adults who know and respect our family's culture?

You want the best for your child and so do we. We appreciate how very important these early years are in your child's development. Current research shows that when we give very young children warm and responsive care—at home and in childcare—we help shape their future development and ability to learn.

*From Creative Curriculum for Infants & Toddlers By: Dombro, Calker & Dodge



ALL ABOUT US

L.K.L.P. Early Head Start provides services for children 6 weeks-3 year's old, as well as pregnant women.

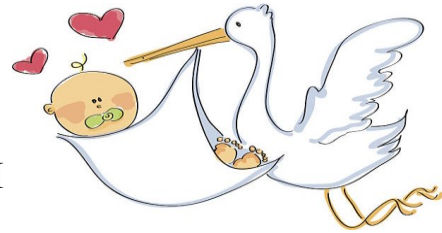
Our children are served in center based programming.

Our centers have up to 8 children per room with two caregiver/teachers for each room. Each caregiver/teacher serves as the primary caregiver for 4 children. This 1 to 4 ratio assures children will form trusting, secure relationships with their caregiver.

The children will stay with the same caregiver and in the same room until they finish Early Head Start. This continuity helps children to form strong bonds and relationships with their caregiver and to feel secure in their environment.



EARLY LEARNING



ASPECTS OF OUR INFANT CURRICULUM

L.K.L.P. Head Start considers a warm, responsive, consistent caregiver who values the uniqueness and temperament of each infant to be the primary ingredient in a quality infant program.

Creative Curriculum Objectives for Infants:

- To provide responsive care giving so that each infant can develop fully the sequence of specific skills in all domains: approaches to learning, social and emotional development, language and communication, cognition, and perceptual, motor, and physical development.
- To assist each infant in developing a social and personal self, by assuring each is valued and supported in both the growth of personality and the development of relationships.

It is only through acting on a stimulating environment during exploratory play that infants build a meaningful understanding of their world. A variety of toys and play materials with a variety of uses and responsiveness (such as sound making toys) are an integral part of the infant's setting, in which safety and aesthetics are so important. Care giving routines are as much a part of the infant curriculum as play. Interactions between caregivers and infants at these times promote development in all domains.

Responsive Environments for Infants:

- Learning areas such as rattle corners, reaching centers, sensory corner, exercise mat, manipulative area, open areas for crawling and cruising, outdoors area;
- Additional areas set aside for routines, such as diapering area, feeding area, sleeping area and cubbies.

ASPECTS OF OUR TODDLER CURRICULUM

In addition to the qualities of the infant caregiver, L.K.L.P. Head Start considers a warm, patient adult the most important factor in a developmentally appropriate program for toddlers. A match between caregiver style and each toddler's unique approach to people and objects is essential.

Curriculum Objectives for Toddlers:

- To provide responsive care giving so that each toddler can develop fully the sequence of specific skills in all domains: approaches to learning, social and emotional development, language and communication, cognition, and perceptual, motor, and physical development.
- To provide a relaxed environment which allows and encourages toddlers to express themselves;
- To assist each toddler in developing a social and personal self, by valuing and supporting individual uniqueness.

Toddlers require affectionate and responsive care giving and adults who recognize and value their need to be an individual. Toddlers are compelled to explore. Play is their central activity and an end in itself. Caregiver's supporting role in toddler's play ensures child-centered and developmentally appropriate practices. The caregiver's structuring of the physical space encourages child-initiated activities appropriate to each child's developmental level and interests.

Appropriate Environments for Toddlers:

- Ensure safety and invite toddlers to explore and manipulate materials;
- Learning areas such as block area, creative activities, sand/water, large muscle area, music area, and manipulative area.
- Children need fresh air, we are required to take them outside daily unless there is a weather advisory.



INFANT & TODDLER DAILY SCHEDULE

Children's regular hours are 8:30-3:30, unless you are parents who work or attend school then children hours are 7:30-4:30.

NOTE: Sleep schedules will reflect the child's rhythm and parental consultation. Bottle-feeding is individualized, based on the child's needs and parental consultation.

7:30-4:30

Everyone open and close

7:30-9:30 Hello's

Arrival, greeting, breakfast and morning snack, family-style for nonbottle-fed infants and all toddlers. Bottle-feeding and sleep as individual schedules dictate throughout the day. Play in learning areas indoors or out.

9:30-11:15

Play in planned learning areas indoors and out. Staff may have planned supervised activities for individuals or small groups. Continue to follow individual schedules for napping, eating and bottles.

11:15-11:30

Cleanup, wash up, and if waiting is unavoidable, brief finger plays or singing at table for awake, nonbottle-fed infants and all toddlers.

11:30-1:15

Lunch for nonbottle-fed infants and toddlers, staggered as morning nappers wake up.

12:20-3:00

Nap time for Infants and Toddlers are individualized. Infant and Toddlers sleep according to individual schedules throughout the day.

1:15-4:30

Play in planned learning areas indoors and out. Staff has planned some supervised activities.

4:30 Good-byes

Departure (will vary according to parent's schedule)

Snack, eating on an individual or small-group basis when children are ready. Self-directed play in planned learning areas. Special materials or activities for those departing late. Good-bye, conversation with parents, and departure.

EARLY HEAD START – A PARTNERSHIP



Early Head Start is a partnership between parents and caregivers whose primary goal is to benefit your child. Sharing our knowledge—at drop-off and pick-up times, in notes, phone conversations, and during conferences—gives us a more complete picture of your child than either of us could have alone.

You are the specialist about your child. You know, for example, that your child cries for her bottle the minute she wakes up from her nap, or that he has been afraid of dogs lately. Having worked with many children of the same age, we know how children develop. We know, for example, that babies develop trust by adults meeting their needs promptly. We know that fears are common in toddlers, and with support, they usually pass.

When we share information, we build a bridge between home and childcare for your child. Your child will feel more secure when we sing the same song you do to help him fall asleep at naptime or when you talk on your way home about the pancakes she helped make for snack.

As we work together, we each play an important, though very different role in your child's life. Your child knows who is who, and so do we. You are the most important person in your child's life. Your relationship is forever. Childcare can never replace the care you give your child every day, but it can play a very important role.

*From Creative Curriculum for Infants and Toddler



Head Start Parent and Family Engagement Outcomes

1. Family Well-Being
Parents and families are safe, healthy, and have increased financial security.
2. Positive Parent-Child Relationships
Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. Families as Lifelong Educators
Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. Families as Learners
Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. Family Engagement in Transitions
Parents and families support and advocate for their child's learning and development as they transition to new learning environments.
6. Family Connections to Peers and Community
Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. Families as Advocates and Leaders
Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.



Services for Enrolled Prenatal Women

Early Head Start enrolls and assists pregnant women to access comprehensive prenatal care and postpartum care through referrals to community partners. We also make home visits/conferences to share information on fetal development, labor and delivery, postpartum recovery, the risks of smoking, drinking alcohol, use of drugs, and information on the benefits of breast-feeding. This includes a visit from the teacher within two weeks following the baby's birth. Staff will help the family to develop goals and strategies to attain their goals. When your baby is born he/she can be enrolled in home based services until they are six weeks old and can be enrolled in a center.

Parent Involvement



parent meetings and other center activities. Take time to visit and participate in your child's room. Reading a book, helping with a meal, and playing with a child, are just a few ways to get involved at the center. Come join with other parents for sharing, learning, fun and games.

CHILD HEALTH & DEVELOPMENTAL SERVICES

A healthy child is a strong child. Good health is a state of well-being that includes emotional and social wellness, as well as physical vigor. (Creative Curriculum)

We will be working very closely with you to see that your child's health needs are met. Our staff will provide a safe, nurturing environment. To ensure safety of the children, Head Start staff must report any suspected Abuse or Neglect.

We need your assistance in meeting the following requirements of our infant and toddler program:

- Well baby checks at ages 1, 2, 4, 6, 9, 12, 15, 18, 24, and 30 months.
- 1st Dental visit at age 2 is required, but American Pediatric Dentistry recommends a visit at age 1 or when the first tooth arrives.
- Immunizations kept current: including varicella (chicken pox) vaccination at age 1. (Children are not permitted to be at the center without current immunization certificate or a statement from the doctor) have 30 days to have in place after enrollment
- Ages and Stages: Social Emotional Screener completed annually.

Screenings to be done at the well-baby checks:

- Medical History and Physical Exam
- Growth and Development Check
- Vision
- Hearing
- Nutritional Assessment
- Lab Testing [Lead (12th & 24th mth), HCT (12th mth) Hematocrit or Hemoglobin]

Screening to be done at center:

- Vision
- Hearing
- Developmental Language, Social Emotional
- In addition to Hematocrit, or Hemoglobin as needed.

It is the parent's responsibility to bring documentation of these requirements to the center.

Early Head Start staff will be doing home visits and conferences with you to exchange information about your child's development. Staff are required to exchange information about your child's health, diet, naps and days events, upon arrival and departure each day.

Mental Health Services

Mental Health

Head Start and Early Head Start programs support the mental health of children, families, and staff every day. Early childhood mental health is the same as social and emotional well-being. It is a child's developing capacity to express and regulate emotions, form trusting relationships, explore, and learn all in the cultural context of family and community. The mental health of children and the adults that care for them is essential for school readiness. In efforts to support mental health, LKLP Head Start provides a social emotional screening for all children and collaborates with Kentucky River Community Care (KRCC) in which they visit classrooms and provide additional resources and services, when needed.

Administering Medication

It is the policy of L.K.L.P. Head Start to ensure the health and safety of all children enrolled. For this reason, parents as the prime nurturers of their child(ren), are encouraged to administer all medications to their children at home. Children whose special health needs require prescribed doses of medication during center operations will be administered according to the Individual Health Plan from the child's physician and daily permission from parents. No medication shall be given to a child at the verbal request of a parent or guardian.

Nonprescription medications (such as sunscreen and diaper cream) may be applied to a child ONLY with the written daily request of the parent or person exercising custodial control of the child. Blanket forms are available to those who need

In order to administer over the counter medications at the center:

- The medication must have child's name printed on bottle.
- Medication must be in original container.
- The parent needs to provide the correct dropper or measuring spoon in order to measure the medication correctly.
- The medication must not be expired.
- The medication needs to be for your child's age OR you MUST have doctor, nurse or pharmacist write a sign off on the correct dosage to be given your child.
- If you are told to give your child Tylenol, Motrin, Etc... be sure the bottle states it can be given to your child's age OR have your doctor write a statement out- A lot of the Tylenol products state two years old or 24 lbs. on them... EVEN the Infant Tylenol!!!
- The parent or guardian must fill out the medication form daily.
- If a child is prescribed emergency medication, staff must be trained on how to administer it.



When to Keep Your Child at Home/ When Your Child Will Be Sent Home

1. If your child develops diarrhea---diarrhea diseases spread very easily among young children.
2. Vomiting---Keep child home until symptoms disappear or child physician decides he/she can return without danger to them or to the other children or staff.
3. Yellow or green drainage from nose---Keep at home until treated with antibiotics or child's physician decides its O.K. to return with note from doctor.
4. Pinkeye/Discharge from eyes---Contagious, keep at home until treated or child's physician decide its O.K. to return with note from doctor.
5. Unusual spots or rashes---Until spots/rashes are diagnosed or rash disappears and with note from doctor.
6. Fever greater than 100.4°F---Keep at home until fever remains normal for 24 hours.
7. Infected skin patches---Keep at home until physician decides its O.K. to return to school and note from doctor.
8. Chicken Pox---Keep at home for one week after rash begins or when all chicken pox are scabbed over.
9. Pneumonia---Keep at home until physician decides its O.K. to return and note from doctor.
10. Lice---Keep at home until first treatment is complete and no live lice are seen.

Watch for symptoms

Re: Caring for our children, If a child has any COVID-19 symptoms they will be removed from the classroom and must be picked up within 1 hour of contact.

People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea



This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

[cdc.gov](https://www.cdc.gov)

ATTENDANCE AND SCHEDULING



Early Head Start Centers are open 5 days a week from 8:30-3:30 children's regular hours, while 7:30-4:30 is for parents working or attending school, unless noted on calendar or unexpected occurrences. You will work with your child's caregiver to develop an individual schedule of hours your child will attend Head Start. Should this schedule change, a revised schedule will be required. Also, changes to authorized escorts can only be made face to face. A late pick up form is to be signed each time a child is picked up late. If your child is not picked up by their scheduled time on 3 occasions you will need to have a conference with the site supervisor. If situation persist, a conference with someone on the management team will be necessary.

We work to build security and trust with you and your child, through continuity of care. We expect you to bring your child in on scheduled days and scheduled times so this trusting relationship can develop and grow, as well as assure appropriate numbers of staff are available. It is our programs expectation that children should arrive for the day by 9:30 a.m. to assure appropriate staffing and assure children are gaining the most benefits from the program. Following your child's schedule is important to both your child and the program. Children are expected to attend during the summer months. Hours per day are part of 85% attendance, which is required in order to maintain enrollment.

Attendance is critical so that staff may prepare for children. Our slots are limited. Children with unexcused absences are in jeopardy of losing their slots. If your child is sick or absent for any reason, please inform teacher of child absence within 1 hour of scheduled arrival time. Where there is an unexpected absence teachers are required to make contact within 1 hour of scheduled arrival so we can assist you in any way possible.

FIELD TRIPS

Appropriate field trips for infants and toddlers should be simple explorations of their surroundings at the Head Start site, ex: bird watching, feeling the wind blow, and picking up leaves. However, we offer field trip experiences to broaden their learning such as having a fireman visit the children.





Date: _____ Center: _____

Child's name: _____ D.O.B.: _____

Parent/guardian signature: _____

Staff signature: _____

The center hours of service are: _____ to _____.

It is the expectations of the program that you are to be at the center by closing to sign your child out. Please refer to your Parent Handbook concerning this matter.

Please circle to indicate:

- 1st time after hour pickup: Verbal Discussion was given on: date: _____ time of pickup _____
- 2nd time: Written conference using policy: date: _____ time of pickup _____
- 3rd time: Meeting with Center Lead: date: _____ time of pickup _____
- 4th time: Meeting with Director: date: _____ time of pickup _____
- 5th time: Call to DCBS
- Continuous: Call to DCBS

We want to assist you as much as possible, however, we are required to abide by the above referenced hours of operation. If you have any questions or concerns, please feel free to contact me.

Thank you,

Justin Collett, Director

DISABILITIES SERVICES

There is a place in Early Head Start for children with special needs. Early Head Start is a referral source for First Steps. Children with disabilities and health needs receive services at Early Head Start sites. First Steps is the state program responsible for providing services to infants and toddlers with disabilities or at risk for developmental problems due to prematurity, difficulties with pregnancy and delivery, illness, etc. First Steps assists the family in getting needed evaluations and services. Everything is done according to the family's needs and wishes with an individual family service plan developed for each child. Early Intervention will minimize the impact of disabilities. Training will be provided for staff and families as needed. Special training is done for children with allergies or special diets and documentation by a physician shall be placed on file in the center.

FAMILY PARTNERSHIPS

The Family Development area has the responsibility of working with families in goal setting through the family partnership agreement process. It provides families with resources and information on how to access community services. In Early Head Start, the caregiver serve as a link between the family, the programs and the community.

TRANSPORTATION

Parents are responsible for transporting Early Head Start children. We support you in taking precautions to make sure your child has a safe ride every day. Car seats are critical to your child's safety and are required by law. Follow all instructions and make sure the car seat is the right one for your child's size. We want everyone to have a safe ride every day.

CHILD NUTRITION



Each infant and toddler will receive food appropriate to his or her needs, developmental readiness, and feeding skills. Parents will provide diet history, home feeding schedule, and information about nutritional needs or concerns.

The children, staff, and volunteers, normally eat family style and children are encouraged to self-feed as much as is appropriate for their age. When you visit the center you will be surprised at how much your child can do for themselves. Family style meals will be adjusted accordingly and as necessary.

We will be exchanging information daily about the child's food intake, diapering and toileting.

Formula, bottles, and baby food will be provided. Breast-feeding is encouraged and arrangements will be made for breastfeeding at the center or for storing breast milk that you bring to the center. We follow the American Academy of Pediatrics recommendations that children between one and two receive whole milk and children younger than one receive formula or breast milk.

Iron-fortified infant formula is required by USDA. If your baby's doctor prescribes a special formula or a low-iron formula, a written statement from the doctor or medical authority must be on file at the center.



USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992.

Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov.

This institution is an equal opportunity provider.



Procedure for Filing Complaints of Discrimination

1. Right to File a Complaint

- a. Any person alleging discrimination based on race, color, national origin, sex, age or disability has a right to file a complaint within 180 days of the alleged discriminatory action. Under special circumstances this time limit may be extended.

2. Acceptance

- b. All complaints, written or verbal, shall be accepted by the Division of Nutrition and Health Services and forwarded to the SERO-USDA. It is necessary that the information be sufficient to indicate the possibility of a violation. Anonymous complaints shall be handled as any other complaint.

3. Verbal Complaints

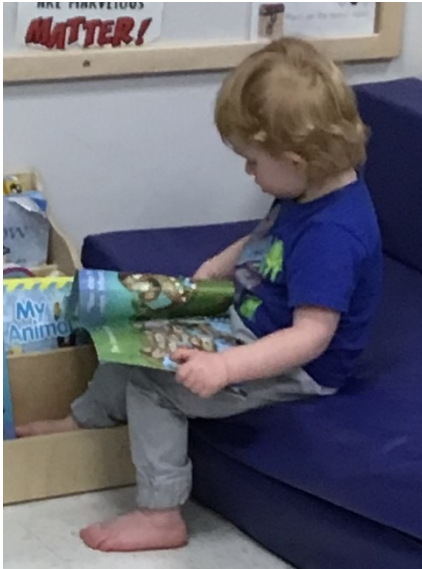
In the event that a complainant makes the allegation verbally or through a telephone conversation and refuses or is not inclined to place such allegations in writing, the person to whom the allegations are made shall write up the elements of the complainant providing the following information:

- a) Name, address, telephone number, or means of contacting the complainant.
- b) The specific location and name of the entity delivering the program, service or benefit.
- c) The nature of the incident(s) or action(s) that led the complainant to believe discrimination was a factor.
- d) The basis on which the complainant feels discrimination exists (race, color, national origin, sex, age, disability).
- e) The names, titles and addresses of the persons who may have knowledge of the discriminatory action(s).
- f) The date(s) during which the alleged discriminatory action occurred or if continuing, the duration of such actions.



Facebook and Social Network

L.K.L.P. Head Start would like to inform parents that **YOU DO NOT HAVE PERMISSION** to post any photos of children other than your own, Head Start events, or Head Start facilities on Facebook or any other social network. This is for the protection of children and staff.



MY RIGHTS AS A HEAD START PARENT

1. To take part in major policy decisions affecting the planning and the operations of the program.
2. To help develop adult programs which will improve living for me and my family.
3. To be welcomed in the classroom.
4. To choose whether or not I participate without fear of endangering my child's right to be in the program.
5. To be informed regularly about my child's progress in Head Start.
6. To always be treated with respect and dignity.
7. To expect guidance for my child from Head Start teachers and staff, which will help his/her total individual development.
8. 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.
9. To take part in planning and carrying out programs designed to increase my skill in areas of possible employment, and to the improvement of family life.
10. To take part in getting my child and family School Ready.
11. To participate in a parenting curriculum.



MY RESPONSIBILITIES AS A HEAD START PARENT

1. To work with the teacher, staff and other parents in a cooperative way. Including arrival, departure, scheduling, and attendance.
2. To abide by all procedures set forth for the program.
3. To learn as much as possible about the program and take part in major policy decisions.
4. To accept Head Start as an opportunity through which I can improve my life and my children's lives.
5. To take part in the class as an observer, a volunteer worker or a paid employee, and to contribute my services in whatever way I can toward enrichment of the total program.
6. To provide parent leadership by taking part in elections, to explain the program to other parents and encourage their full participation.
7. To welcome teachers and staff into my home to discuss ways in which parents can help with their Early Head Start experience.
8. To guide my children with firmness which is both loving and protective.
9. To offer constructive criticism of the program, to defend it in unfair criticism and to share in evaluating it.
10. To take advantage of programs designed to increase my knowledge about child development and my skills in areas of possible employment and to become involved in community programs which help to improve health, education and recreation for all.
11. To help ensure that my family and my child are school ready by participating in “homework activities” and center events.
12. To provide a schedule showing working hours or school schedule to be placed in child’s folder.



RESOURCE LIST

DEPARTMENT FOR HUMAN RESOURCES/BUREAU OF SOCIAL INSURANCE

Emergency Financial Assistance, Aid to Families with Dependent Children (AFDC), Food Stamp Certification, Health Insurance for low income persons. (Medicaid), State Mandatory and Optional Supplementation, employment Insurance.

Leslie County...606-672-2306 | Letcher County...606-633-0922
Knott County... 606-785-3108 | Perry County.....855-306-8959

Kentucky River Community Care

All types of personal and family counseling for various problems such as alcohol, drugs, marriage, unmarried parent and learning developmental disabilities.

Leslie County...606-672-4215 | Letcher County... 606-633-4439
Knott County... 606-785-0056 | Perry County.....606-436-5761

L.K.L.P. COMMUNITY ACTION COUNCIL

Emergency food provision, nutritional training, emergency financial assistance-home furnishings/appliances/supplies, information and referral services, neighborhood development, transportation and clothing.

Leslie County...606-672-2155 | Letcher County...606-633-4458
Knott County 606-785-3373 | Perry County... 606-439-1362

CHILD ABUSE AND NEGLECT

1-800-752-6200 or 1-877-597-2331

WHO MUST REPORT ABUSE

- Physician's nurses, dentist, emergency medical technicians, residents, interns, health professionals.
- Teachers, school personnel, child-caring personnel
- Social workers, mental health professionals
- Peace officers
- Any organization for any of the above persons
- Any person

ABUSE CENTER

Housing for abused spouses and children. Provides community education programs on domestic/dating violence to interested groups, professionals and schools.

Leslie/Knott/Letcher/Perry Counties...606-439-5129
L.K.L.P. CRISIS LINE.....800-928-3131

POISON CONTROL – 800-222-1222

KENTUCKY STATE POLICE/SHERIFF'S OFFICE

Domestic violence, crime, drug offenders, make arrests, serve subpoenas, transports fugitives to mental institutions and Crisis Intervention.

Kentucky State Police Frankfort (502) 782-1800

Leslie County...606-672-2200 | Letcher County...606-633-2293
Knott County...606-785-5354 | Perry County.....606-439-4523

Conclusion

We hope that this handbook has answered some of your questions about placing your child in Early Head Start. We want to reassure you that in our program, your child will:

-
- Be safe and free from harm
 - Feel comfortable and happy
 - Be with adults who are warm and responsible
 - Still love you the best
 - Have interesting things to see and to do
 - Learn to get along with other children
 - Hear lots of language, including the language you speak at home
 - Be with adults who know and respect your family's culture
-

The best childcare is a partnership. We look forward to talking with you each day and working with you to provide the best possible care for your child.

*Creative Curriculum



Being Involved and What is Offered to You

Head Start offers a variety of ways you can be involved in your child's education, as well as opportunities for training.

Head Start offers several workshops, materials as well as referrals to other agencies. You may also talk with your child's teacher if you are interested in the following:

- G.E.D. Classes
- Nutrition information
- Reducing debt
- Budget planning
- Parenting Curriculum
- Child development and behavior management
- Drug and alcohol issues
- Community involvement

You may also discuss with your child's teacher if you have other training interests.





(Date)

Parents,

Due to licensing procedures, our center had to come up with an emergency & disaster plan. In case we need to evacuate the center due to any emergency or disaster such as a bomb threat, natural disaster, etc, our meeting place will be at the _____.

However, on regular drills, such as tornado, earthquake, lock down & fire, our location will be here at the center. We practice the fire drills and lock down drills monthly and the tornado and earthquake drills quarterly. We hope that we never have to put the emergency & disaster plan into effect, but if it ever occurs we hope to be prepared & this note is to let all our families be aware that we have this plan in place. If you have any questions or concerns, please feel free to contact

_____ at the center.

(Lead teacher)

Thank You,

_____ Head Start Staff



L.K.L.P. HEAD START
412 ROY CAMPBELL DRIVE
HAZARD, KENTUCKY 41701
606-435-7962