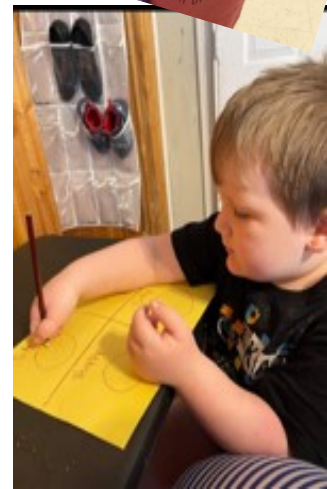
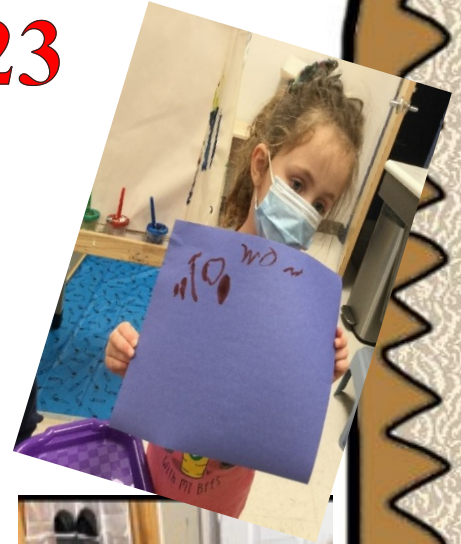
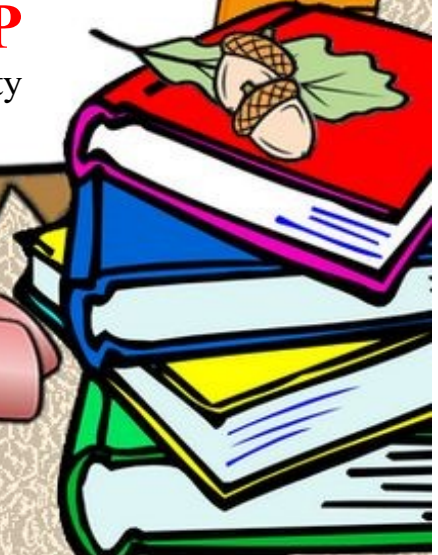
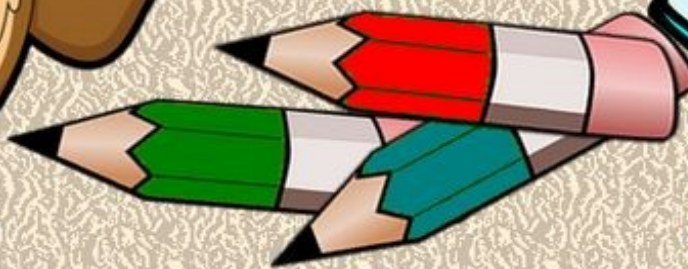


LKLP HEAD START PARENT HAND BOOK

2022-2023



LKLP
Community
Action





July 31, 2022

Dear Parents,

Welcome to Head Start! We are honored that you have entrusted your child to our Head Start Program. We take this trust very seriously, and we will work to make our time together rewarding for your child and your family.

We begin this joint venture by recognizing you as the most important person in your child's life. You are the prime educator of your child and we welcome your ideas and talents as we work with your child. We love to hear from you, so let us know anytime you have a concern or have something positive you would like to share with us!

Head Start is such a special time in a child's life. Savor every moment! They are only this little once. We will all work together to make this an impactful and memorable year for all of our children and families!

We are returning more to normal after the COVID-19 pandemic and LKLP 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.

Welcome children, parents and staff – the best is yet to be. Let's have a great year!

Sincerely,

Justin Collett

**Justin Collett
Head Start Director**

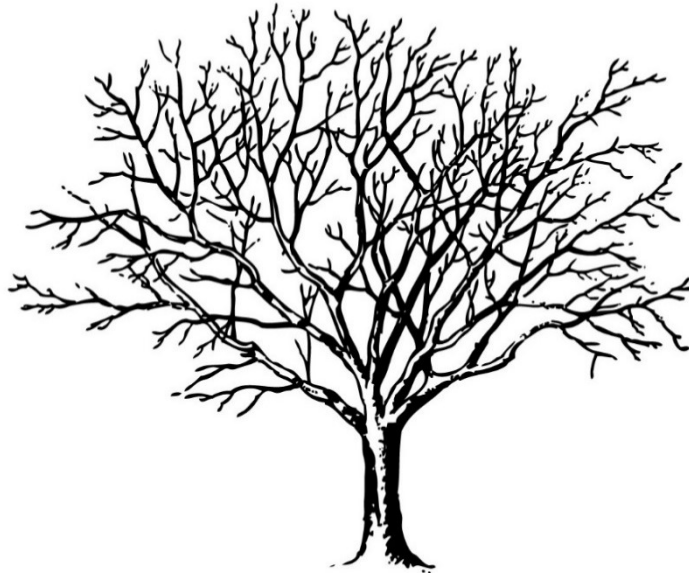
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Our Mission

LKLP Head Start, a comprehensive child development program, seeks to enrich the lives of our families and strengthen self-sufficiency by giving roots and wings to our children:

- ❖ Roots so they have a sense of self.
- ❖ Wings so they can follow their dreams;



LKLP Head Start



Mission Statement & Program Philosophy

LKLP Head Start, a comprehensive child development program, seeks to enrich the lives of our families and strengthen self-sufficiency by giving roots and wings to our children:

- roots so they have sense of self,
- and wings so they can follow their dreams.

In the context of this mission statement, LKLP Head Start delivers services in an integrated and inclusive manner. The developmental approach encompasses all services. We build on each child's strengths to foster progress along the developmental spectrum in social emotional, cognitive and physical growth. Each family's assets form the foundation from which to launch future achievements through family goals and partnership agreements. Team work is the hallmark of staffing in the LKLP Head Start service delivery; teams that maximize one another's strengths and talents to result in quality of services for children and families and success for all involved.

Finally, LKLP Head Start recognizes the program's potential to impact the community and community-based service delivery. LKLP Head Start uses position in the community to highlight area assets and the Appalachian cultural heritage, particularly to those who reside outside the region. The program uses its resources, talents and influence to strengthen collaborative approaches, ensure increased access to resources and to attract additional programs to the area, thereby creating new assets and resources for the community.

LKLP HEAD START PARENT HANDBOOK

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SCHOOL CALENDAR

Since many days will depend upon the winter weather we can only give general guidelines for the first part of the school year. They are as follows:

(2022-2023)

August	1-18	Closed for Training
August	22	First Day for Children
August	26	Center Closed Staff Work Day
August	12, 19	Center Closed
September	2, 16	Center Closed
September	5	Labor Day Holiday
September	9, 15, 23, 30	Center Closed Staff Work Day (15th Duration sites open with children)
October	7, 21, 28	Centers Closed Staff Work Day
October	14	Centers Closed
November	4, 10, 18	Centers Closed Staff Work Day
November	11	Veterans Day
November	23	Centers Closed
November	24-25	Thanksgiving Holiday
December	2, 16	Centers Closed Staff Work Day
December	9, 19-22, 27-29	Closed
December	15	Last day before Christmas Holiday
December	23, 26, 30	Holiday
January	2	New Year's Holiday
January	3	First Day Back after Holidays
January	6, 12, 20	Centers Closed Staff Work Day (12 th Duration sites open with children)
January	13, 27	Center Closed
January	16	Martin Luther King's Birthday (observed)
February	2, 10, 21, 24	Centers Closed Staff Work Day (2, 21 st Duration sites open with children)
February	3, 17	Centers Closed
February	20	Presidents Day
March	15-17	Closed for Training
March	2, 10, 24	Centers Closed Staff Work Day(Duration sites open with children
March	2	Duration sites open with children
March	3, 31	Centers Closed
April	10-14, 28	Centers Closed (6,27 Duration sites open with children)
April	7	Good Friday (observed Holiday)
April	3, 14, 27, 28	Centers Closed Staff Work Day (6, 27 th Duration sites open with children)
May	5, 12, 18	Centers Closed Staff Work Day
May	17	Last Day School (pending missed days)

We will also have several training days on which there will be no school - your child's teacher will notify you when these days are. If, during the winter and spring month's public schools are canceled due to snow or flooding, etc... The center will be closed. Listen to your local radio station for the closing announcements. Each county will follow the local board of education schedule for inclement weather. Also keep in mind if a substantial community outbreak occurs in any of our service areas, all centers will be closed until it is safe to open. We will follow CDC and State Guidelines in measures to keep your child safe. Staff will inform you of the changes.

CENTER TELEPHONE NUMBERS

LESLIE	KNOTT	LETCHER	PERRY
HAYES LEWIS 606-279-3843	BEAVER 606-447-2111	COWAN 606-633-0718	CENTRAL OFFICE 606-435-7962
MOUNTAIN VIEW 606-672-1637	CARR CREEK 606-642-3690	MOUNTAIN HERITAGE 606-633-3376	PERRY CO. HEAD START AND EARLY HEAD START CENTER 606-435-1888
STINNETT 606-374-7710	PERKINS 606-785-4604	MAYKING 606-633-5043	
W.B. MUNCY 606-279-3762		JENKINS 606-832-4012	
LESLIE EARLY 606-672-3990			

It is appropriate to call the centers before 9:00 a.m. and after 2:00 p.m. Please do not call staff away from the classroom and the children, except in an emergency. You may leave a message on the answering machine and someone will call back within a reasonable time.

COVID-19 SYMPTOMS

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)

HEAD START SERVICES

I. PROGRAM DESIGN AND MANAGEMENT

Program Design and Management has the responsibility of developing systems for planning, communications, records, monitoring, self-assessment, human resources and program governance.

ELIGIBILITY

LKLP Head Start is funded to serve 452 children, ages three through five. These children are located at 13 centers in four counties - Leslie, Knott, Letcher and Perry. In Early Head Start we are funded to serve 144 children zero to three in Letcher, Knott, Leslie, and Perry Counties. The children are selected through eligibility requirements regardless of race, creed, color or handicapping conditions.

To enroll a child in Head Start you must have the following:

1. Current verification of income;
2. Child's birth certificate;
3. Current immunization certificate;
4. Medicaid number (if applicable).
5. Proof of Living Address



Services provided by the Management Area are:

1. Supervise and monitor TOTAL program operations;
2. Preparation of Head Start Grant Package and Budget;
3. Ensure safe facilities, proper insurance, etc.;
4. Provide public relations for program;
5. Recruitment and enrollment; state funded preschool will be served upon eligibility.
6. Policy Council;
7. Personnel, Human Resources;
8. Problem Solving - please call at once if you have a problem- don't wait until it is a crisis.
9. Transportation.

LKLP Head Start Program Goals

Goal 1: The program will provide learning activities that will enable all children to grow developmentally to become school ready.

Goal 2: The program will ensure that all children will complete health and nutritional screening and have quality follow up.

Goal 3: The program will increase ongoing monitoring of all program services.

Goal 4: The program will work with staff, families, and children to provide high-quality family engagement activities that promote Relationship based Competencies, Parent, Family, Community, Engagement activities and Fatherhood Engagement.

School Readiness Goals

LKLP Head Start Program School Readiness Goals 2022-2023

Goal 1 (ATL) : Children will demonstrate increasing ability to take initiative, interact with others cooperatively, demonstrate care and persistence in tasks and express themselves through a variety of formats including music, movement, art, and dramatic play.

Goal 2 (SE): Children will demonstrate increasing ability to express their needs and opinions by increasing self-concept, self-regulation, and social relationships.

Goal 3 (LL): Children will demonstrate an increase in literacy knowledge and skills and in the development and use of language (including the English language for dual-language learners).

Goal 4 (COG): Children will demonstrate increasing skills in social studies, science, math, logic and reasoning.

Goal 5 (PMPD): Children will demonstrate increasing skills in fine and gross motor development and demonstrate independence in awareness of nutrition, health, and personal care and hygiene.

According to the Kentucky Department of Education website, “School Readiness means each child enters school ready to engage in and benefit from early learning experiences that best promote the child’s success.”



Getting "Kindergarten Ready"

www.123teachwithtime.com

- *Children will be able to say their full name (first, middle and last)
- *Children will be able to say their birthday and tell their correct age
- *Social Studies knowledge and skills-Children will be able to say their address and phone number, engage in exploring their family and community
- *Children will be able to name body parts: stomach, neck, back, knees, thumbs, fingernails, chin, chest, elbows and shoulders.
- *Children will participate in a variety of creative arts experiences: visual art, dance, music and dramatic experiences
- *Children will be able to identify colors: red, blue, green, yellow, orange, pink, black, purple, white, brown
- *Children will be able to identify objects: boat, scissors, kite, wagon, ladder, fish, duck, snake, leaf, owl, nail
- *Children will be able to print their first and last name; draw a vertical and horizontal line, a circle, a plus sign, an X, a square, a rectangle, a triangle and a diamond
- *Science and knowledge skills-Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and developing hypotheses
- *Children will be able to recite the alphabet and recognize letters randomly-both upper and lower case
- *Children will demonstrate control of large muscles for movement(walking forward and backwards), navigation(hopping on one foot then the other), and balance(standing on one foot for 10 seconds and also standing on one foot with eyes closed)
- *Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing and exploring
- *Children will be able to sort objects by size, color and shape
- *Children will be able to count their numbers out loud, count each item individually and be able to identify quantities
- *Children will be able total sets, know more or less
- *Children will be able to follow two and three step directions. Also will be able to repeat sentences back to you
- *Children will be able to use sentences of five words or more.
- *Children will be able to know the parts of a book: the front and back and know that text is read from top to bottom and left to right
- *Children will be able to identify prepositions: up, down, in, out, beside, in front, behind, over, under
- *Children will develop and demonstrate positive interactions and relationships with adults and peers including recognizing and regulating emotions, attentions, impulses and behavior.



Getting a Head Start

SOCIAL EMOTIONAL

- Solve social problems and resolve conflicts
- Takes care of personal needs unassisted
 - Going to the bathroom - Washes hands cleaning nose
- Plays/shares with others
- Manages separation from parents

Social Emotional

PHYSICAL DEVELOPMENT AND HEALTH

- Dental
 - Dental exam - Tooth brushing
 - Flossing - U.K. Dental visits
- Physical
 - Hemoglobin - Lead screen
 - Immunizations
 - Eye Exam
- Gross Motor (Large Muscle) Development
 - Balancing - Jumping - Hopping
 - Running - Walking backward
- Fine Motor (Small Muscles) Development
 - Cutting with scissors - Pencil grasp using three fingers - Buttoning
 - Snapping, - Zipping - Tying and Lacing
- Visual Motor Skills
 - Copying shapes (forms)

PHYSICAL DEVELOPMENT AND HEALTH

COGNITIVE

- Pretend Play
- Flexibility in learning
- Problem solving
- Persistent in completing tasks
- Knows personal information
- Recognizes & connects previous knowledge

COGNITIVE

SCHOOL READINESS

MATHEMATICS

MATHEMATICS

- Counting
- Recognize Shapes
- Names Quantities
- Matches quantities to numerals
- Understands Spatial Relationships (prepositions)
- Recognizes patterns

FAMILY ENGAGEMENT

LITERACY /LANGUAGE

FAMILY ENGAGEMENT

- Obtain Health Requirements
 - Physical – Immunizations - Dental
 - Eye Exam - Lead - Hemoglobin
- Participate in School Readiness Activities
- Participate in Parent Trainings and Workshops
- Recognize that Parents are Primary Educators of their Children
- Take an Active Role in Child's Education
 - Home Visits and Conferences
 - View Child's Portfolios
- Family Assessment & Partnership Agreements
- Encourage Parent Involvement
 - Volunteers
- Policy Council

LITERACY /LANGUAGE

- Recognizing print and text
 - Environmental print - Recognizes name
 - Recognizes alphabet
- Prints first and last name
- Knows all the letters in first and last name
- Names objects in picture
- Follows verbal directions
- Identifies colors
- Repeats sentences
- Identifies body parts
- Speaks clearly



EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

DO YOU WANT YOUR CHILD TO:

- * BE SELF-CONFIDENT?
- * GET ALONG WELL WITH OTHERS?
- * DEVELOP PHYSICAL COORDINATION?
- * COMMUNICATE EFFECTIVELY?
- * BE CREATIVE?
- * MAKE DECISIONS INDEPENDENTLY?
- * BECOME AN AVID READER?
- * ENJOY SOLVING MATH PROBLEMS?
- * HAVE GOOD STUDY SKILLS?
- * ENJOY LEARNING AND GROWING?
- * LOVE SCHOOL? BE SCHOOL READY?



IF YOU DO, THEN OUR EARLY CHILDHOOD PROGRAM IS PERFECT FOR YOUR CHILD. WE SHARE THE SAME GOALS.

We use the Creative Curriculum as a framework for growing and learning from birth to five. Children learn by doing is our motto in Head Start. When you come into our setting for the first time, all you see is children everywhere - playing, talking and going from activity to activity. It may not look much like the school you attended. Actually, what looks like play is planned by professionals to develop specific skills that your child needs in order to prepare him/her for learning the three "R's" when he/she goes to public school. Play enables us to achieve the goals of our early childhood curriculum. Play is the work of young children. Our teaching staff uses intentional teaching/interactions to enhance school readiness skills.

You are welcome to come to the Head Start center. If you wish to observe your child, we suggest you sit quietly and watch the daily activities. If you wish to work with the children, the teacher will be happy to have you help with the planned activities. Parents are asked to volunteer in a different room other than the room their child is in, in as much as possible.

*From Creative Curriculum By Diane Trister Dodge



Head Start Early Learning Outcomes Framework Ages Birth to Five

The HSELOF (Head Start Early Learning Outcomes Framework) emphasizes the key skills, behaviors, and knowledge that programs must foster in children ages birth to 5 to help them be successful in school and life.

The role of the HSELOF in program planning and practice is mandated by the Head Start Act and by the Head Start Performance Standards describe required teaching practices, learning environments, curricula, assessments and professional development.

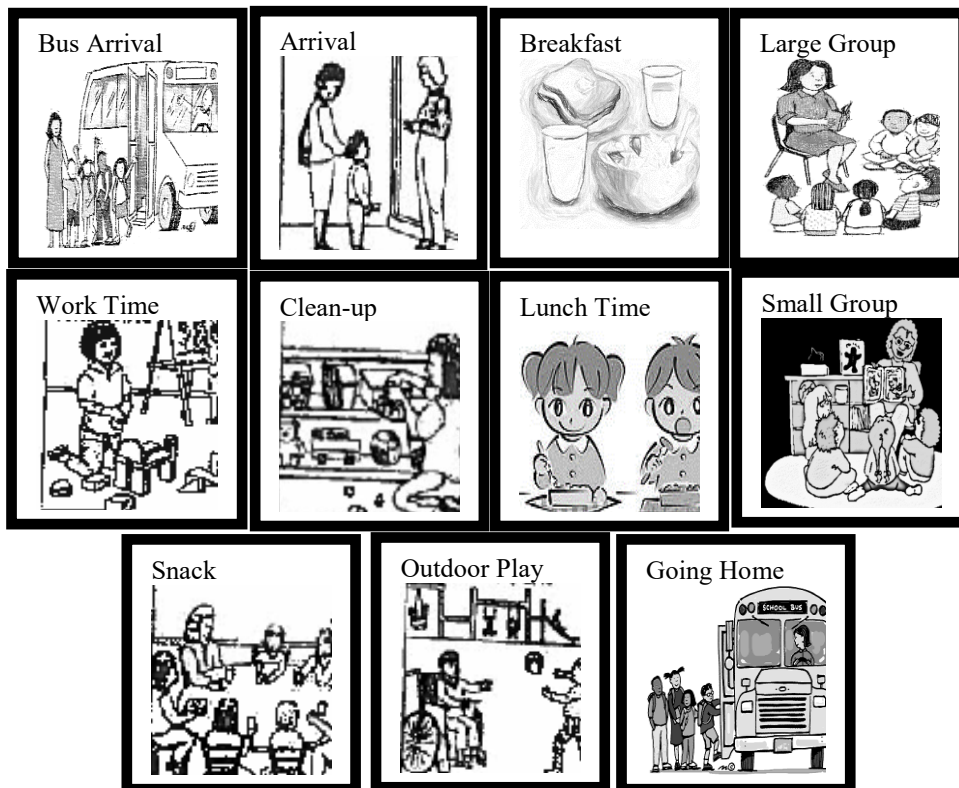
Administration for Children & Families

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT AND THE COVID-19 PANDEMIC

While classroom schedules will vary due to bus schedules, your child's day will include:

1. Being greeted by his/her teacher.
2. Unstructured learning center time at least one and ½ hours each morning and one hour each afternoon.
3. Personal hygiene - toileting, brushing teeth, napping.
4. Outside gross motor time will include an hour of outside play per day. Children need fresh air; we are required to take them outside daily unless there is a weather advisory.
5. Nutrition Activities: Family style breakfast, lunch and snacks.

Preschool schedules include 10-15 minutes of large group time and 15 minutes of small group time.



*LKLP Head Start will follow CDC and State Guidelines during the COVID-19 pandemic in regards to keeping children, families, and staff safe and healthy.

Please do not send toys from home; as they may be lost or broken. Our centers are equipped with everything your child needs for a great Head Start experience.

DEVELOPING THE WHOLE CHILD

Outdoor play is an important part of our curriculum. When children are outdoors, they like to run, jump, swing, climb and use all the large muscles in their bodies. They can race around, breathe fresh air, look at clouds or catch a ball or a bug. They not only satisfy their physical needs for large muscle activity but also develop a sense of wonder about the miracles that take place in nature.

By playing outdoors, your child experiences rich learning possibilities in a natural setting. Outdoor time provides an opportunity for you to observe your child learning.

Social-Emotional Skills	focus on task, mastery of a skill, cooperation, negotiation skills, developing friendships, interaction with adults and children, awareness of self, community and neighborhood.
Physical Skills	large muscle skills, muscle strength, coordination, become a good observer, use his/her body in increasingly skillful ways, improved appetite, improved resting habits.
Cognitive Skills	creative thinking, problem solving, imaginative use of objects and props, investigations, experiments, discover what happens to people, animals, plants when it is hot, cold, dark or light outside.
Language Skills	Communicate with both spoken and written word, expanded vocabulary, participate in conversation, understand purpose of print, access to new worlds of information and faraway places.

The outdoors is constantly changing and the weather influences outdoor activities. The daily schedule can be changed to accommodate changes in the weather. For example, on the first day of spring or after the first snowfall, teachers may extend the time outdoors. Children will have outdoor time every day. When under a weather advisory, during intense heat/cold or air quality alerts, outdoor activities and schedules will be adapted.

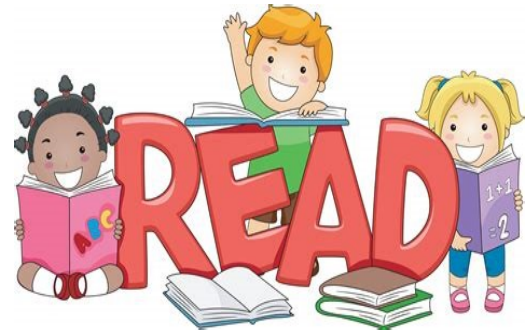
Head Start Performance Standards, Kentucky Licensing and Preschool Standards all require daily outside play. The National Association for the Education of Young Children and Child Development Associate Council include daily outside play as the very best practice and a sign of quality care.

Secure Attachment During the First 5 Years of Life Helps Build

Emotional Intelligence **Social Skills**
Self Esteem **Intellectual Capabilities**
Empathy **Confidence**

LKLP Head Start Early Literacy

Learning to read and write doesn't just happen, Head Start teachers thoughtfully and purposefully interact with children and plan experiences that support emerging literacy. A print-rich environment that allows children to practice literacy skills in real-life experiences, combined with explicit teaching of key concepts, is the foundation of literacy learning in preschool. Over the past few years, researchers have identified what concepts children need to become competent and confident readers and writers and the kinds of experience that help them make progress.



Oral Expression

Children acquire language over time as the result of a variety of talking and listening experiences with adults and other children. Head Start provides a language rich environment, with teachers reading interesting books to children, reciting nursery rhymes and planning new experiences to increase children's vocabulary.



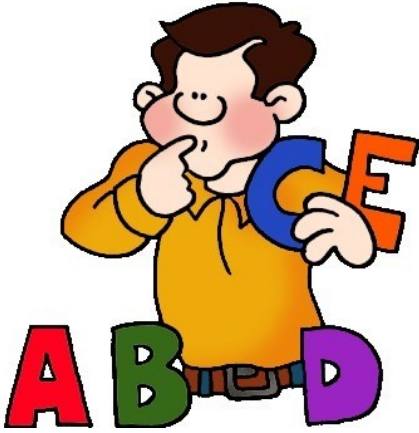
Phonological Awareness

Phonological awareness means hearing and understanding the different sounds of spoken language, such as playing with rhymes and noticing how words begin with the same sound. Finger plays, poetry, rhymes, games and songs are used to teach phonological awareness.



Print and Book Awareness

Print awareness is the beginning of knowledge about written language. It includes learning that print is permitted and that symbols stand for something, such as the print on the cereal box, the letters of their name, or the McDonald's sign. Children acquire a knowledge of print by seeing it in the environment and using it in their play. This involves knowing how to read and write signs, menus, letters, shopping lists, newspapers, invitations, messages, journals and books and knowledge that books can take many forms.



Alphabetic Knowledge

This component of literacy is more than being able to recite the Alphabet. Really knowing about the letters involves understanding that a letter is a symbol representing one or more of the sounds of the English language, that these symbols can be grouped together to form words and that these words have meaning. The most important letters to a child are the ones in their name.

Literacy as a Source of Enjoyment

Children read because they are motivated to learn something new that interest them, uncover the plot of a story or discover something that makes them laugh. The more they read, the better readers they become and more motivated they are.



EARLY CHILDHOOD DEVELOPMENT AND HEALTH SERVICES

HEALTH SERVICES

The Health Services Area seeks to improve the Head Start child's present health conditions. Through health services, your child's health and immunization records are gathered to assess his/her present health status. As primary caregivers, parents play the lead role in maintaining the health and nutrition of their children. Through health services, LKLP Head Start supports parents in this role and works to ensure children's well-being.

Required Health Screening are:

- Physicals which includes:
 - Hematocrit or Hemoglobin
 - Lead
 - Height/Weight
- Vision by Optometrist
- Dental by Dentist
- Immunization current



NUTRITION SERVICES

The Nutrition Area keeps the children healthy by providing one half to two thirds of their daily nutritional requirements. Preschool children are provided breakfast, lunch and a snack. Nutrition education is part of LKLP Head Start's curriculum.

MENTAL HEALTH SERVICES

The area of Mental Health focuses on prevention, identification, referral and treatment. Children will participate in a variety of activities designed to help children, families, and staff learn to practice skills that help them develop and maintain healthy habits, and social emotional skills. Active involvement in Head Start promotes positive outlook, wellness and flexibility. Each classroom receives bi-annual observations. Also each child receives a social emotional screening.

EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Education and Early Childhood Development Services provide a wide variety of experiences that encourage the development of language skills, physical strength and coordination, problem solving, self-confidence, appreciation of family, self and others. These experiences are appropriate for your child's age and individual interests. Head Start does its very best to provide an atmosphere that encourages your child to be self-motivated to learn because it brings joy and helps them become school ready. Your child will have a developmental, speech and language screening within the first 45 days of enrollment and you will be notified the results the day of the screening.

DISABILITIES SERVICES

At least ten percent (10%) of our overall enrollment is made available to children with professionally diagnosed disabilities. The LKLP Head Start staff has found serving children with special needs benefits the other children as much as it does the children with special needs.

FAMILY AND COMMUNITY ENGAGEMENT

FAMILY SERVICES

The Family Development component area works with families in goal setting through the family partnership agreement process, provides families with resource information, how to access community services, and has the responsibility of locating, identifying and maintaining funded enrollment as long as they qualify. The Family Development Assistant and Teacher serve as a link between the home and the school.

COMMUNITY PARTNERSHIPS

Head Start serves children and families in their communities and recognizes that many other agencies and groups work toward the same goals with the same families. Through strong community partnerships, Head Start fosters collaboration, quality services and the development of a community that shares responsibility for children and families.

PARENT INVOLVEMENT SERVICES

Head Start recognizes parents as the prime educator and nurturer of their child and LKLP Head Start makes every effort to include the parents in the decision making process. We count on parent volunteers to help us meet the local share of our grant, which is called INKIND.



FAMILY ENGAGEMENT

Family Engagement works with the family to engage in their child's education, connect to the community and serve as an advocate for their children, to become lifelong educators and learners.

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. |

**PARENTS HELP MAKE
HEAD START TERRIFIC!**

CHILD HEALTH AND DEVELOPMENTAL SERVICES

Each child will receive a medical, dental and eye examination. We will assist parents in arranging for and completing any needed follow-up to the examinations. Parents are urged to accompany or take their child on the initial visit to the doctor or dentist. In addition, parents should be encouraged to prepare their children for health and developmental procedures, in order to increase their children's comfort levels, reduce their fears and anxieties, and optimize children's performance and the validity of the procedure.

Children are taught good health and safety habits. Brushing teeth is part of the daily routine at each center. Self-esteem and social skills are supported throughout each day. Responsibility as part of a group and the ability to express feelings are important parts of every activity.

In case of a medical emergency, you will be informed promptly and your child will be taken to the nearest medical facility.

We must have your child's immunization certificate prior to enrollment and the beginning of class. Bring a copy of the immunization certificate that we can keep. If your child's immunizations expire during the course of the year, that must be brought current before returning.

A sick child should be kept home for their sake and the sake of the other children. This goes for children of the Head Start staff also. If a child comes to the center and is ill we will contact you to come pick up your child promptly. We will keep the child away from the other children to avoid exposing the children to a contagious condition.



HEALTH SERVICES PROVIDED:

1. Link family and child to community health resources to ensure medical and dental home and insurance needs.
2. Assistance in obtaining complete medical screening, physical, dental and eye exams; Medical and dental follow-up treatment, if needed. (Screening includes hearing, speech, vision, developmental and social emotional, hematocrit/hemoglobin and lead testing.)
3. Sickle cell screening for identified children.
4. Growth assessments.
5. Immunization assessments.
6. Daily dental hygiene program.
7. Mental Health services include individual observation of the child and counseling for the parent/family. Along with bi-annual classroom observations.
8. Psychological testing if needed.
9. Special health education activities.

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 medication 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) may be applied to a child ONLY with the written daily request of the parent or person exercising custodial control of the child.

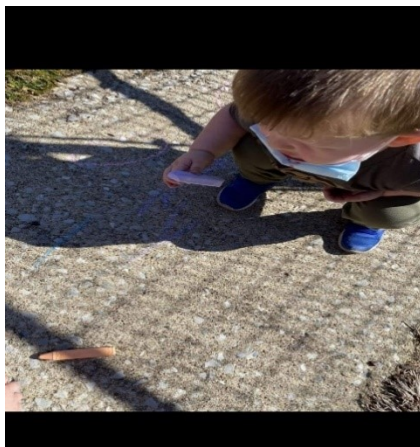
In order to administer over the counter medications at the center:

- The medication must have child's name printed on bottle.
 - 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 to 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.
 - Medication must be in original container.
-

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 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 it is O.K. to return with note from doctor.
10. Lice---Keep at home until first treatment is complete and no live lice are seen.

***If a child exhibits COVID-19 symptoms, they will be removed from the classroom and will be required to be picked up within 1 hour from when staff have made contact. This is for the safety of all. Parents are expected to abide by this policy. Please refer to the delinquent pick up form on page 23 for further information.**





Delinquent Pick-up

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 pick up: Verbal Discussion was given on : Date: _____ Pickup Time _____

2nd time: Written conference using policy: Date: _____ Pickup Time _____

3rd time: Meeting with Center Lead: Date: _____ Pickup Time _____

4th time: Meeting with Director: Date: _____ Pickup Time _____

5th time: Call to DCBS Date: _____ Pickup Time _____

Continuous: Call DCBS Date: _____ Pickup Time _____

If continues to occur, DCBS will be called at each occurrence.

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

Revised July 2020

ATTENDANCE

Regular attendance is vital so make every effort to see that your child is in attendance each day. We do have a waiting list. A child with continued, unresolved and or unexcused absences is in jeopardy of losing his/her slot. We will then fill the slot from our waiting list. We check attendance daily; if a child misses three consecutive days, a Home Visit will be necessary. Unexpectedly if child is not at the school within 1 hour of expected arrival, a phone call will be made to the parent/guardian. We must maintain 85% attendance, but we would like to do better than that and we can with your help. If staff have not heard from family on the 2nd day, a home visit will be made.

In order to gain the full benefit of all Head Start has to offer, it is important that your child attend regularly. We have a policy, which says that a child must maintain 85% attendance. If your child is sick or absent for any reason, please let the teacher know so we can assist you in any way possible.

Staff work hours are based upon children's schedules. It is our programs expectations that children should arrive for the day **by 9:00am** to assure appropriate staffing and assure children are gaining the most benefits from the program. Parents are expected to keep the child's schedule for days they are in attendance.

Children can remain at the center during scheduled hours of operation. Please refer to form on page 23 for details regarding late pickup.

SCHEDULING

Due to ensuring adequate staffing to care for your child/ren, parents are to provide their work and/or school schedules, which indicates enrollment and hours worked.

Head Start center hours are 4 days a week, 7:30-3:30 for parents who are working or attending school. For non-working parents, children must be picked up at 2:00pm.

Head Start Duration sites are open additional days, see calendar.



CELEBRATIONS

Parties are only one form of celebration. We encourage that a variety of celebrations be planned to mark events throughout the year. We would also like to ask the parents to work with us on planning more nutritious party snacks. Our children are getting too much soda, candy, potato chips and gooey cakes - so let's try to do better by our children. Sample Celebrations: Open House; Family Nights; Pajama Day or Birthday Lunch with family. Birthdays are very important and we want each child to celebrate them. LKLP Head Start centers will have only one birthday celebration per month. Due to children with allergies, only store bought goods are allowed to be brought in for celebrations.

LKLP Head Start believes in and supports celebrations of important events in the lives of children and their families. The National Head Start Bureau and best practices tell us that "graduations" and "performance" events are the least appropriate means of celebrating children's growth and development. Therefore, LKLP Head Start encourages and supports family centered celebrations, such as picnics, cookouts, and field days to mark children's passage to kindergarten as completion of Head Start, not "graduation" ceremonies.

TRANSPORTATION

Transportation services are provided to preschool children Monday thru Thursday. At the beginning of school, bus schedules are difficult to work out. Please give the Transportation Personnel at least two (2) weeks to establish a set bus schedule. Be patient as it takes the driver some time to work out a set routine for pick up and drop off of children. We cannot delay the bus, please assist us by having your child ready at the time given to you for pickup, 5 minutes prior to pick-up.. The driver cannot go to the door. If there is any change in the bus schedule, you will be notified ahead of time by the teacher. The bus driver cannot wait longer than 2 minutes as other children are waiting to be picked up for Head Start. Parents are asked to meet the bus if the roads are too dangerous, too rough or too far from the center.

- Bus monitors are trained and certified to assist the bus driver, and should be a minimum 18 years of age or older. Bus Safety Orientation is required for all children and families (provided at the center) before the buses begin running for the school year.
- Parents are invited to monitor the bus, with appropriate documentation and are required to wear safety restraints at all times bus is rolling.
- Children wear seat belts/approved safety restraints at all times while on the bus.
- Head Start bus drivers observe all traffic regulations and the posted speed limits.
- Drivers always adjust their speed to road conditions, traffic and weather conditions.
- Bus evacuations are practiced monthly, either from the route or field trips
 - All children must participate in these drills.



***Transportation services may change due to COVID-19. We will follow CDC and State guidelines regarding Safe transportation practices.**

SAFE TRANSPORTATION PRACTICES:

1. Children will not be allowed to get off bus anywhere other than authorized location that was decided by the parent.
2. Parents should notify the center when a child will be absent due to illness, etc. If your child misses 2 consecutive days, without notification to the center, the bus will not return to your home until you call the staff to inform them of your child's need of transportation.
3. Children should be dressed and ready when the bus arrives. If the child misses the bus, it is the parents' responsibility to take the child to school.
4. When a child is delivered home, an authorized adult (who is listed on the Emergency Contact List) must be there to receive him/her from the bus. No one under the age of 18 can get a child off the bus unless it is the child's parent.
5. If no one is at home, staff will leave a note stating the child will be returned to the center, and it will be the parents' responsibility to see that the child is picked up at school. The parent should talk with the teacher to avoid this situation in the future. If it occurs the second time the parent must have a conference with Head Start Director.

SAFE TRANSPORTATION PRACTICES CONTINUED:



6. In case of an emergency when a child has to cross the road to board or exit the bus, bus monitor must accompany the child across the road to safety. Every effort will be made to board the child on the side of highway they board the bus on.
7. Due to agency insurance regulations, only Head Start children and volunteers can ride the bus to and from the center. Children cannot give up seats for adults.
8. There is to be no food, drink or smoking on the bus.
9. No back packs or toys on the bus. Please do not send toys on the bus with your child. Our centers are fully equipped with everything your child needs for a great Head Start experience.
10. All bus passengers wear seat belts/approved safety restraints.
11. Parents who transport their child to Head Start must accompany the child into the building/Head Start Center and sign the child in.
12. Sign in / sign off, head counts are required.
13. Bus monitor takes children off bus, bus driver walk through at the end of each route.
14. Children are never left unattended on the bus.

Five Giant Steps

The **Danger Zone**, also known as the **Death Zone**, is the area on all sides of the bus where children are in the most danger of being hit. Children should stay ten feet away from the bus (or as far away as they can) and never go behind it. They should take five giant steps in front of the bus before crossing, so they can be seen by the driver.

SCHOOL BUS

- Supervise children to make sure they get to the stop on time, wait far away from the road and avoid rough play.
- Teach your child to ask the driver for help if he/she drops something near the bus. If a child stoops to pick something up, the driver cannot see him/her, and the child could be struck by the bus.
- Make sure clothing has no loose drawstrings and are short so that they don't get caught in the handrail or school bus door.
- Encourage safe school bus loading and unloading
- If you think a bus stop is in a dangerous place, talk with your center supervisor or transportation specialist about changing the location.

TEACH YOUR CHILD TO GET ON AND OFF THE SCHOOL BUS SAFELY

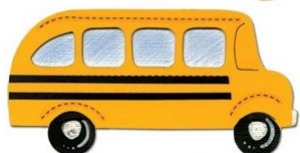
- When loading, stay away from the danger zone and wait for the driver's signal. Board the bus in single file.
- When unloading, look before stepping off the bus to be sure no cars are passing on the shoulder (side of the road). Move away from the bus.
- Before crossing the street, take five "giant steps" out from the front of the bus (Kentucky has the school bus crossing arm) until you see the driver's face. The driver will signal you when it is safe to cross the roadway.
- Look left-right-left when coming to the edge of the bus to make sure traffic is stopped. Continue to watch for traffic when crossing.



FIELD TRIPS

Field trips are for providing new experiences and should fit into the classroom activities. Field trips for preschoolers are planned to match the planned topic. We encourage parents to come and join the fun. Parents will be informed ahead of time of any field trips planned and if it involves a change in the bus schedule. Parent Committees that wish to help plan field trips must follow process. Field trips should be an extension of the classroom and new experiences. Some questions to be asked are:

field trip



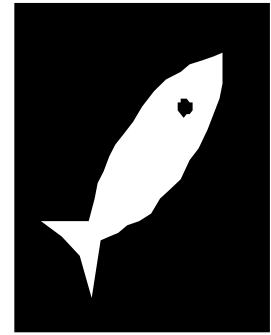
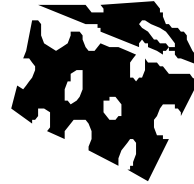
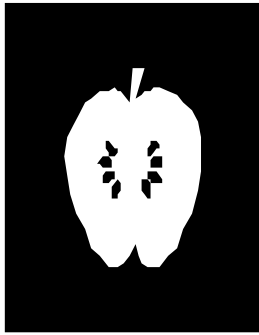
1. What new learning experience will this give the children?
2. How long will the trip take?
3. What are the possible hazards?
4. What will the trip cost?
5. Do you have permission from the Central Office and have you asked for use of facility?
6. How will the classroom activities follow-up on the field trip?

A field trip does not have to cost money. It should enrich our children's knowledge and experiences. For this reason, field trip plans will include the means to take children in small groups. Example: Writing a letter; going to the post office to mail the letter, tour of the post office and information on what happens to their letter can be a fantastic field trip.

All field trips should take place in the local area, thus bringing the community closer to the children's learning. Out of state and long distance field trips are inappropriate for young children. There can be one field trip each month.

All field trips must be requested in writing through the monthly Center Activity Report and be approved ahead of time. Written permission, allowing children to attend field trips is required; without parents' permission, the child/ren will not be allowed to attend the field trip.





CHILD NUTRITION

Children at the Head Start center receive a well-balanced breakfast, lunch and snack. Special planning is done for children with allergies or diets. **NO EXCEPTIONS** are made in meals unless there is a health problem and a special diet is recommended by a physician. A meal modification is required from doctor.

Children are taught good eating habits and learn the basics of good nutrition. Because "Fast Food" restaurants are high in calories but very low in nutrition, they are not encouraged as being part of the nutrition learning process.

Family style eating is part of the daily routine of each center. However, due to COVID-19, family style will be adjusted to meet CDC and State guidelines. Family style means ALL staff and parents/volunteers are seated with the children around the table and the food is passed from left to right for each to serve himself/herself. Staff and parents serve as role models to children. There should be NO TALK of personal dislikes of food. Children will not try new foods if you don't set a good example. Mealtime should be relaxed and happy with pleasant conversation - it aids digestion. Parents are asked to assist in ideas for menu planning. If your child has a special dish or food he/she likes, please share this with the cook at your center or call the office and talk with the Director. Menu schedules are posted weekly. If you would like to see what foods your child is served, please check the bulletin board at your center.

Our kitchens must meet sanitation requirements set by the State of Kentucky. This means no one is allowed in the kitchen without a TB skin test, proper hair covering and no one is allowed to smoke in the kitchen. Due to Allergies and Regulations, we are not allowed to accept homemade or baked goods unless they are purchased from a store that is already made and/or pre-packaged.

***We will follow CDC and State guidelines in all aspects of food service.**

Foods we plan to avoid or use sparingly include:

- Hotdogs/corndogs, concentrated sweets, empty calories, fried foods, whole kernel corn and foods containing red dye.

We will also be conservative in our use of salt, sugar and fat in food preparations. If you have any questions please discuss this with your child's teacher or the cook. No salt or sugar will be available at the table.

Food is not used as a reward or punishment. No child will be forced to eat any food, but will be encouraged to put on their plate and taste.

Meals will be served at no charge to enrolled participants at the center and are provided without regard to race, color, national origin, sex, age, or disability. If you believe you or any individual has been discriminated against in the Child and Adult Care Food Program, write immediately to the Secretary of Agriculture, Washington, D.C. 20250.



KENTUCKY DEPARTMENT OF EDUCATION

Division of Nutrition and Health Services Civil Rights Grievance Report Procedures

In accordance with FNS instruction 113.6, the LKLP Head Start Program Sponsor/Sponsoring Organization provides a grievance procedure in the event a person believes he/she or their child has been discriminated against and/or denied service on the basis of race, color, national origin, sex, age, or disability in the food service program provided by the LKLP Head Start Program Sponsor/Sponsoring Organization.

Meals will be served at no charge to enrolled participants at the center and are provided without regard to race, color, national origin, sex, age, or disability. If you believe you or any individual has been discriminated against in the child and adult care food program, write immediately to the Secretary of Agriculture, Washington, D.C. 20250

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.

CHILD MENTAL HEALTH

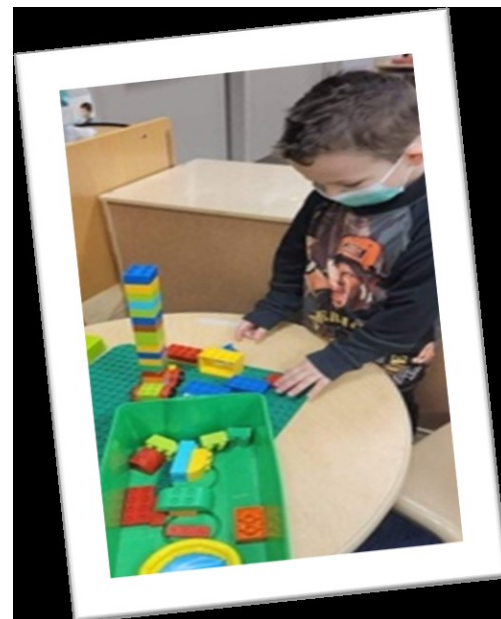
In the Head Start Center, the Mental Health Area can be observed in:

An environment that allows for comfortable learning

- Presence of soft things (grass, pillows, laps, soap suds)
- Noise volume - this influences concentration, anxiety level, and creativity.
- Open discussion and communication.

Scheduling and arrangement that builds confidence

- Effective scheduling - reducing waiting time.
- Group size - children learn better in small groups.
- Storage of materials - visible and accessible to children.
- Personal space - have space for personal items.



Activities planned ahead of time

- Daily activities planned for the classroom that the children can do for themselves and feel good about their ability to learn.
- Activities that specifically address mental health issues and build self-esteem.
- Activities that reflect the children's' and families' culture.





An atmosphere that supports parents

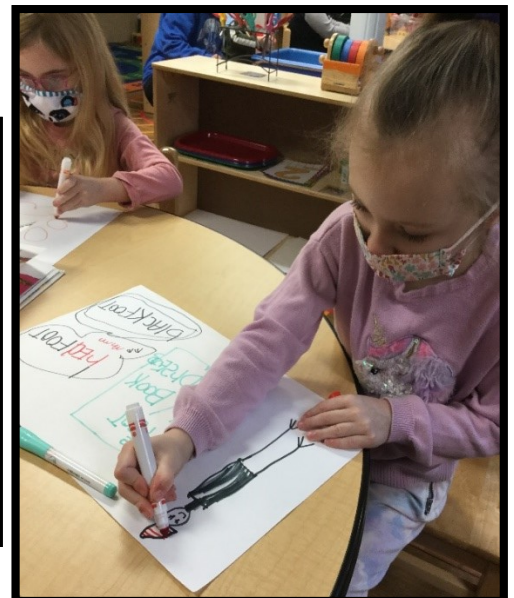
- Thank you when parents help in and contribute to the program.
- Listen to concerns.
- Special events that are fun - picnics, family nights, etc.

An atmosphere that promotes good mental health practices for families

- Direct involvement in decision-making processes (Policy Council, Parent Committees).
- Opportunities for General Education Degree (GED) and continuing education.
- Events, which feature their culture and customs.

Staff knowledgeable of child growth and development with the ability to make referrals to appropriate services

- Observation of staff
- Observation by mental health professional to ensure mentally healthy environment.
- Referrals for assessment, counseling, etc.





Health and Mental Wellness

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.



Crossing Bridges

As preschoolers begin to live in a wider social world, positive social skills impact nearly all other areas of learning and development as 3 and 4 year olds typically no longer exist in the comforted duo of infant/toddler and caregiver. The ability to participate cooperatively and problem solve in pairs or groups with peers, make appropriate, independent choices and persist toward a goal in the face of setbacks or frustration are all crucial to future learning and development. The opportunities for interaction, role play, exploration, problem solving and wide range of communication skills that would obviously grow from positive social skills, independence and sense of hopefulness only serve to enhance all areas of learning.

“Thank you for letting me ask you for help when Maya and I were arguing over the costumes in dress-up and not thinking that I was tattling. Even when I use my words, my friends don't always understand them or don't always agree with them so I sometimes need a grown-up's help.”

Mental Health

Tips for families from the National Center on Early Childhood Health and Wellness

What is mental Health?

Mental health means that young children are growing to their ability to:

- Understand and share feelings
- Have a close and positive Relationships
- Explore and learn
- Develop Patience (not give up)
- Focus on task
- Ask for help

Why Is It Important?

Having Positive Mental Health Makes It Easier for Children to:

- Have close relationship with family and friends
- Do well in school
- Learn new things
- Solve tough problems
- When Young Children Are Worried, Sad, Or Angry, It Can Be Hard To:
 - Make friends
 - Follow directions
 - Express feeling or wishes
 - Follow simple directions
 - Pay attention in class
 - Solve problems in positive ways
 - Do well in School

Things You Can Do and Say to Help Your Child

• For Your Infant

- Hold your baby during feedings.
“I love cuddling when I feed you.”
- Look at your baby and smile, smile, smile:
“Hey, when I smile, you smile back.”
- Talk about what you are doing.
“I’m going to change your diaper now.”
- Try to relax and have fun.
“When I am happy, you are less fussy.”
- Read and sing to your baby every day.
“It is bedtime. Time for a story and favorite song.”
- Take care of yourself.
“When I am rested, I take better care of you.”

• For Your Toddler/Preschooler

- Make sure they always feel safe.
“I know loud noises can be scary but it’s OK.”
- Offer choices.
“Do you want the blue shirt or the red shirt?”
- Practice patience.
“Let’s wait until the song is over and then we’ll go outside.”

- Show understanding
“You REALLY want another cookie! It is hard when you can only have one.”
- Leave extra time.
“I see you don’t want to leave the playground. One more time on the slide, then we need to leave.”
- Play together at least 15 minutes a day.
“There is so much to do but it is important for us to play together.”
- Follow her interest.
“I see you want to play with the blocks. What are you going to build?”
- Praise your child when she keep trying.
“I love the way you keep trying to find the right piece for the puzzle.”
- Practice following directions.
“First pick up the blocks, then take out the cars.”

HEAD START SUPPORTS WELLNESS

Integrated Approach to Mental Health in Head Start Component Areas

Physical Aspects	Physical health and fitness. Good Nutrition habits. Dental Health.	Medical, Dental, Nutrition.
Emotional Aspects	How we feel. How we express our feelings. Our ability to solve problems and cope with stress.	Mental Health, Education, Parent Involvement.
Social Aspects	Our ability to make and keep friends. To behave in socially acceptable ways. To develop our interpersonal skills.	Family Services, Parent Involvement, Education.
Cognitive Aspects	Curiosity and interest in learning. The ability to learn new skills. Problem solving skills.	Education, Administration, Professional Development.
Occupational Aspects	To develop our productivity so contributions can be made to community and society. To become qualified for better paying, more satisfying work.	Parent Involvement, Family Services, Administration, Professional Development.
Spiritual Aspects	Internal guides for living.	A basic tenet of Head Start is the support and respect individual differences which cross all areas.



DISABILITIES SERVICES

Almost every Head Start Center has one or more children with special needs. In partnership with the local school district, speech therapy, physical therapy and additional services are available to these children. Our goal is that all children are totally included and have the opportunity to participate in all activities for children.

Serving children with special needs has enriched the LKLP Head Start Program. It is our goal to support parents in their role as primary educator and advocate for their child.

DISABILITY SERVICES:

1. Refer children with suspected disabilities to the local school district for additional evaluation.
2. Make certain evaluations/examinations are completed.
3. Participates with parents in planning individualized education program and instruction for each child with diagnosed disability.
4. Implement IEP in the classroom setting.
5. Welcomes into the Head Start classroom, the delivery of ongoing therapy and treatment services for children with disabilities.
6. Makes available counseling for parents of children with disabilities.
7. Provides training opportunities for parents of children with disabilities.
8. Provides transition activities with other programs.
9. Ensures advocacy for parents and children.

LKLP Head Start Believes:

- All children are treated as children first.
- We meet each child's special needs in a way that helps them grow.

OUR MOTTO

“A handicap is simply an asset you haven't figured out how to use yet.”

Roberta Jean Bryant

IDEA – The Individuals with Disabilities Education act was originally enacted by Congress in 1975 to ensure that children with disabilities have the opportunity to receive free appropriate public education, just like other children. In 2004 the final regulations published August 2006 (Part B for school age children) and September 2011 Part C babies and Toddlers.

Facebook and Other 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 provide a schedule showing working hours or school schedule to be placed in child's folder.
12. 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, all of which are IMPERATIVE to the program and my child.
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, events and activities.
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 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.
12. To provide a schedule showing working hours or school schedule to be placed in child's folder.



FAMILY AND COMMUNITY ENGAGEMENT

FAMILY DEVELOPMENT

Children live in families. The Family Development area of the LKLP Head Start Program focuses on the families whose children are enrolled in the program. Emphasis is placed on assisting families and individuals to draw on their own strengths and to use their own resources to resolve issues as they arise. Staff and parents develop trusting relationships through Head Start activities. It is these relationships that allow parents and staff to share and learn from one another.



Home Visits are the heart of family partnerships. Each year, Head Start staff visit our families in their home. Your child's center's Family Development Assistant will make at least two (2) visits to your home. Your child's teacher is also to make at least two (2) home visits and arrange at least two (2) conferences during the year as well.

During home visits staff may:

- Introduce themselves to you and your children
- Complete enrollment of your child
- Share information on your child's health status
- Share observations, work samples and assessment information
- Ask your ideas and priorities for your child's early learning
- Talk with you about your plans, ideas, goals for yourself and family
- Talk with you about referrals
- Invite you to the center
- Invite you to participate in training or parent meetings
- Check on your child's attendance



Head Start offers parents opportunities and support for growth so that they can identify their own strengths, needs and interests. Through the Family Development area, LKLP Head Start hopes to form partnerships with parents and to assist parents in finding their own approaches to their family's current needs.

In case of emergency or crisis situation, we would appreciate your contacting your child's Teacher or Family Development Assistant so that we may help.

COMMUNITY PARTNERSHIPS

It
takes a
community
to raise
a child

Through Community Partnerships, LKLP Head Start:

- Links parents and families to community resources
- Strengthens and provides support for families in reaching their goals.
- Make certain that families have choices in how to meet their needs and what resources to use.
- Supports a seamless approach for the delivery of services to families in the community.
- Provides opportunities for Head Start parents to develop as leaders and assume leadership roles in the community.
- Smooth transactions for children as they move between settings: Early Head Start to Preschool Head Start, Public School or Child Care Settings. Supports families in the transition process.

Head Start families live in communities. Though community partnerships, LKLP Head Start collaborates with other agencies and groups to provide the highest level of success for our families and their children. We invite and encourage our families to participate in community groups and events. Through participation in community planning activities, LKLP Head Start parents and staff become knowledgeable of resources available and increase community awareness of the Head Start families and program.



Community Partnerships are important in the success of each family's partnership agreement. In this agreement, families, with support from Head Start staff, identify specific goals they wish to reach in the coming year. The strength of Head Start's community partnerships and the relationships between partners and Head Start staff in each community, provide the background for each family's success. Because of these partnerships, Head Start staff and parents can together identify and access the resources each family needs. Family members have the opportunity to actively participate in community groups and make important contributions to their local community.

FAMILY LITERACY

The best predictor of a child's educational success
is
the parents' educational attainment.

[Promoting Family Literacy Through Head Start, 1990]

FOR PARENTS AS ADULT LEARNERS, HEAD START OFFERS:

➤ Workshops/trainings

- Parenting
- Preventive medical, Environment Hazards, and Health and Safety for the home.
- Oral Health/Dental
- First Aid Awareness
- Pregnancy and Related Care
- Mental health and social emotional well being
- Vehicle and Pedestrian Safety to keep children safe
- Health and Nutrition
- Parent Curriculum
- Child Development, Creative Curriculum
- Disability good to have a training on IDEA
- School Readiness, Transition

➤ Parent meetings

- policy council
- decision making
- career awareness

➤ Volunteering

- classroom
- bus monitor
- read a loud

➤ Continuing education

- G.E.D.
- vocational school
- college classes

➤ Participate in community activities



FOR PARENTS AND CHILDREN TOGETHER

- reading a book together each day
- library cards and visits
- theme activities/ “homework”
- school Readiness activities
- field trips
- nature walks
- nursery rhymes
- singing, finger plays
- story telling
- family style meals



The single most important activity for building the knowledge required for eventual success in reading is **reading aloud to children.**

[Becoming a Nation of Readers, 1983]

PARENT INVOLVEMENT

Parents are an important part of the Head Start Program. You may volunteer at the center and serve on the committees. LKLP Head Start offers parent education to all Head Start families. Special programs are available to each center group. We will also be glad to help you enroll for your General Education Diploma (G.E.D.).

Each center will choose a parent facilitator who, with a staff facilitator, will set up parent support activities. They will plan sessions, secure trainers, obtain materials and report the training. In this way, the role of parents in decision-making is supported according to each group's individual needs.

Parent Committees provides parents the opportunities to participate in activities that address their interests and needs and that support the education and healthy development of their child. ***There will only be one (1) fundraiser per center.*** All fund raisers are to be approved through the LKLP Head Start Office. There is to be no soliciting in Head Start's name. All funds are to be turned in to the office. There is to be no money left in the center overnight. The parent group must vote on the use of funds and they must appear in the minutes taken at the center meetings. Signed, itemized receipts must be turned in and kept to show the expenditure of money. At least two people should be responsible for counting the money, and turning it in and making sure office and center amounts agree.

“WE NEED YOUR HELP!”

To receive Head Start funds we must provide a 20% local match of federal dollars. We depend upon parent volunteers to make up a large part of that 20% local match. This is an opportunity for parents to share their talents with the center group and have a lot of fun in the process. You can help by volunteering at the center, doing activities at home, or by donating items that can be used at the center. You can volunteer to do activities in the classroom, ride the bus (w/training), grounds keeping, clean the bus and various other activities.



Head Start is not allowed to use corporal punishment. If a parent volunteers, they must follow the same rules. So, even if at home you would give your child a swat, you must not do this to your child at the Head Start center. The same rules apply to all visiting children.

Volunteers are not to bring smaller children to the center. We have found that smaller children disrupt the class and the volunteer cannot concentrate on the task of helping the Head Start children.



THANK YOU FOR ALL YOU DO

PARENT INVOLVEMENT SERVICES PROVIDED:

1. Workshops and training sessions for parents
2. Connections to resources
3. Opportunities to be involved in program activities (volunteering)
4. Monthly Parent Committee meetings
5. Opportunities to make decisions about program operations, (Policy Council); Contact the Head Start Director on any ideas you may have about improving program operations.
6. Self-enhancement, training, field trips, special activities
7. Has opportunity to join Kentucky Head Start Association.
8. Has the opportunity to apply for Kentucky Head Start Association parent scholarship.
9. Opportunities to be part of child's education.

HEAD START PERFORMANCE STANDARD GUIDELINES FOR PARENT INVOLVEMENT IN THE HEAD START PROGRAM

PARENT COMMITTEE

The Parent Committee is made up of 100% PARENTS of enrolled Head Start children. Each group should elect its representatives. You will elect officers at the first parent meeting.

The duties are:

1. Work closely with their children's teacher to help them understand curriculum and carry out the daily activities.
2. Plans, conducts and participates in informal and formal programs and activities.

POLICY COUNCIL

The Policy Council is the decision making body of Head Start. If you are elected to represent your center you are obligated to attend the Policy Council meetings. This enables your center to have a voice in the decisions that affect the children. We guarantee that you will learn a lot and you will make a difference in the lives of the children and this also looks good on a resume.

The duties are:

1. To support the active involvement of parents in supporting program operations;
2. Program recruitment, selection, and enrollment priorities
3. Input on applications for funding and amendments to applications for funding the program
4. Input on budget planning for program expenditures, including policies for reimbursement and participation in policy council activities.
5. Bylaws for the operation of the policy council
6. Input on program personnel policies and decision regarding the employment of program staff, including program staff, contractors, and volunteers and criteria for employment and dismissal of program staff
7. Developing procedures for how members of the policy council of the Head Start agency will be elected
8. Recommendations on the selection of delegate agencies and the service area for such agencies.
9. Serves as a link between the Community Action's Board, the Policy committees and major public and private community groups that have or should have an interest in the welfare of children and their families.
10. Has input and recommends program policy such as:
 - Whether the Grantee will directly operate all Head Start centers;
 - Whether programs will be delegated to other agencies or where there will be a combination of both;
 - Which agencies shall be designated as delegate agencies.
11. Has input in a grievance committee.
12. Assumes some responsibility for communications with Head Start parents in the total community.
13. Provides leadership to total community.
14. Input in overall program goals and evaluates the total Head Start Program.
15. Regular attendance at meetings. The center has no vote or input on program if they don't attend.



PARENT ACTIVITY FUND

The Parent Activity Fund is money set aside to provide parents with opportunities and experiences in planning, developing and implementing projects initiated by them.

How can the parent activity fund be used?

1. Expenditures for project related purposes are allowable even though entertainment may be an incidental part of the activities. A visit by a parent group to a museum can be justified if parents utilize the experience to train parents in the ways of providing educational activities for their children in the community.
2. Join the Kentucky Head Start Association.
3. Go to plays for cultural enrichment.
4. Use funds to purchase supplies for parent workshops such as videos and materials.
5. Field trips for parents to experience with their children.
6. Pay for CPR, First Aid Training for parents.
7. Assist in a community project that will benefit their community.

Please remember that the above listed suggestions need to be voted on at the Parent Committee meetings. Also, you can come up with some wonderful ideas of your own. Good luck!!!

The letter requesting Parent Activity money must be submitted to Central Office along with parent meeting minutes showing where your group voted on what activities the money will be used. Once the letter is submitted, staff will submit a purchase order request. Then Finance Office will process the request and write a check to the lead teacher for the amount of it. Purchase order request should come in at least 3 weeks prior to the date needed. Receipt must be turned in to finance.



VOLUNTEER ACTIVITIES

PUBLIC RELATIONS/INTERPRETER

1. Talking to groups about Head Start.
2. Serving on Committees and Boards.
3. Attend parent meetings.
4. Policy Council participation in program governance.



RECRUITMENT

1. Children for Head Start centers.
2. Other volunteers.

AT HOME

1. Telephoning other parents for meetings.
2. Preparing materials.
3. Donating clothing or items to be used in/for the center.
4. School Readiness/Theme activities.

HEALTH SERVICES PROGRAM

1. Helping with brushing teeth and washing hands.
2. Helping with hairdressing/barbering.

NUTRITION

1. Cooking in classroom.
2. Sanitizing Tables
3. Tasting games.
4. Assisting w/washing dishes (w/TB test)

TRANSPORTATION

1. On field trips.
2. To meetings.
3. Serving as bus monitor (with training)
4. Cleaning the bus.



CLASSROOM ACTIVITIES - ASSIST IN TEACHING

1. Music, Story Telling, Individual work/activities
2. Anticipating activities by preparing materials.
3. Outdoor play, specific activities planned by and with the teacher.
4. Contributing to Appalachian cultural enrichment.
5. Share special talent or skills.
6. Assisting with special events.
7. Assist with cutting grass or with other building related volunteering.

IT IS WORTH IT!!!!

KENTUCKY HEAD START ASSOCIATION

TO ALL STAFF AND PARENTS:

We all need to join the Kentucky Head Start Association. You will find the applications at your center to fill out. Please join so that we can have 100% parents and 100% staff; as members we need to stand behind the Kentucky Head Start Association and show our support. One fund raiser at the beginning of the year would take care of your center.

A good idea is to join as a group with the parents using money from the parent fund to show support for Head Start, and it shows your support of the Head Start Program. Kentucky Head Start membership is \$1.00 for parents and lifetime membership is \$100.00. Members receive a membership card. In addition lifetime members receive a plaque with their name on it. Money from the membership drive helps provide for parents and former Head Start students.

National Head Start Association is Head Starts voice in Washington and across the nation. To support their work they ask each program to pledge one dollar per child. We would appreciate all you can do to support the National Head Start Association.



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, Unemployment Insurance.

Leslie County.....606-672-2306
Knott County.....606-785-3108

Letcher County.... 606-633-0922
Perry County..... 855-306-8959

PUBLIC HEALTH CENTERS

Tuberculosis, Immunizations, Infectious Hepatitis, Venereal Disease, Diabetes, Home Health, WIC Program, S.I.D.'s, Well Child Clinic, Family Planning, Maternal and Child Healthy Vision and Hearing.

Leslie County..... 606-672-2393
Knott County..... 606-785-3144

Letcher County..... 606-633-2945
Perry County..... 606-436-2196

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
Knott County..... 606-785-0056

Letcher County.... 606-633-4439
Perry County..... 606-436-5761

Emergency Number.. 800-262-7491

LKLP COMMUNITY ACTION COUNCIL

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

Leslie County..... 606-672-2155
Knott County..... 606-785-3373

Letcher County.... 606-633-4458
Perry County.... 606-439-1362

SOCIAL SECURITY OFFICE

Health Insurance - Aged (Medicare), Social Security - Disability Insurance.

Toll Free: 1-800-772-1213

Perry County..... 606-439-1351

CHILD ABUSE AND NEGLECT

1-800-752-6200

or

1-877-597-2331

WHO MUST REPORT ABUSE AS REQUIRED BY LAW

- PHYSICIANS NURSES, DENTISTS, EMERGENCY MEDICAL TECHNICIANS, RESIDENTS, INTERNS, HEALTH PROFESSIONALS
- TEACHERS, SCHOOL PERSONNEL, CHILD-CARE PERSONNEL
- SOCIAL WORKERS, MENTAL HEALTH PROFESSIONALS
- POLICE 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/Perry Counties..... 606-439-5129
 LKLP CRISIS LINE..... 800-928-3131

POISON CONTROL – 800-222-1222

KENTUCKY STATE POLICE/SHERIFF'S OFFICE

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

Leslie County..... 606-672-2200
 Knott County..... 606-785-5354

Letcher County.... 606-633-2293
 Perry County..... 606-439-4523

FAMILY RESOURCE AND YOUTH CENTERS

After school care, GED, CPR classes, adult literacy, referrals to other agencies, food, clothing, parenting and support groups, provide services needed by families.

Letcher County		Leslie County	
Cowan	606-633-7195	Hayes Lewis	606-279-4121
Fleming Neon	606-855-7864	Stinnett	606-374-7702
Letcher	606-633-2524	Mt. View	606-672-1608
Martha Jane Potter	606-855-7544	Leslie Co. High School Resource	606-672-1806
Jenkins	606-832-0009	W.B. Muncy	606-279-4155
West Whitesburg	606-633-9538		
Knott County		Perry County	
Beaver Creek	606-447-2833	Buckhorn	606-398-7708
Carr Creek	606-642-3831	East Perry	606-439-5819
Emmalena	606-251-3651	Leatherwood	606-675-3415
Hindman	606-785-5878	Perry Central	606-436-8388
Jones Fork	606-946-2320	Robinson	606-378-2002
Knott Central	606-785-9033	R.W. Combs	606-476-2829
		Viper	606-439-1411
		West Perry	606-439-6438

CONSUMER SERVICES DIRECTORY - FEDERAL HOT LINES

NATIONAL RUNAWAY SWITCHBOARD

800-621-4000

WILL TALK TO RUNAWAYS ABOUT ANYTHING TO DO WITH LEAVING HOME, BUT WILL NOT ASK FOR A NAME. ALSO RELAYS MESSAGES BETWEEN PARENTS AND RUNAWAYS.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT HOUSING DISCRIMINATION

800-669-9777

FOR PEOPLE WHO FEEL THEY HAVE BEEN DENIED HOUSING BECAUSE OF RACE, COLOR, RELIGION, SEX, OR NATIONAL ORIGIN. FOR THOSE WHO HAVE BEEN DISCRIMINATED AGAINST IN RENTING, BUYING OR OBTAINING FINANCING FOR BUYING A HOUSE.

CONSUMER PRODUCT SAFETY

800-638-2772

IF YOU HAVE QUESTIONS OR COMPLAINTS RELATED TO PRODUCT SAFETY OR WANT TO REQUEST MATERIALS, CALL THIS NUMBER. THIS HOTLINE IS NOT CONCERNED WITH FOOD, DRUGS, COSMETICS OR AUTOMOBILES.

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION

800-424-9393

TO FIND OUT WHETHER YOUR CAR OR ONE YOU ARE THINKING ABOUT BUYING HAS EVER BEEN RECALLED, CALL THIS NUMBER. YOU CAN ALSO REPORT SAFETY DEFECTS IN YOUR CAR AND GET ASSISTANCE IN DEALING WITH THOSE PROBLEMS.

FEDERAL FLOOD INSURANCE

800-611-6123

CAN TELL YOU WHETHER YOUR AREA IS DESIGNATED AS FLOOD PRONE. IF IT IS YOU MAY QUALIFY FOR FEDERALLY SUBSIDIZED FLOOD INSURANCE.

BASIC EDUCATION OPPORTUNITY GRANT

KHEAA - 800-928-8926

FASFA - 319-337-5665

STUDENTS CAN CHECK THE STATUS OF THEIR GRANT APPLICATION.

1-800-433-3243

OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION

800-321-6742

INFORMATION FOR EMPLOYEES AND EMPLOYERS ON INTERPRETATION, APPLICATION AND ENFORCEMENT OF OSHA STANDARDS.

**CONSUMER PROTECTION DIVISION
KY ATTORNEY GENERAL'S OFFICE**

888-432-9257

INVESTIGATES CONSUMER SERVICES AND UTILITIES, HANDLES EMERGENCY CONSUMER COMPLAINTS WHEN WRITTEN COMPLAINTS ARE RECEIVED IN THE MAIL AND CAN PROVIDE CONSUMER EDUCATION ASSISTANCE.

KENTUCKY STATE OMBUDSMAN

800-372-2973

ACTS AS A LIAISON BETWEEN THE STATE AND THE PUBLIC AND FACILITATES THE RESOLUTION OF COMPLAINTS WITH THE STATE.

KENTUCKY COMMISSION ON HUMAN RIGHTS

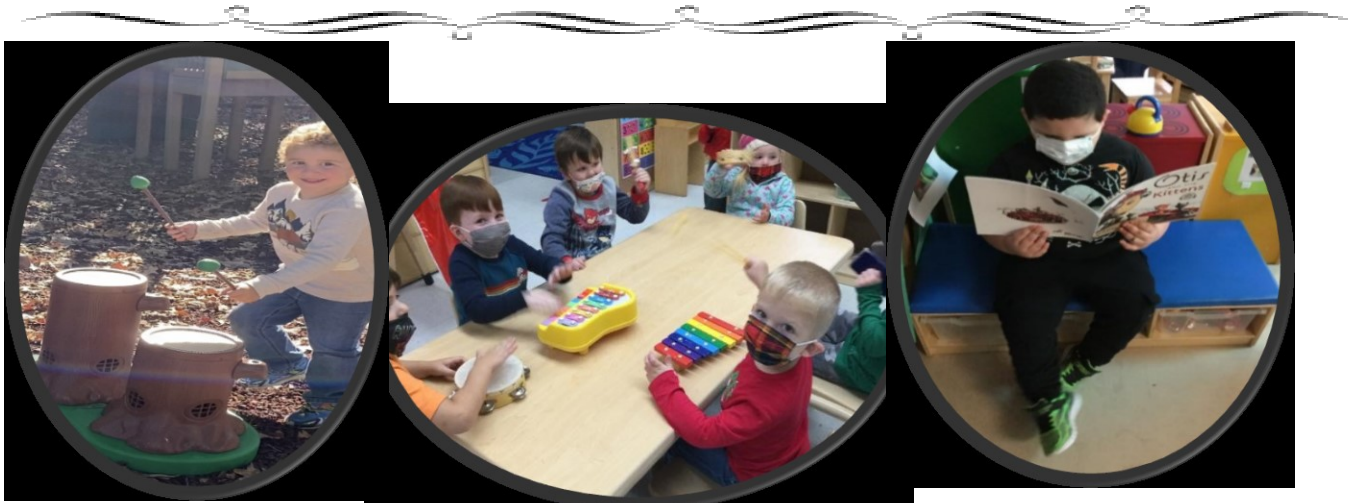
800-292-5566

RECEIVES COMPLAINTS OF DISCRIMINATION BASED ON RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX OR AGE, INVESTIGATES THE COMPLAINTS AND SEEKS CONCILIATION. IF AN AGREEMENT CANNOT BE REACHED, THE COMMISSION MAY HOLD A HEARING AND MAY ORDER COMPLIANCE WITH THE LAW.

VICTIMS OF VIOLENT CRIMES

1-800-372-2551

FOR VICTIMS OF VIOLENT CRIMES SUCH AS RAPE, SPOUSE ABUSE, CHILD ABUSE, OR ANY PHYSICAL ABUSE





(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



LKLP HEAD START
412 ROY CAMPBELL DRIVE
HAZARD, KENTUCKY 41701

(606)-435-7962