

CHILD'S NAME: _____ CLASSROOM: _____

Rocky Head Start

Table of Contents - Family Information Packet 2020 - 2021

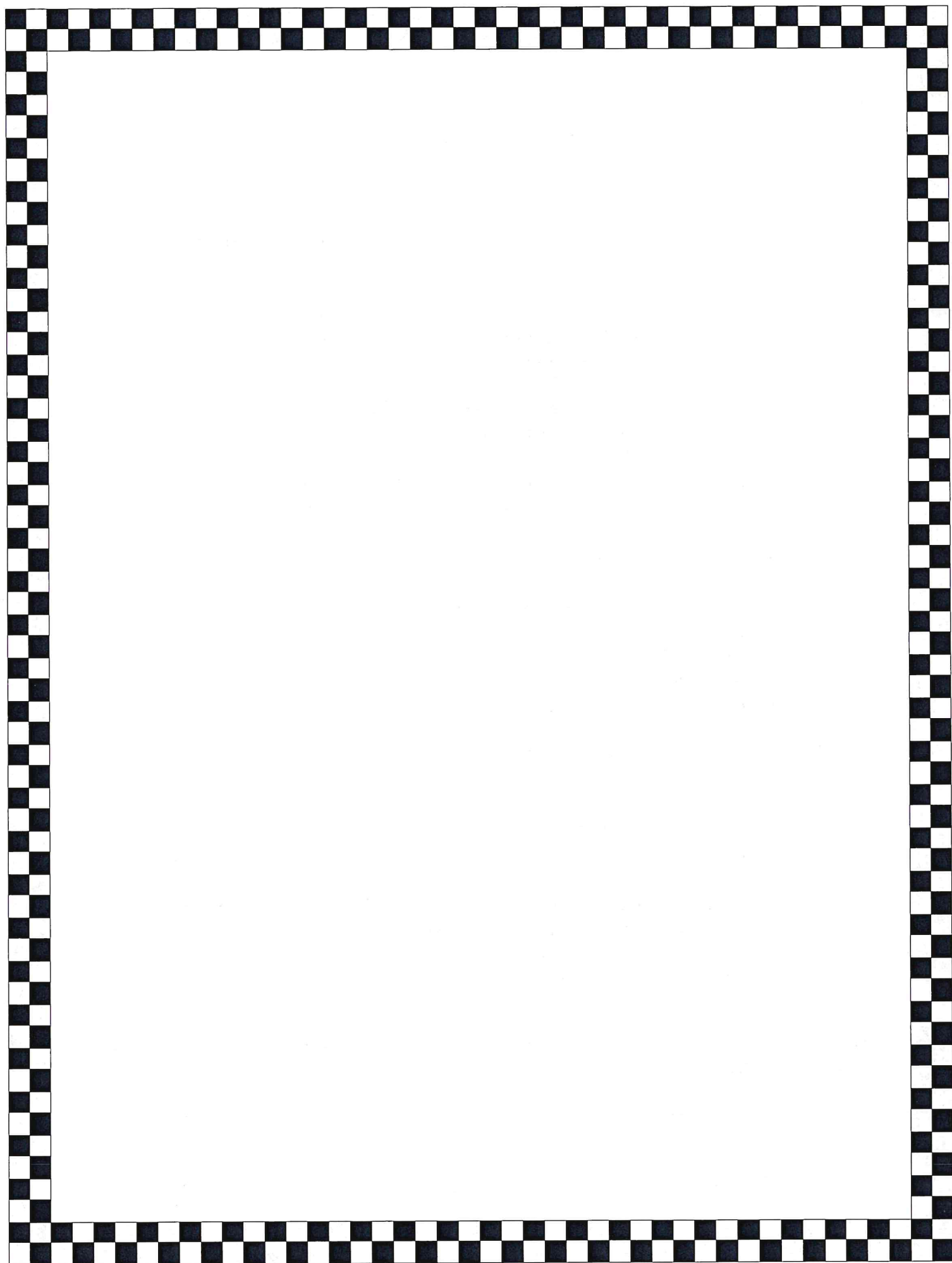
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- Policy Council and Classroom Leaders make a difference!
- Classroom Leaders and Policy Council Contact Release
- Rocky Head Start Photo Release
- Our Daily Schedule for your child's classroom

I acknowledge that I have received the informational Family Packet from Rocky Head Start and intend to read the contents in full.

Signature

Date

Remember: You are your child's first teacher!



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Rocky Head Start

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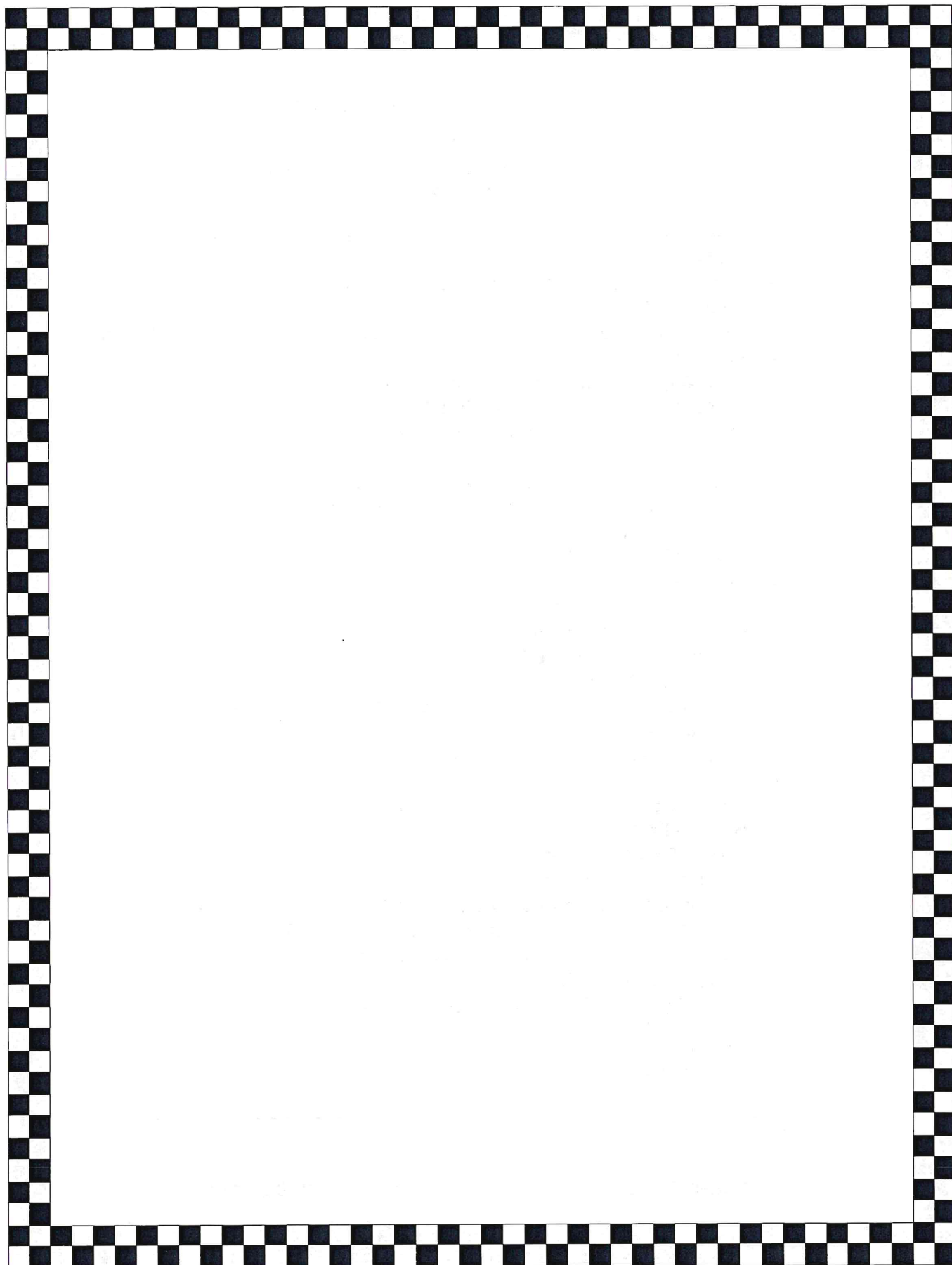
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ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
EMERGENCY RELOCATION

In the event of an emergency, Rocky Head Start's main objective is to attend to the health and welfare of children and to see that children get home safely by bus or parent transportation.

In most emergencies, children will remain and be cared for at the building he/she attends. If it becomes unsafe to stay, children and staff will be moved immediately to that building's relocation site. For any questions regarding this information please call Head Start's main office at 457-7308.

In case of emergency:

1. Listen for emergency broadcast information on radio or television.
2. Wait for instructions about picking up your child.
3. ALWAYS MAKE SURE HEAD START HAS CURRENT CONTACT INFORMATION.

We are prepared to respond immediately and effectively to emergencies.

Relocation Sites

Neighborhood Center Classrooms

will evacuate to:

Lewis and Clark Public Library

120 S. Last Chance Gulch, Helena, MT
Contact Person: John Finn (447-6699)

OR

St. Helena Cathedral

530 N. Ewing, Helena, MT
Contact Person: Louie Gloege
(442-5825, ext. 107), Alt. Contact: Msgr. Kevin O'Neil

Valley Classroom

will evacuate to:

Helena Bible Church

1225 Fern Rd., Helena, MT 59602
Contact Person: Marilyn/Walt
406-603-0846

HHA Classroom

will evacuate to:

Helena Housing Authority Administrative Offices

812 Abbey Street, Helena, MT
Contact Person: Mark Kaltenbach
442-7970, ext. 111

Ray Bjork Early Learning Center Classrooms

Contact Person: Erin Maxwell (324-2005)
will evacuate to:

Montana Department of Environmental Quality

(444-2544)
1520 E. 6th Avenue, Helena MT
Contact Person: Larry Alheim (444-5382)

Eastgate School Classrooms Contact Person: Jill Miller, Principal (227-7770 or 227-6155)

will evacuate to:

Lifepoint Church

2526 Lake Helena Drive, East Helena, MT
Contact Person: Pastor Jon Gardner
(227-6155)

Townsend Classroom will evacuate to:

Townsend Elementary School

201 N. Spruce, Townsend, MT
Contact Person: Brad Racht, Principal
(441-3431)

Boulder Elementary Classroom

Contact Person: Maria Pace, Principal
(225-3316) will evacuate to:

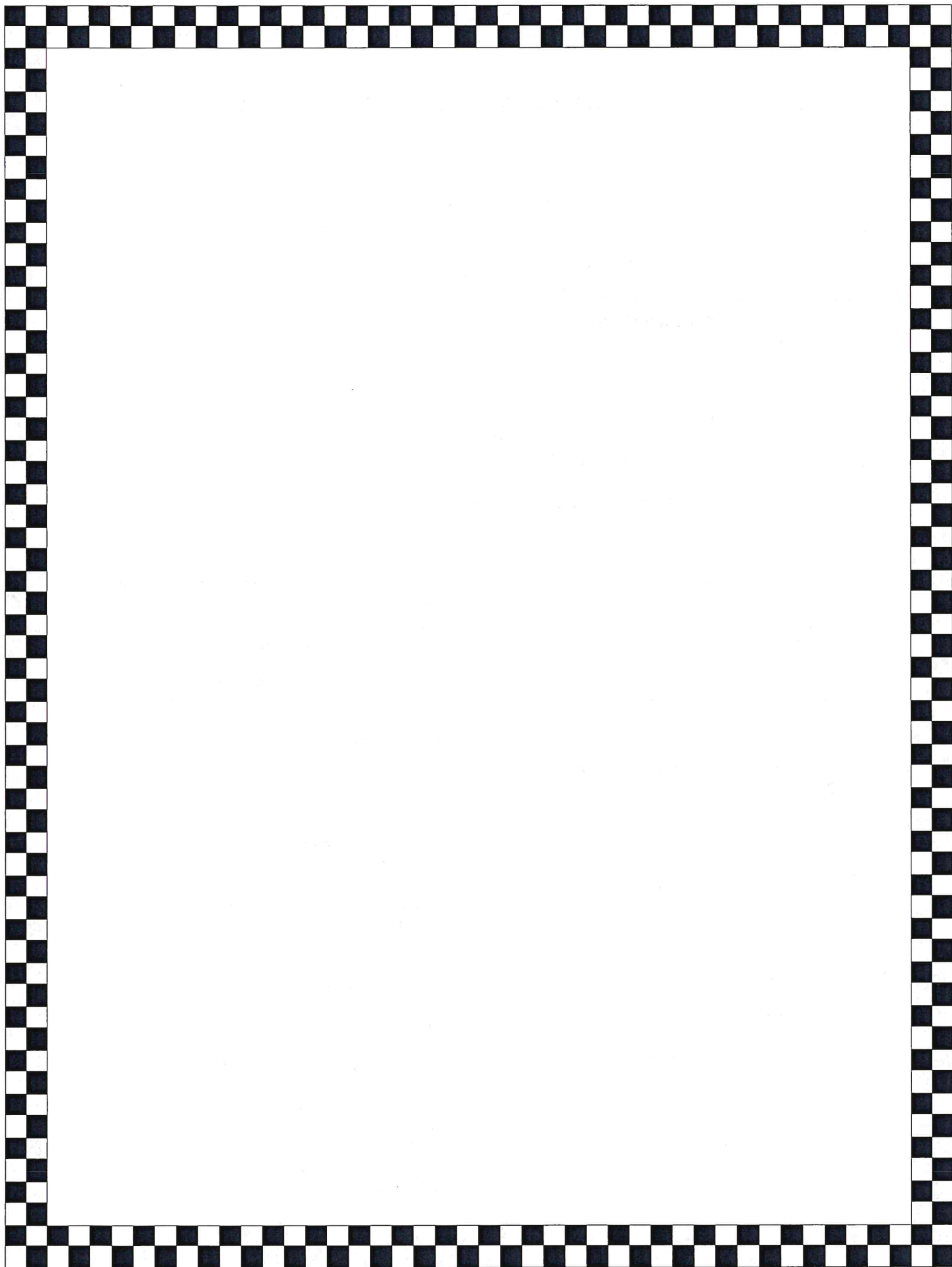
United Methodist Church Fellowship Hall

211 W Centennial, Boulder, MT
Contact Person: Debbie Gabse (465-2233)

Whitehall Classroom will evacuate to:

Whitehall Elementary School

401 N. Division St., Whitehall, MT
Contact Person: Kurtis Koenig, Principal
(287-3882)



Rocky Head Start

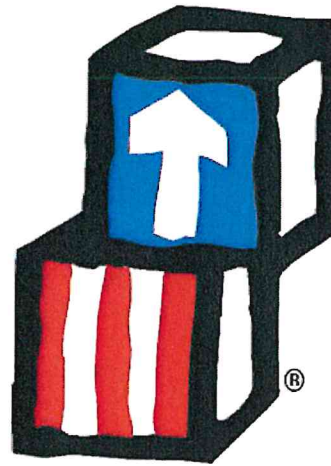
Our Program philosophy is.....

As their child's first teacher the role of the parent(s)/guardian(s) is to nurture, protect, and prepare their child for social and academic success.

Children learn in an environment that honors the whole child, appreciates and respects individual differences, and promotes a sense of safety, belonging, and worth.

The role of staff is to honor and support the parent(s)/guardian(s) and child, promote healthy relationships, treat all with respect, and provide developmentally appropriate learning experiences for both parents/guardians and children.

We must work in partnership with the community to create bridges between needs and resources and to promote a sense of shared responsibility for the welfare of low-income children and families.

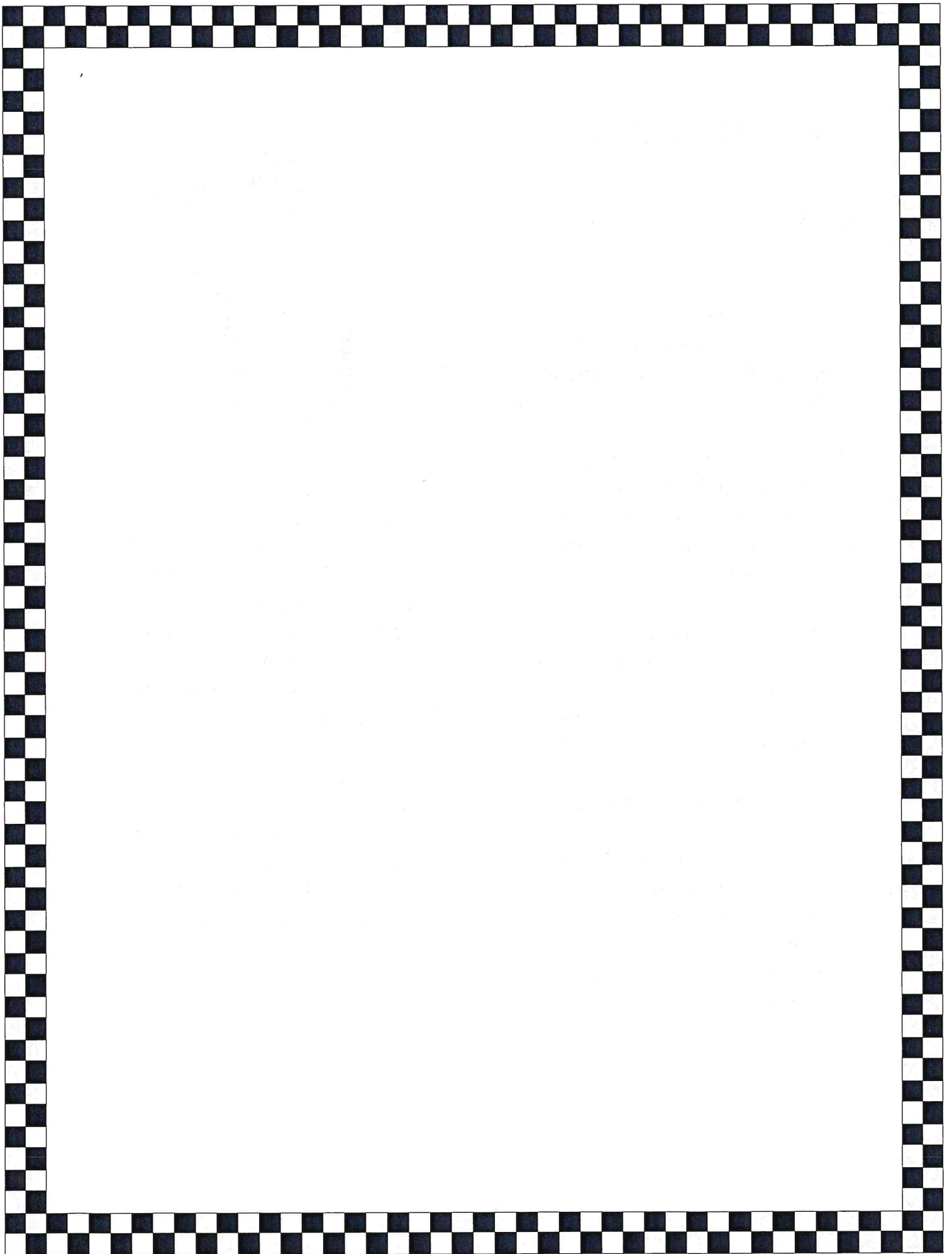


Our vision is.....

To be a leading child and family development center working with Head Start families and community partners in Lewis and Clark, Broadwater, and Jefferson counties, to promote healthy life choices and develop skills necessary for academic and social success.

Our mission is....

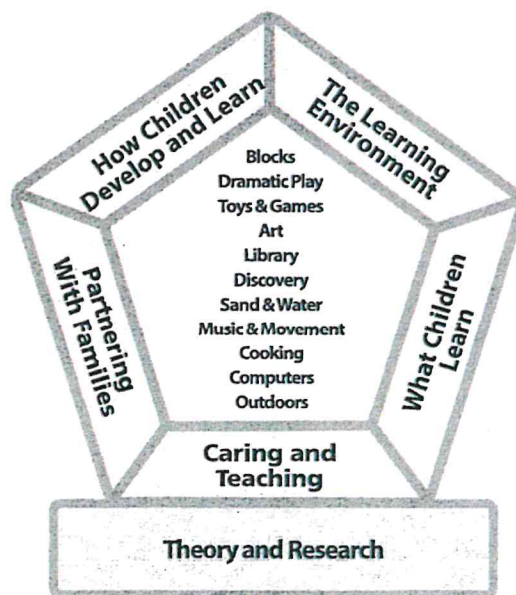
To be a supportive and safe learning environment for children and families by enhancing their sense of belonging and self-worth while encouraging them to reach their highest potential.



Dear Families,

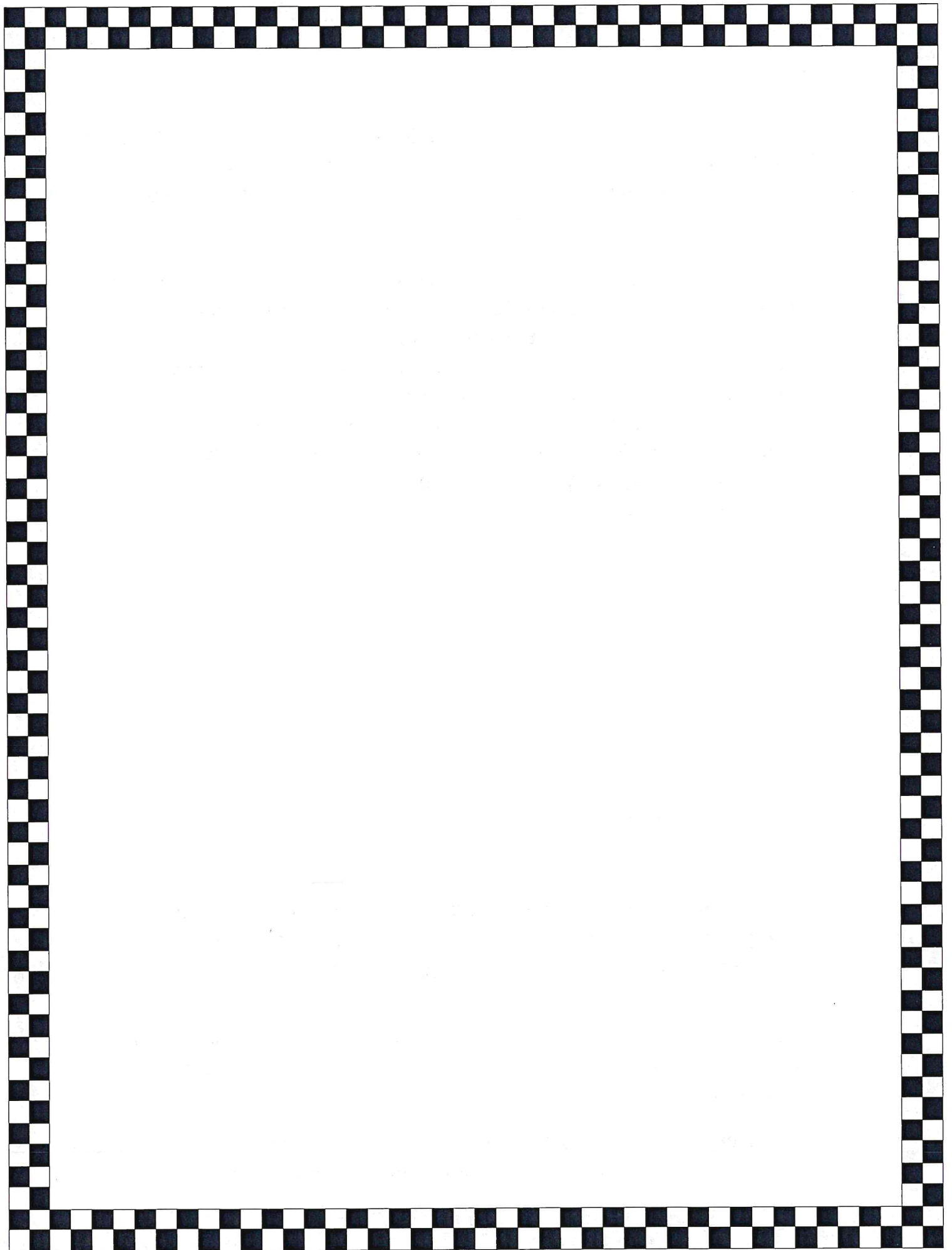
Three curricula are used in every classroom at Rocky Head Start to promote school readiness for all children. They were chosen by committees of parents/guardians, Head Start teachers and administrators, and community partners. They were adopted by the Head Start Policy Council as our core curricula.

- ***The Creative Curriculum® for Preschool, 6th Edition***- Based on theory and research, a carefully organized and rich environment is the foundation for *The Creative Curriculum®*. It describes what and how children learn and the teacher's role in using each of the interest areas to support children's development. We partner with families to support the experiences for children. The weekly lesson plan is posted to keep you informed. ***The Creative Curriculum® System*** includes a wide variety of resources for staff to use as they carry out in-depth investigations with children throughout the year.



- ***Second Step®: Social-Emotional Skills for Early Learning*** is a curriculum that promotes your child's school success and decreases problem behaviors by teaching your child skills for learning, managing emotions, solving problems, and making friends.
- ***Second Step®: Child Protection Unit*** curriculum helps your child learn self-protection skills and teaches adults to recognize, respond to, and report child abuse and neglect.

You will get a "Home Link" family letter from your teacher each week that will keep you informed about what your child is learning.



What are The Creative Curriculum® for Preschool Objectives for Development & Learning?

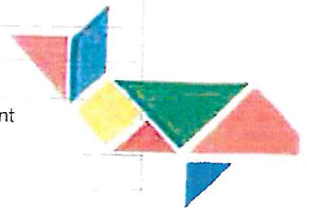
The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the *Head Start Early Learning Outcomes Framework*.



SOCIAL-EMOTIONAL	
1.	Regulates own emotions and behaviors
a.	Manages feelings
b.	Follows limits and expectations
c.	Takes care of own needs appropriately
2.	Establishes and sustains positive relationships
a.	Forms relationships with adults
b.	Responds to emotional cues
c.	Interacts with peers
d.	Makes friends
3.	Participates cooperatively and constructively in group situations
a.	Balances needs and rights of self and others
b.	Solves social problems
PHYSICAL	
4.	Demonstrates traveling skills
5.	Demonstrates balancing skills
6.	Demonstrates gross-motor manipulative skills
7.	Demonstrates fine-motor strength and coordination
a.	Uses fingers and hands
b.	Uses writing and drawing tools



LANGUAGE	
8.	Listens to and understands increasingly complex language
a.	Comprehends language
b.	Follows directions
9.	Uses language to express thoughts and needs
a.	Uses an expanding expressive vocabulary
b.	Speaks clearly
c.	Uses conventional grammar
d.	Tells about another time or place
10.	Uses appropriate conversational and other communication skills
a.	Engages in conversations
b.	Uses social rules of language
COGNITIVE	
11.	Demonstrates positive approaches to learning
a.	Attends and engages
b.	Persists
c.	Solves problems
d.	Shows curiosity and motivation
e.	Shows flexibility and inventiveness in thinking
12.	Remembers and connects experiences
a.	Recognizes and recalls
b.	Makes connections
13.	Uses classification skills
14.	Uses symbols and images to represent something not present
a.	Thinks symbolically
b.	Engages in sociodramatic play



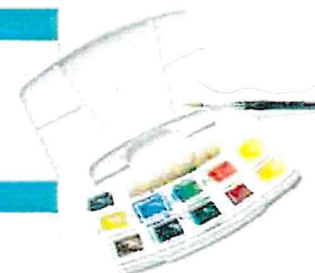
Our latest edition of the curriculum, features expanded objectives for development and learning from birth through third grade. New progressions for first, second, and third grade enable teachers to see children's development and learning along a progression across the whole of the early childhood years.

The objectives cover 10 areas of development and learning, including broad developmental areas, content areas, and English language acquisition. Many objectives also include dimensions that guide teachers' thinking about various aspects of that objective and help clarify what it addresses.

LITERACY	
15.	Demonstrates phonological awareness, phonics skills, and word recognition
a.	Notices and discriminates rhyme
b.	Notices and discriminates alliteration
c.	Notices and discriminates discrete units of sound
d.	Applies phonics rules and knowledge of word structure to decode text
16.	Demonstrates knowledge of the alphabet
a.	Identifies and names letters
b.	Identifies letter-sound correspondences
17.	Demonstrates knowledge of print and its uses
a.	Uses and appreciates books and other texts
b.	Uses print concepts
18.	Comprehends and responds to books and other texts
a.	Interacts during reading experiences, book conversations, and text reflections
b.	Uses emergent reading skills
c.	Retells stories and recounts details from informational texts
d.	Uses context clues to read and comprehend texts
e.	Reads fluently
19.	Demonstrates emergent writing skills
a.	Writes name
b.	Writes to convey meaning
c.	Writes using conventions



MATHEMATICS	
20.	Uses number concepts and operations
a.	Counts
b.	Quantifies
c.	Connects numerals with their quantities
d.	Understands and uses place value and base ten
e.	Applies properties of mathematical operations and relationships
f.	Applies number combinations and mental number strategies in mathematical operations
21.	Explores and describes spatial relationships and shapes
a.	Understands spatial relationships
b.	Understands shapes
22.	Compares and measures
a.	Measures objects
b.	Measures time and money
c.	Represents and analyzes data
23.	Demonstrates knowledge of patterns
SCIENCE AND TECHNOLOGY	
24.	Uses scientific inquiry skills
25.	Demonstrates knowledge of the characteristics of living things
26.	Demonstrates knowledge of the physical properties of objects and materials
27.	Demonstrates knowledge of Earth's environment
28.	Uses tools and other technology to perform tasks
SOCIAL STUDIES	
29.	Demonstrates knowledge about self
30.	Shows basic understanding of people and how they live
31.	Explores change related to familiar people or places
32.	Demonstrates simple geographic knowledge
THE ARTS	
33.	Explores the visual arts
34.	Explores musical concepts and expression
35.	Explores dance and movement concepts
36.	Explores drama through actions and language
ENGLISH LANGUAGE ACQUISITION	
37.	Demonstrates progress in listening to and understanding English
38.	Demonstrates progress in speaking English



Dear Family,

The preschool years are very important. We want your child to be as ready as possible for kindergarten. This is not just about knowing letters and numbers. It's also about knowing how to learn and get along with others. We will be using the *Second Step* early learning program in your child's classroom to teach these important skills.

The *Second Step* program teaches skills in the following four areas:

- 1. Skills for Learning:** Children gain skills to help them be better learners, including how to focus their attention, listen carefully, and ask for help.
- 2. Empathy:** Children learn to identify and understand their own and others' feelings. Children also learn how to show care for others.
- 3. Emotion Management:** Children learn how to calm down when they have strong feelings, such as worry or anger.
- 4. Friendship Skills and Problem Solving:** Children learn how to make and keep friends and to solve problems with others in a positive way.

Your child will be learning a lot this year—and he or she will need your help! Throughout the year, your child will be bringing home “Home Links” that go with each of the *Second Step* Weekly Themes. Home Links are simple, fun activities for you and your child to do together. They are a great way for you to understand what your child is learning and for your child to show you what he or she knows.

If you have any questions about the *Second Step* program, please contact me for more information. Thank you for supporting your child in learning the skills that will help get him or her ready for school and life.

Sincerely,



Debora G. Hansen

Program Operations Manager

457-7308

dhansen@rmdc.net

P.S. Make sure to join www.secondstep.org with the activation key **SSPE FAMI LY68** to get information about what your child is learning in the *Second Step* early learning program!

Dear Family,

As you know, we are using the *Second Step* program in your child's learning environment. The *Second Step* program teaches children important skills for getting along with others and doing well in school. It also helps our school be a safe and supportive place where everyone can learn.

To help our school be even more safe and supportive, we are also going to use the *Second Step* Child Protection Unit.

In these lessons, children will learn three types of skills:

- **Personal Safety.** Children will learn important safety rules, such as safety with guns, sharp tools, and fire, and when riding on wheels or in cars. They will also learn ways to help them decide if something is safe or not.
- **Touching Safety.** Children will learn about safe, unsafe, and unwanted touches, and rules about touching private body parts. They'll also learn to say no to unsafe or unwanted touches, and to tell a grown-up if someone breaks rules about touching private body parts.
- **Assertiveness.** These lessons will also give children a chance to practice asking a grown-up for help, telling a grown-up about an unsafe situation, and being assertive to get out of unsafe situations.

Your child will bring home simple, fun activities called Home Links that will help you understand what he or she is learning about safety at school and give your child another chance to practice safety skills.

To keep your child safe and protected, everyone at school needs to be involved. So all our staff will get special training in how to:

- Recognize and report suspected child sexual abuse
- Respond to and support children who have been abused or who are facing other challenges
- Use strategies that promote a safe and supportive climate for learning

If you have any questions about the Child Protection Unit or the *Second Step* program, please contact me. For more information on our school's child-protection policies and procedures, you can also talk to me or our program's director.

Go online to **SecondStep.org** and log in with the activation key CPUE FAMI LYGE to get more information about what your child is learning in the *Second Step* program. Thank you for helping us to make our school a safe and supportive place where everyone can learn.

Sincerely,



Debora G. Hansen
Program Operations Manager
457-7308
dhansen@rmdc.net



Teaching Strategies GOLD®

Birth *Through* Kindergarten

Assessing Your Child's Progress

Every child in our program is an individual, with different interests, skills, strengths, and needs. Our goal is to get to know as much as possible about each and every child so that we can guide learning and plan experiences that are just right. To do this, we use an authentic, ongoing, observation-based assessment system to gather information on each child's development and learning.



What is "authentic, ongoing, observation-based assessment"?

This kind of assessment simply means that we will

- observe your child during regular, everyday activities on a continuous basis;
- document what we see and hear;
- take notes, collect samples of your child's drawings and writing attempts, or take photos or video clips;
- compare the information collected to research-based, widely held expectations for children of similar ages or grades; and
- use the information to support your child's learning and meet his or her individual needs.



We can work together to ensure that your child has the skills needed to be successful in school and in life.

What tool will be used to assess your child's development and learning?

We use a valid and reliable assessment tool called *Teaching Strategies GOLD*[®]. The starting point for the assessment is 38 research-based objectives, including many predictors of future school success. *Teaching Strategies GOLD*[®] describes the pathway, or progression, of how children develop and learn. We use the documentation collected to determine your child's progress related to these objectives.

What information will be shared with me about my child's development and learning?

Rather than send you a report card or checklist, *Teaching Strategies GOLD*[™] offers a variety of tools for sharing information with you, such as reports, online portfolios containing samples of children's work, and suggested activities. We also invite you to share your own observations about your child's development and learning. We will discuss the ways to support your child's development and learning in the classroom and share information about what you can do at home to help.



P.O. Box 42243
Washington, DC 20015
800.637.3652

TeachingStrategies.com

To learn more about *Teaching Strategies GOLD*[®] visit TeachingStrategies.com.

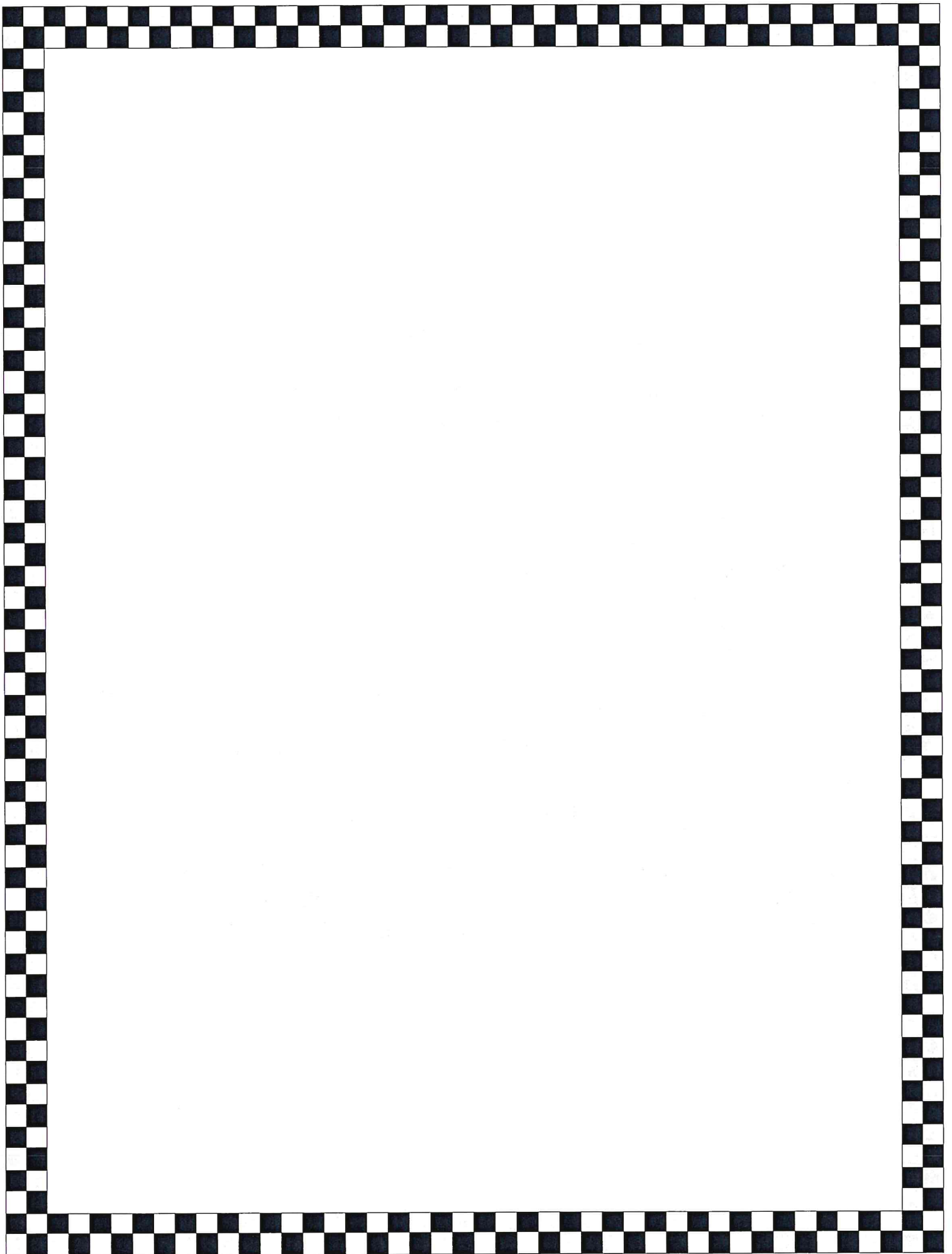
All about "Screening"

Early identification and intervention are "best practice." Your child will be screened within 45 days of enrollment. Screenings will be done in the following areas:

- Vision
- Hearing
- Height and weight
- Development (through the use of the "Dial-4")
 - Cognitive
 - Fine and gross motor
 - Speech and language
- Social/Emotional Development (through the use of the "Ages and Stages-Social and Emotional" screening tool)
- Screening results will be provided to you with informational resources.

Individualization

At Head Start we individualize for every child. You are your child's first and most important teacher. We will partner with you to make a plan and set goals for your child. Together, we will monitor your child's progress throughout the year.



ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START PROGRAM
CLASSROOM FOOD POLICY

Meals in the Classroom: Rocky Head Start participates in the Child and Adult Food Care Program of the USDA (United States Department of Agriculture). Federal regulations are in place to ensure that healthy and nutritious breakfasts, lunches, and snacks are provided. Mealtime is a part of the classroom experience. Following is our mealtime philosophy:

- Meals are served family style.
- Children are encouraged, but never forced to try new foods.
- Accommodations are made for children with special dietary needs.
- Foods served are high in nutrients and low in sugar, salt and fat.
- Children eat at their own pace.
- Staff encourages/models pleasant conversation and manners.
- Children assist in setting up before the meal/cleaning up after the meal.

Rocky Head Start only allows pre-packaged food to be brought into its classrooms, and preferably food low in sugar, salt, and fat content. Food made elsewhere and not pre-packaged or from a licensed kitchen poses potential risk of food borne illness as well as risk to children with food allergies and other health issues that require special diets.

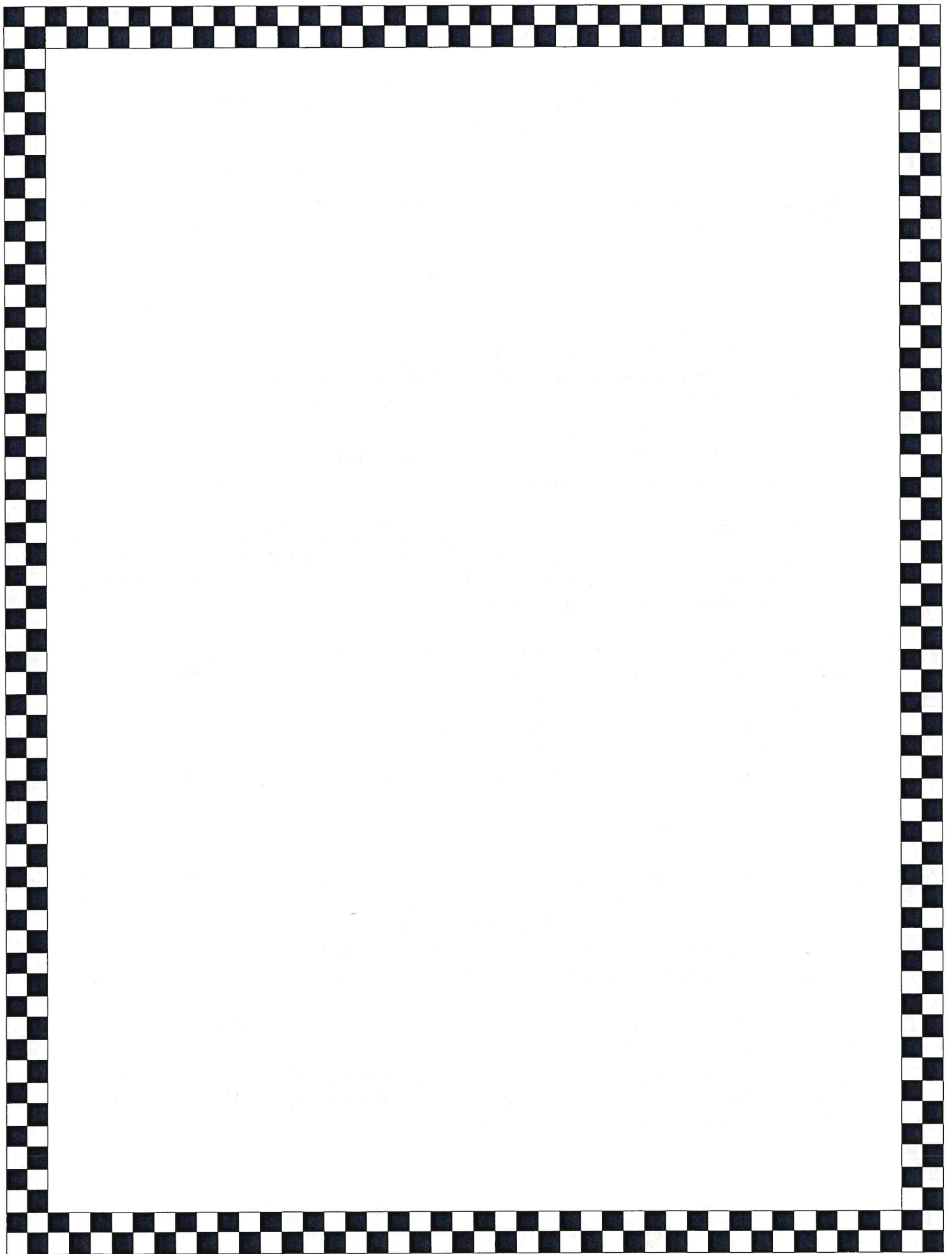
Celebration Alternatives: You are welcome to celebrate your child's birthday or a holiday with his/her class, with a planned activity or a non-food treat. Your child's teacher will be happy to assist you with planning. Some ideas for special celebrations:

- Read your child's favorite book to the class.
- Play a game or do a simple craft with the class.
- Bring an inexpensive non-food treat such as crayons, stickers, play dough, pencils.

Parent input into cooking experiences is encouraged.

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 on the basis of 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.

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. USDA is an equal opportunity provider and employer.



“And Justice for All...”

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.

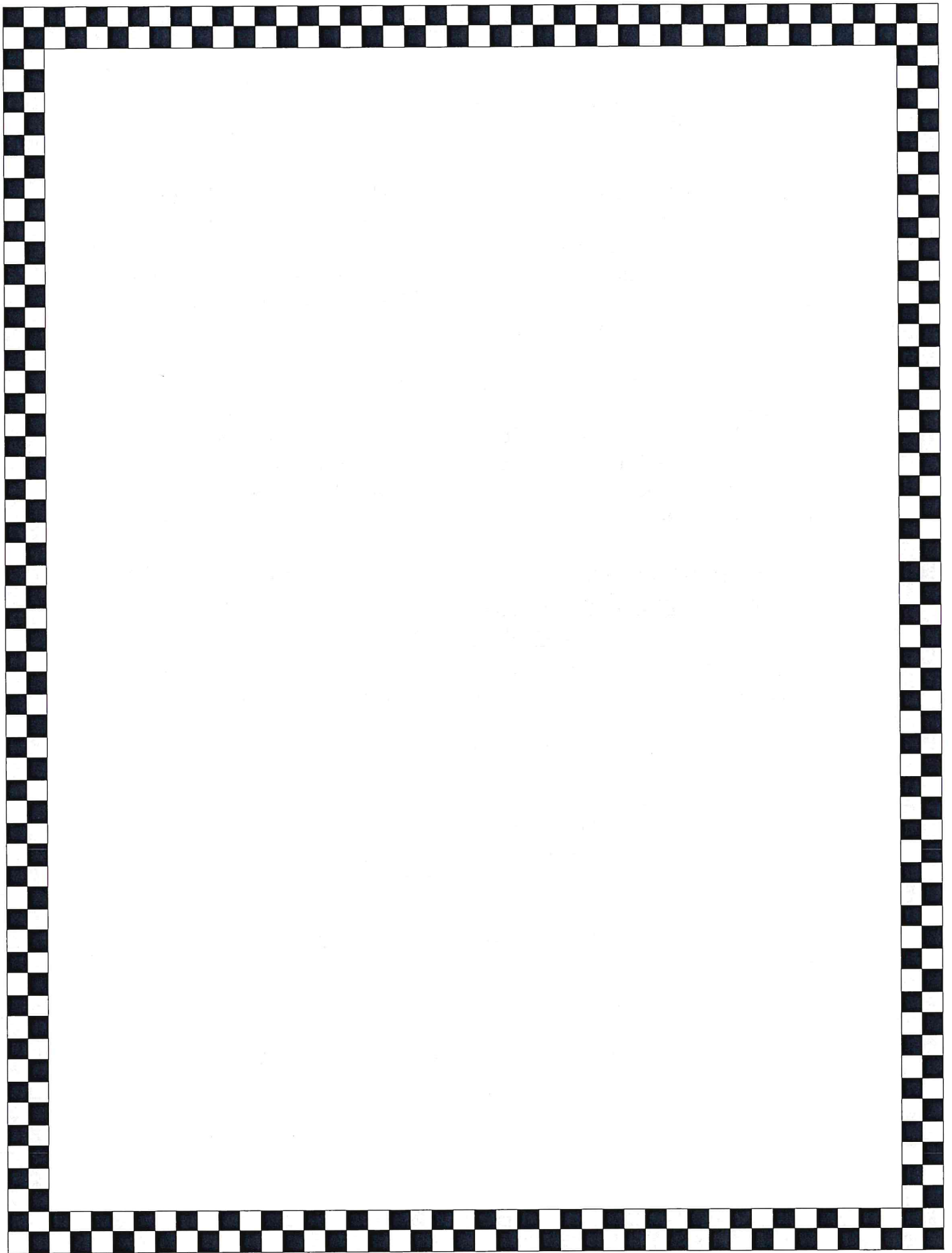
Submit your completed form or letter to USDA by:

(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.



Healthy Choices for Healthy Growing and Learning

To prepare children for the future, Head Start supports all aspects of children's development, including their physical, nutritional, oral, and mental health. At Head Start, keeping children healthy is everyone's responsibility. Parents, Head Start staff, and community members work together to make sure that, whenever possible, health problems are prevented and identified early. We will partner with you on this pathway to School Readiness!

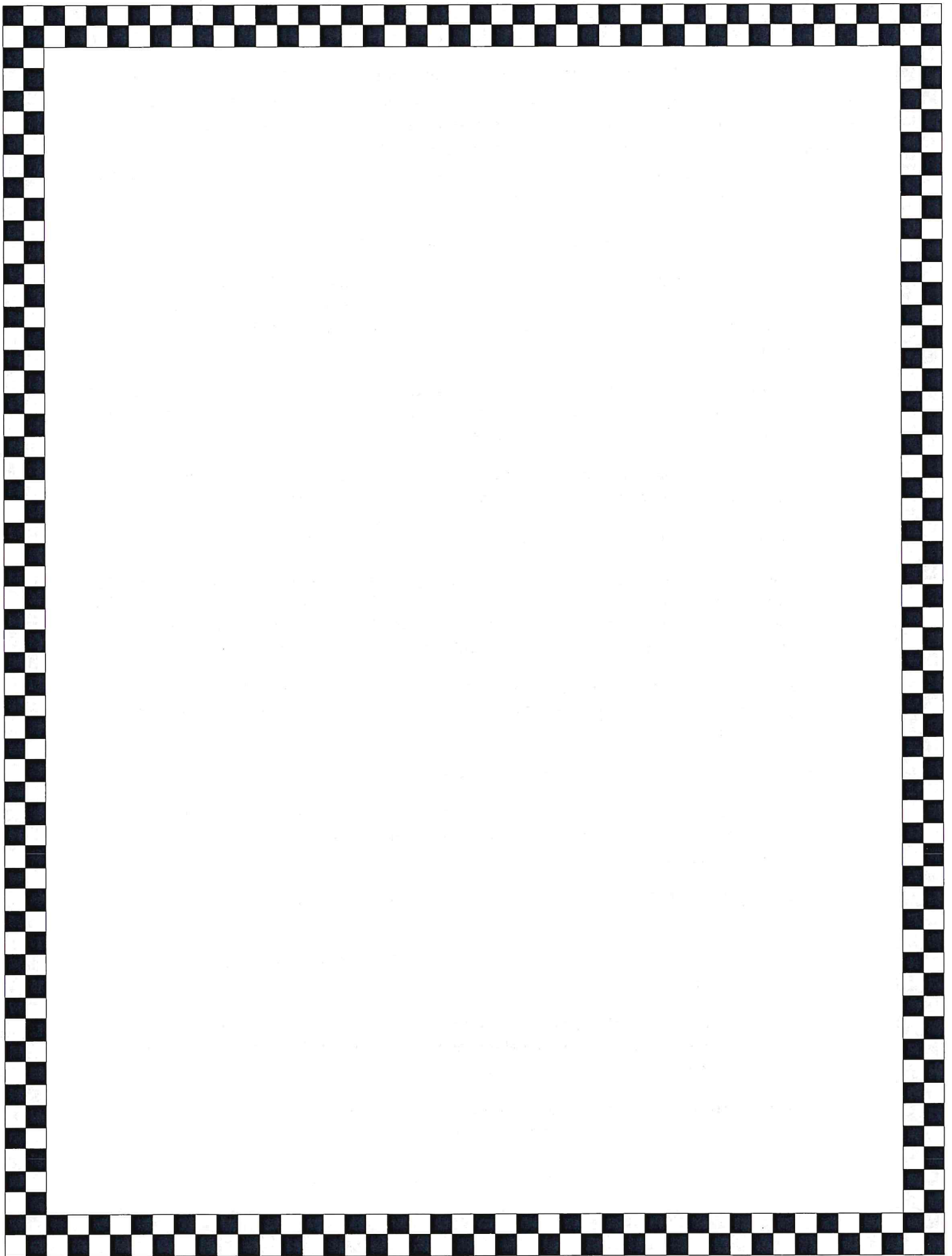
Children Who Are Physically Healthy Can Fully Participate in Learning

- **Health.** When children have ongoing care and immunizations (a medical home) needed to keep them healthy, they are more prepared for school. When children are sick, they can access immediate care and return to program activities. We also carefully monitor the needs of children with allergies.
- **Oral health.** Children with healthy teeth are better able to eat, speak, and focus on learning. Children need ongoing oral health care from a partnership between families and oral health professionals (a dental home). We brush teeth every day at Head Start!
- **Motor development.** Activities that get children moving build large and small muscles. Strong large and small muscles support later reading, writing, and math skills.
- **Physical activity.** Children need daily exercise to be fit in both mind and body.
- **Nutrition.** Children who eat nutritious food during every meal stay healthy and have energy to learn. Rocky Head Start is actively involved in the nation's efforts to decrease the rate of children classified as overweight or obese. We promote healthy choices for children and families. We stay in touch with families as we monitor children's height and weight during the school year.
- **Sleep.** Children between the ages of 3 – 5 need 10 – 12 hours of sleep each night. When children get a good night's sleep, they can pay attention, remember what they learn, and better manage their feelings.

Children Who Are Mentally Healthy Can Focus On Learning

- **Mental health.** Children who feel good about themselves can learn new skills. When children can share their feelings, they learn how to interact well with others. When children are well liked, they do better in school.
- **Self-regulation.** Children who can manage their feelings and behavior can be actively involved in learning.
- **Pro-social behavior.** Children who can get along with others and follow directions are able to focus on learning.
- **Positive experiences.** A child's experiences affect how his or her brain develops. Learning happens when environments make children feel safe and valued. Children benefit from relationships with adults they know and interact with often.
- **Play. Play is children's work.** When children play, they use their imagination and creativity. These important skills help them grow in all developmental areas.

(Source: <https://eclkc.ohs.acf.hhs.gov/>)



Summary of Important Program Policies

Emergencies

Head Start conducts regular fire, earthquake, and “safe place” drills.

- In case of an emergency, there is a specific plan to relocate the classroom.
- Families must keep their contact information current to be used in case of an emergency by informing Head Start of name, phone, and address changes.
- Staff are First Aid/CPR certified.

Child Guidance

Head Start staff guide children’s behavior in positive, effective ways through:

- maintaining a positive, encouraging learning environment
- establishing positive classroom rules
- consistent schedules, routines, transitions, and activities
- teaching social skills
- attending to challenging behavior with a planned team approach

Confidentiality

- All child and family information obtained while working as a staff member, volunteer, or observer of Rocky Head Start will be held in the strictest confidence from any outside person or agency in locked cabinets or protected computer files. After three years, files are shredded/deleted.
- Only non-identifying information will be disseminated in reports, surveys, presentations, or in the media unless a specific release of information is completed.
- The only exceptions to confidentiality include:
 - Parent/guardian requests in writing that the program release information
 - Any and all information regarding known or suspected child or elder abuse or neglect
 - Family member threatens to hurt self or others
 - Court orders disclosure via subpoena
 - All other disclosures as required by law

Child Abuse and Neglect Reporting

Under Montana State Law, Head Start staff is mandated to report to the Department of Family Services any reasonable cause to suspect that a child is being abused or neglected.

1-866-341-8811 is the Montana Child Abuse Hotline – Centralized Intake (Child and Family Services Division) and <http://app.doj.mt.gov/apps/svow/> is the Sexual or Violent Offender Registry.

Child Release

- Head Start will only release your child to those listed on your “Contact and Release to Information” form.
- Changes to “Release to” list must be done in person or written on paper by the parent/guardian along with a phone call to staff for verification.
- Head Start needs current emergency phone numbers, provided by the parent/guardian.

- In the case of two parents/guardians living in separate households, Head Start will add adults to the “release to” list as requested by either parent, as legally required. Parents/guardians must agree before any changes are made to the “release to” list.
- If a child remains in the classroom 30 minutes after class has ended and those listed on the “release to” cannot be contacted, Child Protective Services will be contacted.

Community Complaint

- Anyone can air complaints they may have about Head Start without concern of retribution. No anonymous complaints will be accepted or considered.
- Complaints should be made with the Rocky Head Start Director or Rocky Executive Director.
- Every attempt will be made to resolve a complaint at the lowest level of authority.
- The program has a *formal* Community Complaint Form.

Your Current Public Servants:

<u>Member Name</u>	<u>Phone</u>	<u>Contact (for email)</u>
Senator Steve Daines	202-225-2651	www.daines.senate.gov
Senator Jon Tester	202-224-2644	www.testersenate.gov
Rep. Greg Gianforte	202-225-3211	www.gianforte.house.gov
President Donald Trump	202-456-1111	www.whitehouse.gov/contact

Tobacco Prevention: For the health of children and staff, all Head Start campuses (including parking lots) are tobacco and vaping free.

Cell Phone usage: Your child is most important, therefore, do not use your cell phone while at Head Start.

The policies can be read in full online at:
<https://www.Rocky.net/what-we-do/child-family/head-start-program.html>

Families also have access to MT Licensing Requirements for Child Day Care Centers at:
<http://dphhs.mt.gov/qad/Licensure/LBCCL/Forms-and-Information>

ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
ACTIVE SUPERVISION POLICY AND PROCEDURE

Rocky Head Start will keep children safe and supervised at all times. The Head Start Program Performance Standards require that "no child shall be left alone or unsupervised while under their care" (45 CFR 1304.52[i][1][iii]). All Rocky Head Start personnel, which include staff, consultants and volunteers, will have access to and put into action active supervision strategies in order to create a safe environment and prevent injuries to children and adults. These Active Supervision strategies state that:

All personnel will ensure that the environment is set up to ensure children are visible at all times.

Small spaces will be kept clear of obstructions and large spaces will be set up to ensure classroom staff has a clear line of sight.

All personnel will plan on classroom team positioning to prevent children from harm.

The positioning will ensure all children are able to be seen and heard. Paths to each area of the room will be kept clear.

All personnel will be able to account for the children in their care at all times.

Children are counted frequently during classroom hours. Children are counted before, during and after each transition, especially those involving a change in location. Classroom personnel will continually scan the room to know where children are and what they are doing.

All personnel will be aware and listen to children.

Specific sounds or the lack of sound may indicate a need for concern.

All personnel will work to anticipate children's behavior to prevent unsafe situations.

Classroom personnel will use their knowledge of individual children to predict what they might do. They will be aware of any specific behaviors which may cause harm and take action to prevent the risk.

All personnel will engage children and redirect them as needed.

Classroom personnel will use positive methods to redirect children should the child be unable to solve problems or engage on their own.

Rocky personnel will also abide by the following to ensure child safety through active supervision:

Classroom personnel will keep classroom doors closed unless they are standing in or near the open door in order to visually supervise a child or children.

Staff in classrooms equipped with door alarms must ensure alarms are on. (The door alarm may be turned off during full-day designated Rest Time if staff has a clear visual of the door and children. The door alarm must be turned on immediately after Rest Time.)

(Continued)

(Active Supervision Policy, continued)

In the event that a child is unaccounted for staff will take the following steps:

1. Inform classroom teams of the situation. Note the time the child was last accounted for. Search the classroom and classroom bathrooms. Document this information later on the Adult/Child Incident Report.
2. Designate a team member to immediately call and report the situation and any known details to the Rocky Head Start office, 406-457-7308. The Head Start office will first notify classroom Supervisors, then other management staff.
3. All personnel not needed to ensure the safety of other children will be asked to help search in small spaces, hallways, and bathrooms within the building. Pictures of each child are accessible in *ChildPlus*.
4. If the child is not found within 10 minutes, the parent/guardian will be notified and 911 will be called. Document the time and who called the parent/guardian and 911.

At the point the child is found:

- Note the time, the child's reaction and state of stress they are in and check their physical well-being.
- Bring the child back to class, notify the Rocky Head Start office the child has been found (406-457-7308) and send word to any and all searchers.
- Notify the parent or guardian.
- Use the Adult/Child Incident Report form to document the situation and outcome. This must be completed and turned into your supervisor the day of the incident. Include the amount of time that elapsed between when the child was last accounted for and what time it was noticed that the child was missing. Detail the situation, location and state of the child before and after.
- All persons involved in the incident will document their involvement and outcomes.
- A time to discuss the situation will be set within 24 hours. All Rocky staff pertinent to the situation will be asked to attend.
- Should the child be injured and medical attention required, Rocky Head Start is required to report the incident to the State of Montana, Quality Assurance Division, Child Care Licensing.

Additional procedures may be required based on the location of the Rocky Head Start classroom due to the varying safety needs of each site. These additional procedures will be added as an attachment to the YIKES booklet (required by Montana's Quality Rating Improvement System STARS) located in each classroom near the phone.

All Rocky Head Start personnel, which includes staff, consultants and volunteers, are required at time of hire or placement, and then annually, to read and abide by the Active Supervision Policy as set forth by Rocky, Inc. Head Start in accordance with Federal Head Start Performance Standards and MT State Child Care Licensing. Any staff member violating this ACTIVE SUPERVISION POLICY may face disciplinary action, up to and including termination.

ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
CHILD GUIDANCE POLICY

All staff, consultants and volunteers are required at time of hire or placement to read, sign and abide by the Child Guidance Policy as set forth by Rocky, Inc. Head Start in conjunction with Head Start Performance Standards (HSPPS) 1302.30 and 1302.31 and MT State Child Care Licensing. Indicators and techniques to meet the standards have been italicized.

I will use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation. In addition, I will not employ methods of discipline that involve isolation, the use of food as punishment or reward, or the denial of basic needs.

Adults need to understand that children have different levels of ability to control their own behavior. Adults, then, can use positive techniques to help children develop self-control, such as modeling expected behavior, redirecting children to acceptable activities, and intervening to enforce consequences for unacceptable or harmful behavior. Adults assist children to develop self-control by:

- *Providing activities and a daily schedule that engages the child mentally and physically and which is appropriate for the attention span of each child;*
- *Utilizing a process of observing, anticipating and redirecting;*
- *Reinforcing children's development of age-appropriate self-control behaviors;*
- *Assisting children to develop age-appropriate problem-solving skills by guiding them and by modeling how to solve problems and to resolve differences;*
- *Using books, stories, puppets, and other experiences to reinforce positive social behaviors; and*
- *Talking with parents/guardians about childrearing practices that support the child, and that bridge the home and program environments to provide consistency for the child.*

I will encourage self-control by setting clear, consistent limits, and have realistic expectations.

I will encourage respect for the feelings and rights of others.

Social skills vary in young children, depending upon development, age, experiences, and situations. Staff individualize their approach to each child, and they anticipate frequent and rapid changes in the behavior of young children. Thus, supportive staff:

- *Acknowledge and encourage the understanding and the expression of each child's feelings;*
- *Model respect for feelings and rights of others;*
- *Foster positive social behaviors, such as cooperating, helping, and turn-taking, by using modeling, coaching, and encouragement;*
- *Use dramatic play to assist children in dealing with their feelings and in developing communications skills; and*
- *Discuss the consequences of various behaviors and redirect children without using punitive techniques or corporal punishment.*

I will plan for routines and transitions so that they occur in a timely, predictable and unrushed manner according to each child's needs.

Transitions are planned for and built into the schedule. Transitions occur as infrequently as possible, in order to support uninterrupted activity periods and to reduce disruptions. Consistent routines supportive of the ages, attention spans, abilities, and temperaments of each child are achieved in the following ways:

(continued)

(Child Guidance Policy, continued)

- *Allowing enough time so that routines and transitions are unhurried and purposeful;*
- *Developing schedules that include predictability and repetition, and responding to a child's natural timetable;*
- *Giving all children notice to prepare for change, and explaining to them what is happening and what will happen next;*
- *Providing children with opportunities to participate in routines, such as picking up toys, setting and cleaning the table; and*
- *Minimizing waiting in group settings.*

I will share positive approaches I use to respond to a child's behavior. My responses to parent/guardian inquiries will provide an opportunity to explore and to model alternative approaches and techniques.

The behaviors that adults demonstrate are those which will be internalized and mimicked by children. Staff discuss with parents/guardians the fact that raising children, while most often a fulfilling experience, also can be difficult and stressful, and that an adult's response to stress, just like responses to other behaviors, will be imitated by children. Training and information about age-appropriate behaviors and varying individual temperaments helps parents and staff both to determine appropriate responses and to model those behaviors.

Undesirable behaviors, while a normal part of growing up, should be discouraged and redirected. The following positive techniques reflect best practices for responding to inappropriate behaviors:

- *anticipating and eliminating potential problems;*
- *redirecting a child away from a conflict or negative event to a more positive activity;*
- *offering the child choices among activities that are acceptable to parents/guardians; and/or*
- *helping a child learn about the logical or natural consequences of their actions.*

Positive techniques are more effective than competition, comparison, or criticism. Rather than attempting to "stop" a child's negative behavior, positive techniques help him or her to find and practice skills that will help now and in the future. It is for that reason that Head Start programs never use corporal punishment. Staff work with parents/guardians to help them understand the negative effects of corporal punishment on self-esteem, and to find alternatives in the home. It is important that children receive consistent messages that are respectful of the child and of family values, customs, and traditions.

When interacting with children, I will support the development of trust, self-esteem, and identity by expressing respect and affection toward the child and by demonstrating responsiveness to his or her experiences, ideas, and feelings.

Establishing a supportive environment also involves assisting children to become comfortable, relaxed, happy, and involved in play and other activities. Staff and parents/guardians help children deal with anger, sadness, and frustration by comforting them, identifying and reflecting on their feelings, and helping them to use words, instead of acts of anger, to solve problems and disputes.

Positive social behavior among children, such as cooperation, is fostered by adults through modeling, coaching, and encouraging, rather than through lecturing, and criticism. To ensure the use of positive, non-punitive methods of guidance and discipline staff will:

- *Develop clear, reasonable, consistent, and age-appropriate rules and expectations for children and, to the extent possible, engage children themselves in the rule-setting process;*
- *Work with children to help them solve problems, instead of imposing solutions;*
- *Reduce the potential need for discipline by anticipating and eliminating sources of trouble whenever possible; and*
- *Respect and acknowledge children's feelings.*



We have something important to share with you!

Research¹ has shown that the skills your child needs to be successful in the future are social and emotional skills!
 The more socially skilled children are, the more likely they are to succeed in school. Because this is so important for your child, we are using the Pyramid Model in our program.



What is the Pyramid Model?

The Pyramid Model is a framework for supporting the social and emotional development of our children. The goal of the Pyramid Model is to create an environment where every child feels good about coming to school. This is accomplished by designing classrooms that promote engagement in learning and by building positive relationships among children, families, and staff. In our use of the Pyramid Model, our classroom staff will work together to ensure that all children understand behavior expectations, receive instruction in social skills, and those who are struggling receive individual support.

The Pyramid Model illustrates that the foundation for helping children develop social and emotional skills is nurturing and responsive relationships and high quality environments. The middle of the Pyramid, teaching of social and emotional skills, is provided to all children with some children receiving additional teaching and support. The top of the Pyramid shows that a few children will need the foundation, the middle AND individualized intervention to address challenging behavior.

To use the Pyramid Model, our program established a leadership team that will provide ongoing support to our staff and families. Our leadership team looks forward to sharing some of the important work we are doing, including teaching program-wide expectations, partnering with families, training staff in teaching strategies, providing classroom coaching to help teachers implement, and using data for decision-making. Stay tuned for ongoing updates about the Pyramid Model in our program!

What is gained by using the Pyramid Model?

FAMILIES

- Receive information on how to help promote children's social and emotional skills
- Team with teachers to help children grow and learn
- Receive support for preventing and addressing behavior problems

TEACHERS

- Are effective in helping children learn social and emotional skills
- Strengthen classroom management skills
- Have information and resources to support families

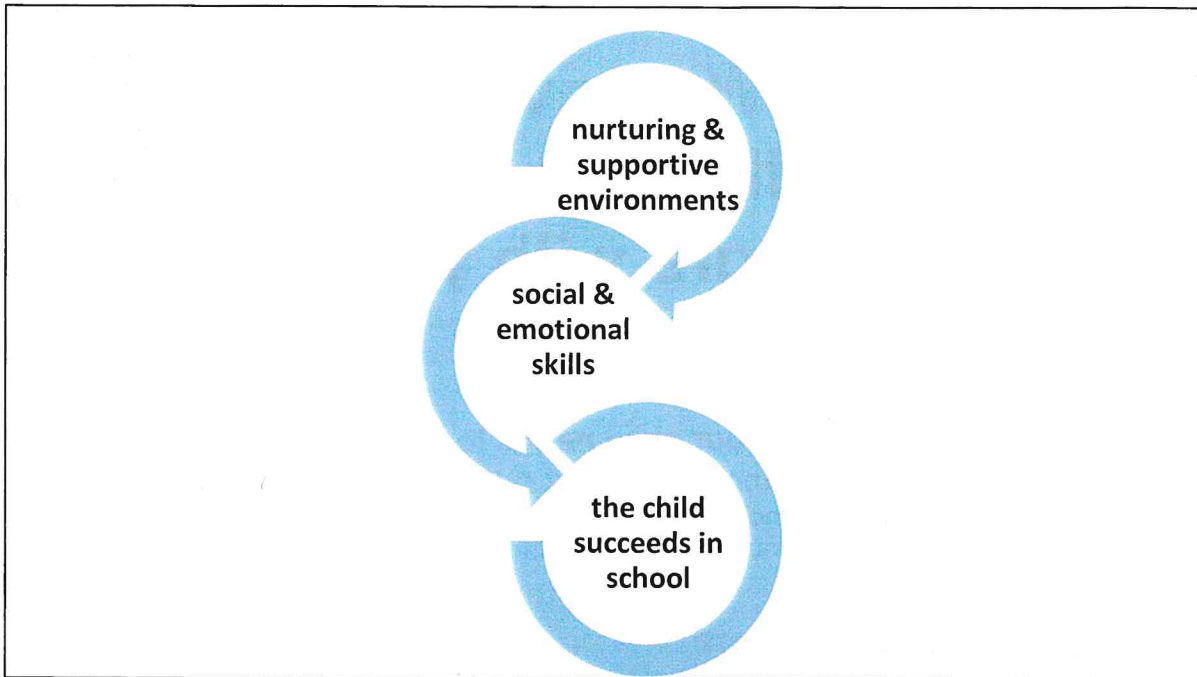
CHILDREN

- Increase their social and emotional skills
- Improve in their readiness for kindergarten

Rocky Head Start

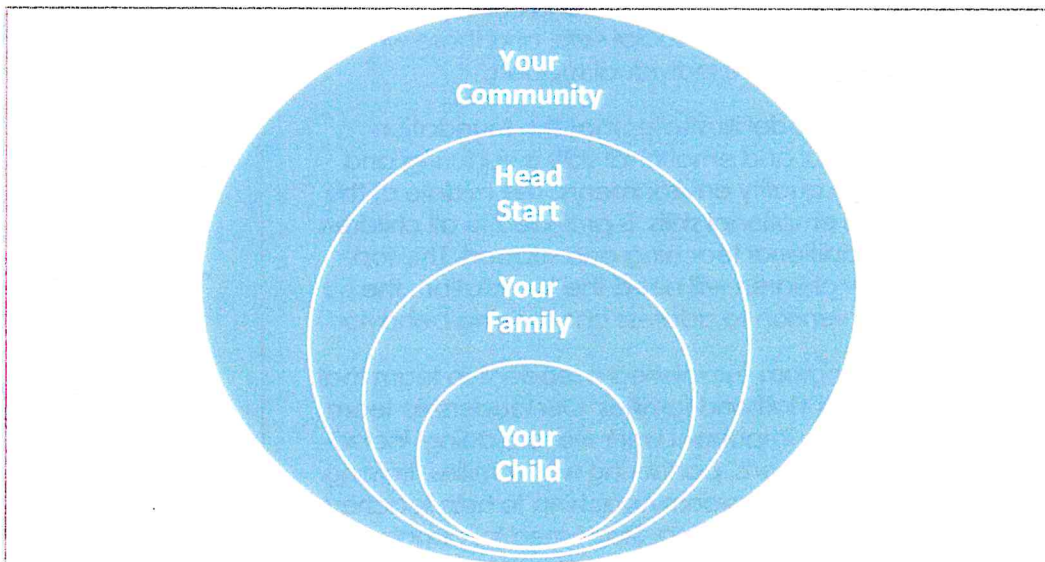
Putting the Pyramid Model into Action

At Rocky Head Start, we want every child and family to succeed. Research tells us: each child needs social and emotional skills to have that success. How does it work?



It's all about relationships!

- We teach the skills for getting along and having self-control.
- Sometimes children show us challenging behaviors. This is normal and we're willing to help you and partner with you to develop a plan for teaching new skills.



ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
COMMUNICABLE DISEASE PREVENTION AND SHORT TERM EXCLUSION
POLICY AND PROCEDURE

Policy: Rocky Head Start strives to prevent the spread of communicable disease by ensuring that prevention measures are in place. Should short term exclusion be necessary due to the nature of the illness, Rocky will ensure the program abides by Head Start Program Performance Standard 1302.47 (7)(iii) and licensing rules and requirements and will work cooperatively with each of the local health departments in Lewis and Clark, Jefferson and Broadwater Counties.

Procedure for Communicable Disease Prevention:

Daily Health Checks will be completed by staff. Health related concerns will be reported in writing to their supervisor and by phone to the Health Manager when necessary.

If a child develops symptoms of illness while at Head Start, the child needs to be isolated as much as possible from the other children in the room. The parent or guardian will be contacted and informed about the illness and must pick up the child as soon as possible.

If a reportable communicable disease is suspected, the Health Manager or his/her designee must inform the local health department. A list of reportable communicable diseases will be easily accessible in the Health Manager's office.

When a child is absent, Head Start will obtain the reasons so the health of the other children may be properly protected.

- a. The Health Manager will be informed of any health related concerns regarding absences of children. The Health Manager will then be able to monitor the rate and type of illnesses at any given time.
- b. The Health Manager will contact the parents or guardian, if the absence is due to a reportable communicable disease.
- c. If there is any question regarding the child's return to class, the Health Manager will communicate with the parent or guardian and seek further medical advice to make that determination.

The above policy applies to all staff, volunteers and consultants.

Rocky will use approved sanitizers in Head Start classrooms. Table tops will be washed, rinsed and sanitized prior to and after each meal. Toys with non-porous surfaces will be disinfected on a weekly basis and more often if needed due to unexpected illnesses.

Hand washing is the very first and best line of defense against infectious diseases. Staff is responsible for educating the children in good hand washing techniques and it is mandatory that staff and children wash their hands as outlined in Head Start's Universal Precautions Policy.

- Upon entering the classroom;
- Before and after eating and handling any foods;
- During food preparation as often as necessary to remove soil and contamination and to prevent cross contamination when changing tasks;

(Communicable Disease Prevention continued)

- Prior to putting on food service gloves;
- After toileting or before and after diapering;
- After coughing, sneezing or using a handkerchief or disposable tissue;
- After coming in contact with any blood or body fluids (mucus or vomitus);
- After wiping noses, mouths or breaks in skin;
- Before and after treating or bandaging a wound;
- After touching bare human body parts other than clean hands and clean exposed portions of arms;
- Before and after dispensing medication;
- After cleaning any classroom area;
- After handling pets or other animals;
- After coming in from outside play;
- Before and after using playdough or water tables;
- Before and after using sensory tables;
- After tooth brushing;
- After engaging in other activities that contaminate the hands

Procedure for Short Term Exclusion:

Excluding a child from Rocky Head Start participation will happen when:

The child does not feel well enough to participate comfortably in the usual activities of the program; the staff cannot care for the sick child without interfering with the care of the other children; or the child has any of the following that indicate a contagious disease or an immediate need for medical evaluation:

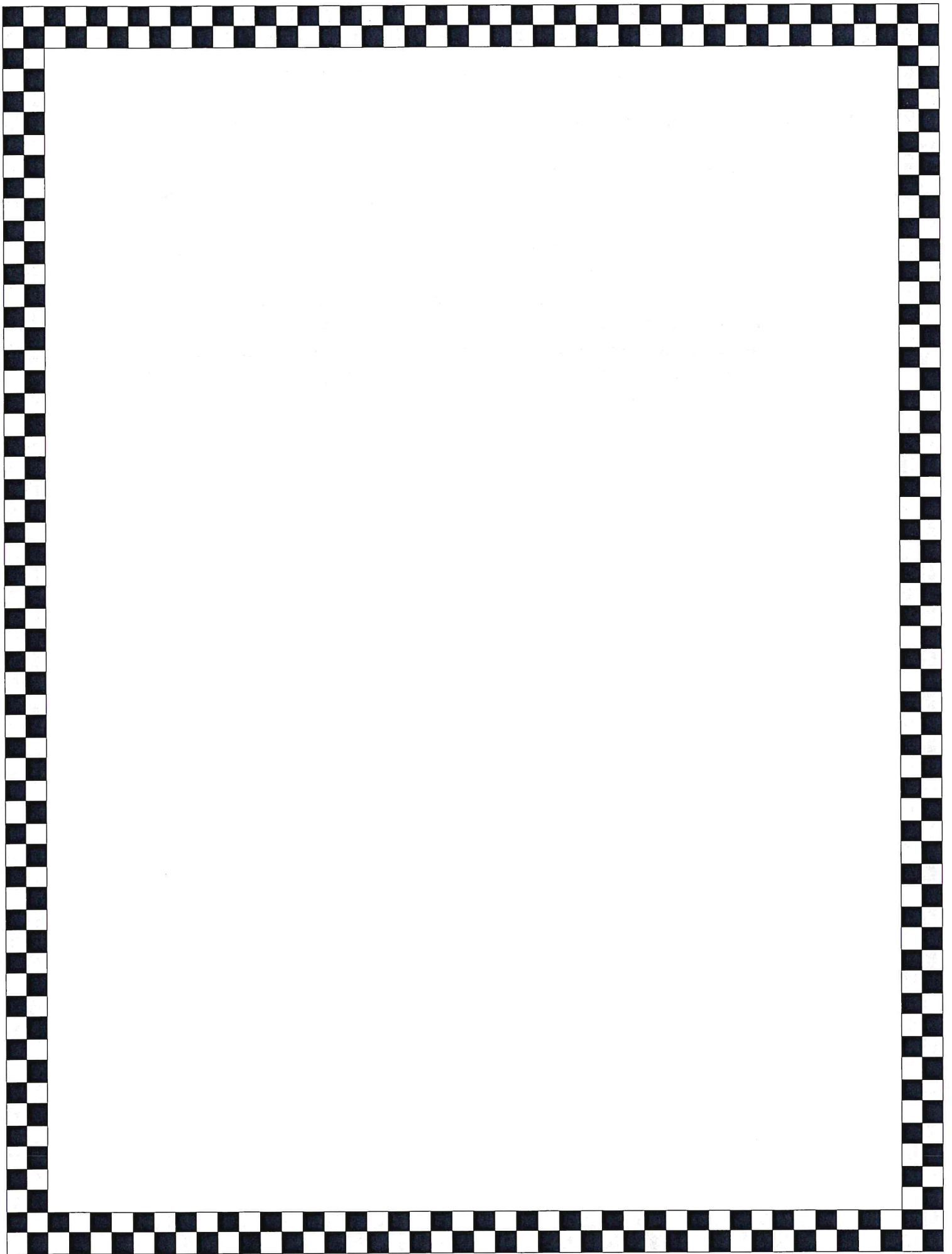
- Fever of **100.4° F** or greater in the last 24 hours
- Two or more episodes of vomiting in the last 24 hours
- Diarrhea in the last 24 hours
- Diagnosed bacterial infections (until 24 hours after starting antibiotics) such as:
 - Strep Throat
 - Scarlet Fever
 - Impetigo
 - Bacterial conjunctivitis (pinkeye)
 - Skin infections
- Generalized rashes
- Chickenpox
- Jaundice (yellowish pigmentation of skin and eyes)
- Uncontrolled coughing, breathing difficulty, wheezing
- Symptoms of severe illness such as stiff neck or poor food/fluid intake
- Seizure
- Lice - notify parents as soon as possible, child does not have to be excluded until the end of the day.

Inform parents of any other concerns at the end of the day.

(Communicable Disease Prevention continued)

Head Start may readmit a child excluded for illness whenever, in its discretion:

- The child either shows no symptoms of illness;
- The child has been free of fever (un-medicated), vomiting, or diarrhea for 24 hours (48 hours for norovirus);
- The child has been on antibiotics for at least 24 hours for bacterial infections;
- The child has started treatment for lice, scabies or ringworm; or
- The child is checked by a health professional who determines that the child may attend child care and a signed certification of health is provided to the child care facility.
- For reportable communicable diseases such as pertussis, measles, shigellosis, salmonella etc... requirements for readmittance from the County Health Department will be followed.



ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
FIELD TRIP POLICY AND PROCEDURE

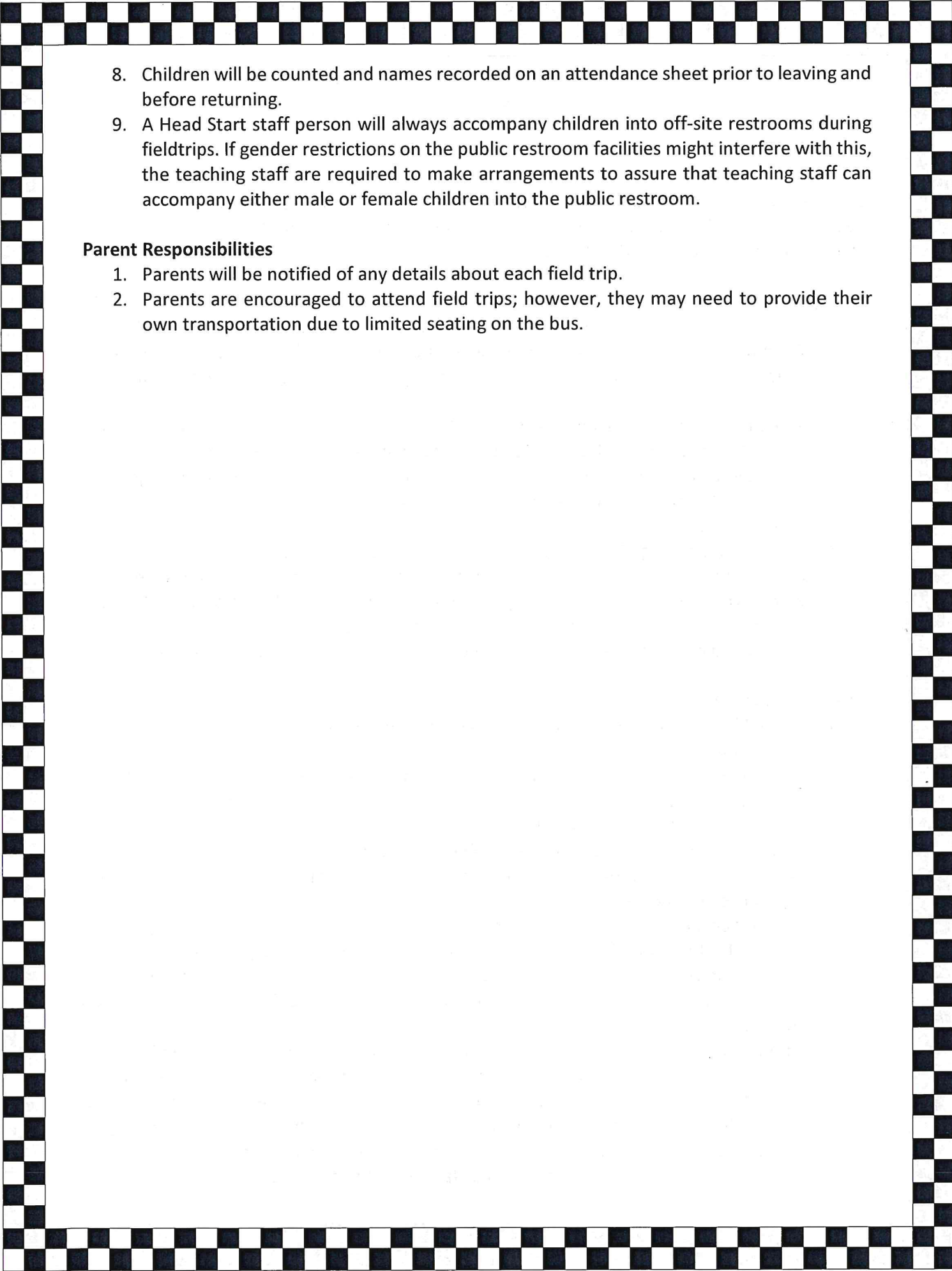
Head Start field trips will be preplanned and emergency procedures prepared. Field trips will support the classroom educational experience, current curricula, the level and cultural backgrounds of children. Head Start staff will ensure that safety is the first priority on all field trips and outings away from the Head Start site.

Transportation

1. Any field trip requiring bus transportation must be requested on the Field Trip Request Form and turned in to the Classroom Supervisor for approval. Classroom Supervisor will route the form to the Support Services manager three weeks prior to the scheduled field trip.
2. The Support Services Manager will notify Classroom Supervisor and Teacher requesting trip and record field trip information on the designated Outlook Calendar.
3. There will be no more than one (1) hour of travel time one way. Any trip that takes longer than one (1) hour must have approval by the Classroom Supervisor. Exceptions could be in outlying areas.
4. Parents and siblings if accompanied by parents can ride the field trip bus. Siblings attending field trips are the sole responsibility of the parent/guardian for supervision. Private vehicles can only be used by parent or authorized people to transport their own children. No other Head Start children may ride in that private car.
5. A minimum of two Head Start Staff members will accompany children at all times.

Teacher Responsibilities

1. The field trip will be relevant to the curriculum (reflective of needs, interests and cultures of children).
2. Teachers must ensure that medication or equipment needed to ensure the safety of a child with special medical needs (asthma, diabetes or other potentially life threatening conditions) is taken on the field trip.
3. Teachers will inform Head Start main office of departure and arrival.
4. Emergency consent forms and properly stocked First Aid Kits must be taken on all field trips and other outings.
5. Staff will ensure that parents have received notification of the field trip by using the Field Trip Notification form. In the event of an unplanned walking outing, teachers will inform the Head Start office of their destination and place a note by the door of their classroom.
6. Classroom discussion will happen both before and after the field trip to prepare children and assess outcomes.
7. Parents and volunteers will accompany field trips to ensure adequate supervision with appropriate adult/child ratios. There will be a ratio of at least one adult per eight children on field trips. Whenever possible the adult/child ratio should be as high as one adult per two children. It is particularly important to have a high adult to child ratio when going places that have either a large number of people present or near water (river, lakes), areas that are remote and have few emergency facilities/phones nearby.

- 
8. Children will be counted and names recorded on an attendance sheet prior to leaving and before returning.
 9. A Head Start staff person will always accompany children into off-site restrooms during fieldtrips. If gender restrictions on the public restroom facilities might interfere with this, the teaching staff are required to make arrangements to assure that teaching staff can accompany either male or female children into the public restroom.

Parent Responsibilities

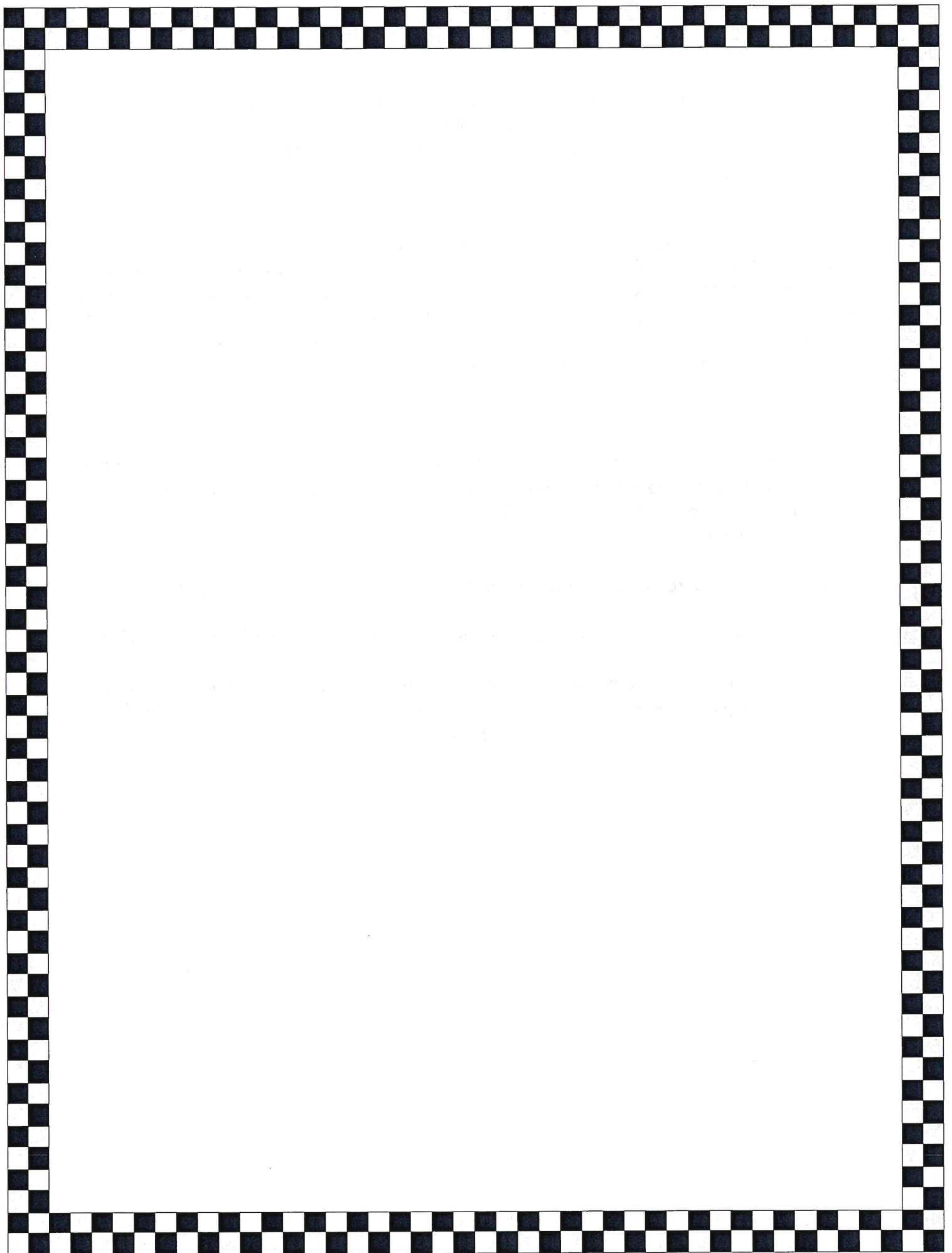
1. Parents will be notified of any details about each field trip.
2. Parents are encouraged to attend field trips; however, they may need to provide their own transportation due to limited seating on the bus.

ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
HOLIDAY OBSERVANCE POLICY AND PROCEDURE

Policy: Rocky Head Start will ensure that all activities in the classroom will be supportive and culturally relevant to all children. Rocky Head Start understands that each family's traditions surrounding holidays may vary and that holidays are not universal to all cultures. We will invite children to *learn* about holidays and traditions, rather than *celebrate* them in the classroom. Rocky will work with families on an individual basis to ensure that no activity or lesson in the classroom will exclude a child due to beliefs and/or traditions.

Procedure:

1. Information will be gathered from all families upon acceptance into the program regarding their beliefs and preference in regards to celebrations and holidays. This will happen during each Initial Family Visit. This information is listed on the Initial Family Visit Documentation Form.
2. Staff will ensure that all beliefs and traditions are represented in the classroom.
3. Activities will be developmentally appropriate and inclusive of all children and families.
4. Classrooms will have no more than one (1) day dedicated to each holiday (examples: holiday party, holiday programs.) These events will include opportunities for families to plan, attend, and actively participate with their children.

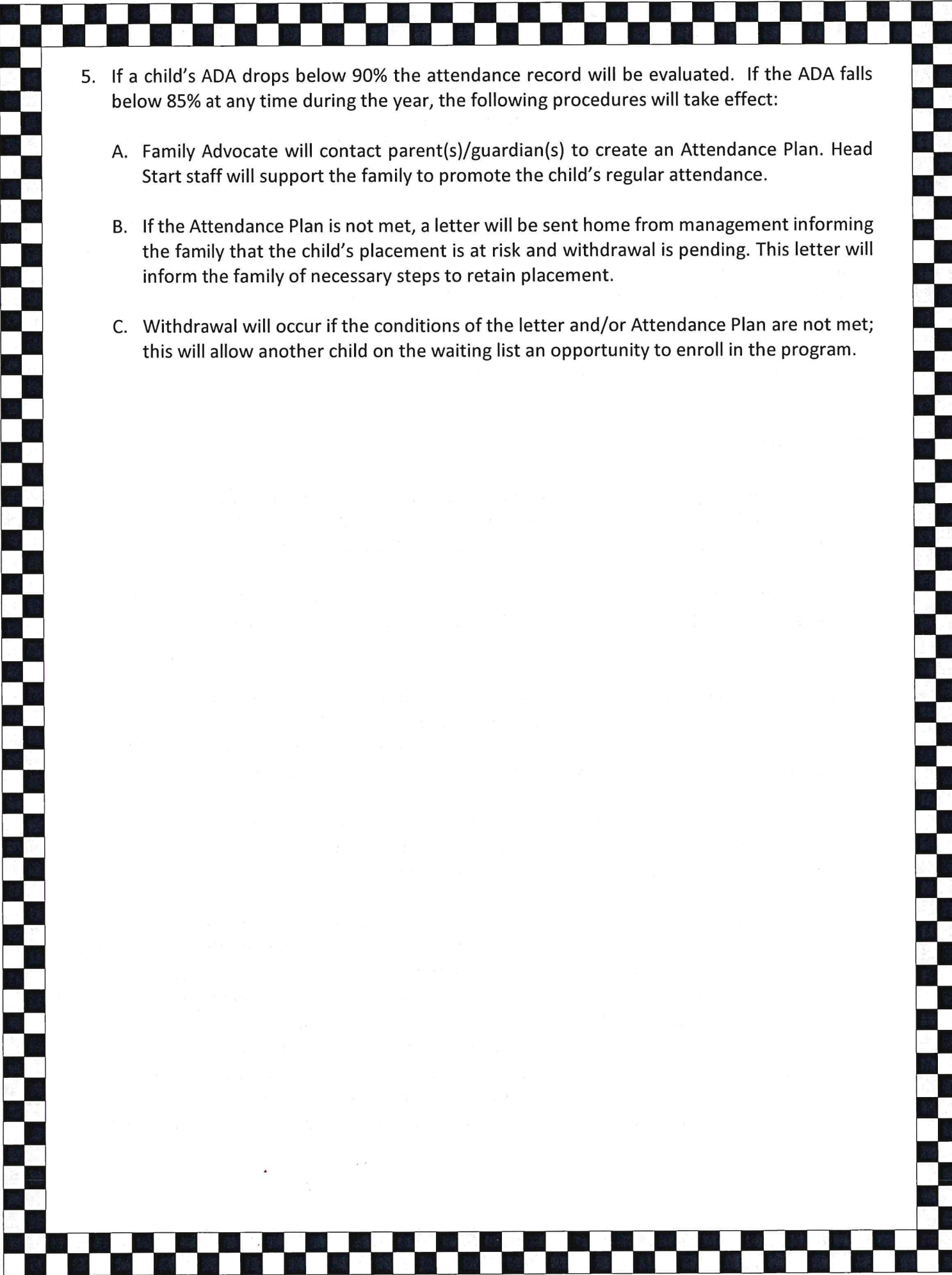


ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
ATTENDANCE POLICY AND PROCEDURE

POLICY: In accordance with Head Start Program Performance Standard (HSPPS) 1302.16 Rocky Head Start will strive to maintain 100% Average Daily Attendance (ADA). If a program's monthly average daily attendance rate falls below 85%, the program will analyze the causes of absenteeism to identify any systematic issues that contribute to the program's absentee rate. The program will use this data to make necessary changes in a timely manner as part of ongoing oversight and correction as described in HSPPS 1302.102(b) and inform its continuous improvement efforts as described in HSPPS 1302.102(c).

PROCEDURE:

1. The attendance policy and procedure will be explained to every parent/guardian at intake when completing the child's application for Head Start. The Attendance Policy and Procedure Agreement will be signed and a copy will be given to the parent/guardian.
2. Every Head Start child's parent/guardian will receive a copy of the Attendance Policy and Procedure at the Initial Family Visit. Rocky Head Start will obtain a signed acknowledgement of receipt.
3. If a child is absent and a parent/guardian has not contacted the program within one hour of program start time, Rocky Head Start ERSEA Specialist will call or text the parent(s)/guardian(s) to ensure the child's well-being. If a parent/guardian is reached, documentation of the absence will be made in the program's tracking system, *ChildPlus*.
4. If the parent/guardian is unable to be contacted, and there are two consecutive unexplained absences Rocky Head Start staff will make a home visit to ensure the child's and family's well-being. The outcome of this visit will be documented in *ChildPlus*.
 - A. If the parent/guardian is not home at the time of the home visit, Head Start staff will leave a note explaining that Head Start made a home visit concerning their child's unexplained absences. The note will also ask the parent/guardian to contact Head Start within 24 hours from the home visit. Upon returning to the facility Head Start staff will call the emergency contacts for the child. If staff is able to connect with one of the contacts, staff will ask the contact to have the parent/guardian call Head Start. If the parent/guardian does not contact Head Start and the child is not in school the following day, Head Start staff will conduct another home visit. If staff are still unable to connect with the parent/guardian, Head Start staff will contact local law enforcement to conduct a welfare check.

- 
5. If a child's ADA drops below 90% the attendance record will be evaluated. If the ADA falls below 85% at any time during the year, the following procedures will take effect:
- A. Family Advocate will contact parent(s)/guardian(s) to create an Attendance Plan. Head Start staff will support the family to promote the child's regular attendance.
 - B. If the Attendance Plan is not met, a letter will be sent home from management informing the family that the child's placement is at risk and withdrawal is pending. This letter will inform the family of necessary steps to retain placement.
 - C. Withdrawal will occur if the conditions of the letter and/or Attendance Plan are not met; this will allow another child on the waiting list an opportunity to enroll in the program.



Help Your Child Succeed in Preschool: Build the Habit of Good Attendance

Early School Success goes hand in hand with good attendance!

DID YOU KNOW?

Showing up on time every day is important to your child's success and learning from preschool forward.

Missing 10 percent of preschool (one or two days every few weeks) can

- Make it harder to develop early reading skills.
- Make it harder to get ready for kindergarten and first grade.
- Develop a poor attendance pattern that's hard to break.

High quality preschool programs have many benefits for your child. The routines your child develops in preschool will continue throughout school. You can make the most of preschool by encouraging your child to attend every day!

WHAT YOU CAN DO

Work with your child and his/her teacher to help your child develop strong attendance. Your enthusiasm is a big boost to success.

Talk about it – sing about it – make it an adventure!

- Set a regular bed time and morning routine
- Lay out clothes and pack backpacks the night before
- Share ideas with other parents for getting out the door on time

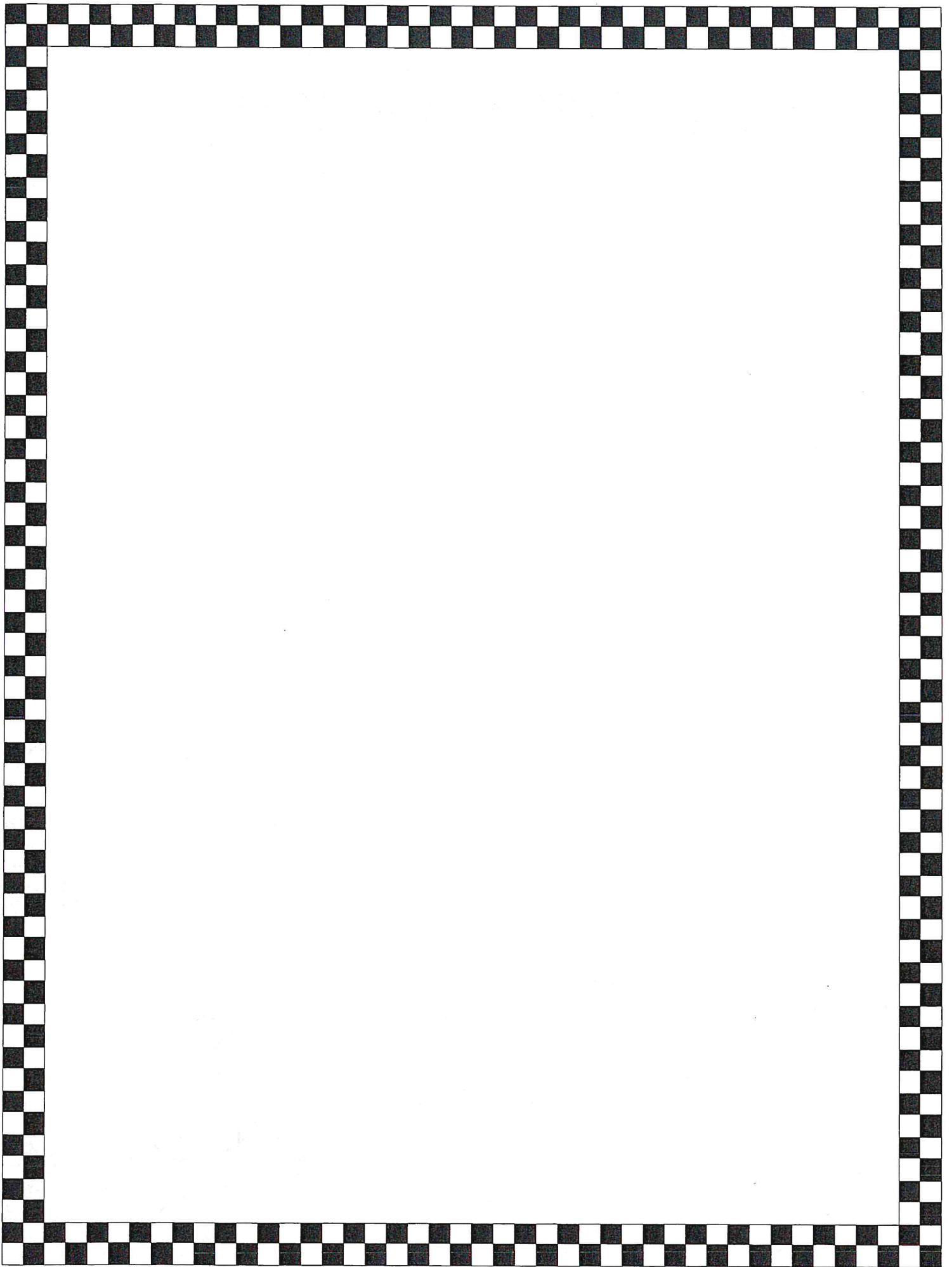
Before the school year starts:

- Find out what day preschool starts and start the exciting count down!
- Make sure your child has the required shots.
- Attend orientation with your child to meet the teachers and classmates.

Ready – Set GO!

- Develop back-up plans for getting to preschool if something comes up
- Ask family members, neighbors or other parents to lend a hand if you need help dropping off or picking up your child
- Schedule medical appointments and extended trips when preschool is not in session
- If your child seems anxious about going to preschool, talk to the program director, teacher, your doctor or other parents for advice. If the problem persists, make sure the program is a good fit for your child.





Parent Transportation Information

Safety is the first concern for any Head Start child coming and /or going from the Head Start classroom. For most Head Start sites, the Program relies on families to transport their child(ren) to Head Start. Parents are expected to comply with the following procedures:

Parents/Guardians will:

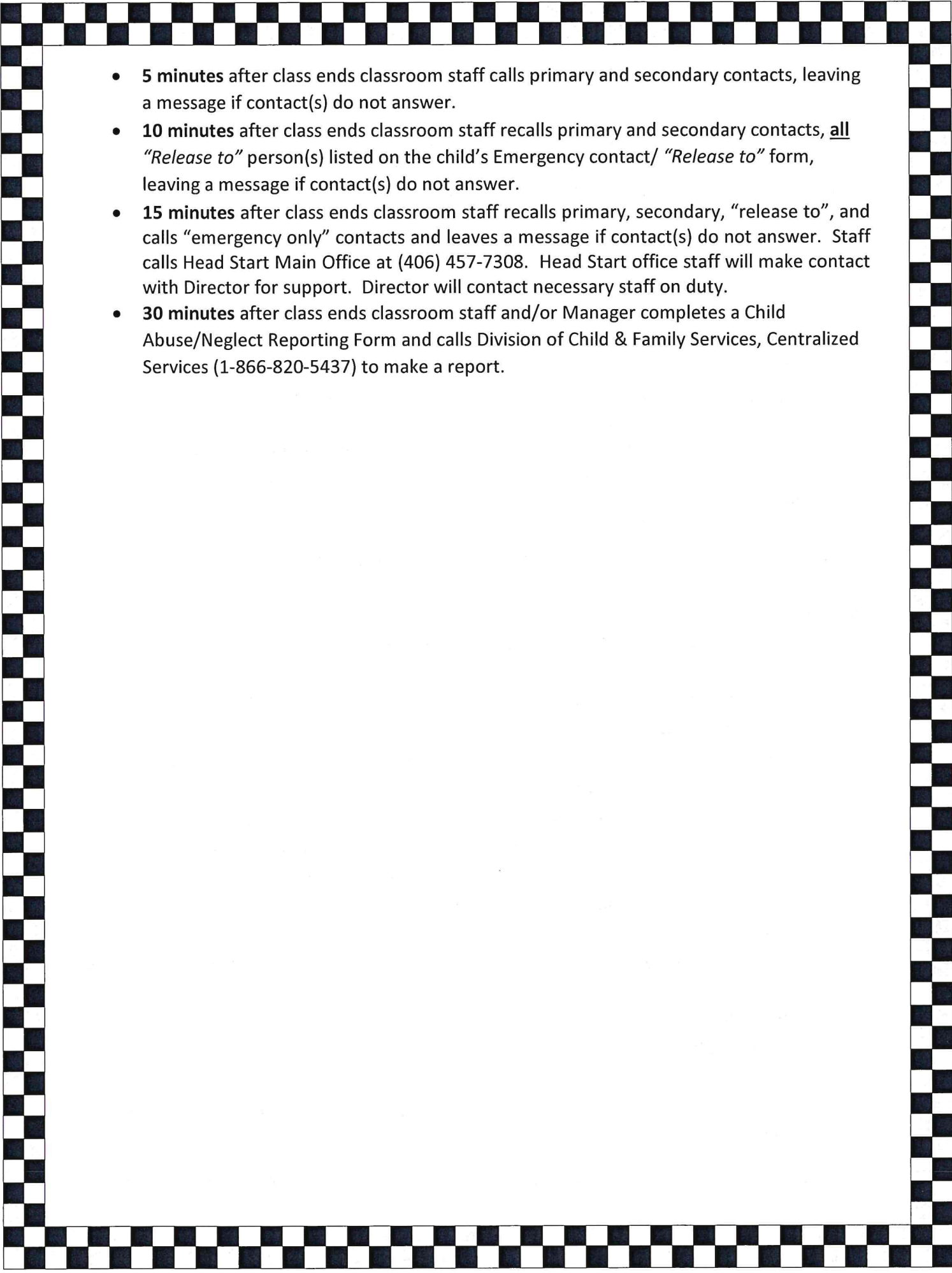
- Walk your child into and out of the classroom.
- Sign your child in/out.
- Call the Head Start Attendance Line at 457-7307 if your child will be absent.
- Call Helena School District Transportation at 227-7400 if your child rides a Helena School District bus to Head Start informing them of your child's absence.
- Inform staff of any new phone numbers, addresses, updates for changes to Emergency Contact/ "Release to" list.
 - Changes to "Release to" list must be done in person or written on paper by the parent/guardian along with a phone call to staff for verification.
- Pick child up promptly at the end of class.
 - See below for Late Pick up Procedure.
- **Not leave children alone in private vehicles in parking areas.**

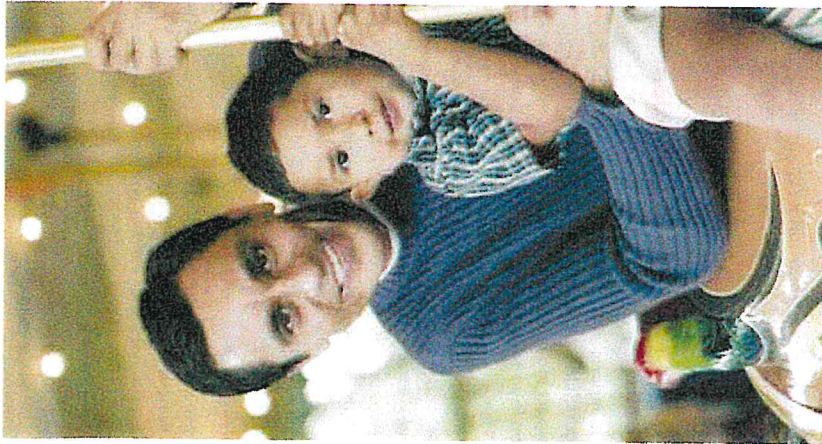
Releasing Children:

- **Children will only be "released to" primary, secondary, and/or those contacts that have "release to" next to their name on the ChildPlus Report 1520 (1520). If contact only has "emergency contact" next to their name, do not release child to them.**
- Head Start staff will ask for photo ID if they are unfamiliar with the pick-up person.
- Head Start follows court documents such as Parenting Plans, Orders of Protection, and Department of Family Service's guardian/custody papers/letters.
- If there are no court orders limiting a birth parent's time with the child (Parenting Plan, Order of Protection, DFS papers) and the parent's name is on the child's birth certificate, Head Start will release the child to the parent after seeing a photo ID.
- At time of intake, a Family Advocate will retain a copy of child's birth certificate. If parent(s)/guardian(s) do not have a copy of the Birth Certificate and the child has Medicaid, Head Start Family Advocate will have parent(s)/guardian(s) sign an Office of Public Assistance (OPA) Release of Information (ROI). Parent(s)/guardian(s) goes to OPA with the ROI and photo ID to pick up a copy of certificate of live birth and returns copy to Head Start office to be placed in child's file in the Head Start office.

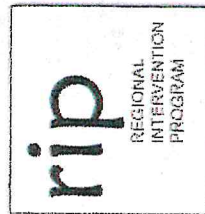
Late Pick up Procedure for Rocky Head Start classroom staff if child is not picked up promptly at the end of class:

- Head start classroom staff will remain with the Head Start child until child is picked up.

- 
- **5 minutes** after class ends classroom staff calls primary and secondary contacts, leaving a message if contact(s) do not answer.
 - **10 minutes** after class ends classroom staff recalls primary and secondary contacts, all "Release to" person(s) listed on the child's Emergency contact/ "Release to" form, leaving a message if contact(s) do not answer.
 - **15 minutes** after class ends classroom staff recalls primary, secondary, "release to", and calls "emergency only" contacts and leaves a message if contact(s) do not answer. Staff calls Head Start Main Office at (406) 457-7308. Head Start office staff will make contact with Director for support. Director will contact necessary staff on duty.
 - **30 minutes** after class ends classroom staff and/or Manager completes a Child Abuse/Neglect Reporting Form and calls Division of Child & Family Services, Centralized Services (1-866-820-5437) to make a report.



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Technical Assistance Center on Social Emotional Intervention for Young Children

University of South Florida
 Department of Child and Family Studies
 Louis de la Parte Florida Mental Health Institute
 University of South Florida, MHC 2113A
 13301 Bruce B. Downs Blvd.
 Tampa, FL 33612-3807
 813-974-6100

The Technical Assistance Center on Social Emotional Intervention for Young Children, also known as TACSEI, is a five-year grant made possible by the U.S. Department of Education, Office of Special Education Programs. TACSEI takes the research that shows which practices improve the social-emotional outcomes for young children with, or at risk for, delays or disabilities and creates FREE products and resources to help decision-makers, caregivers, and service providers apply these best practices in the work they do every day.



www.challengingbehavior.org



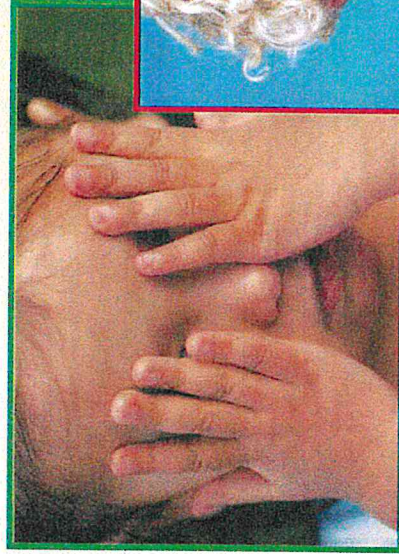
September 2006

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POSITIVE SOLUTIONS FOR FAMILIES

Eight Practical Tips for Parents of Young Children with Challenging Behavior

by *Matt Timm and Jill Giacomini*



Has life with your young child become filled with conflict and confusion? Does it seem as if even the simplest activity can turn quickly into disaster when your child's behavior is out of control? Are you beginning to feel as if things are getting worse instead of better? You're not alone. Many, if not most, parents find themselves struggling with the challenging behavior of their young child at some point in time. The good news is that there are evidence-based, effective strategies based on what the child is communicating that you can use to create positive solutions for your family.



How to Use This List

Review each of the tips below and think about situations you have experienced that are similar to the provided examples. You will need to decide which strategies are likely to work best for your family. You might want to try one or two of the strategies at first and then add others as you become more comfortable with the process. Remember, the idea is to develop specific approaches for your own family that can be used in everyday life.

Tip #1: Keep Your Expectations Realistic

It is important for you to know and understand your child's abilities and limitations. When you expect too much or too little from your child it can lead to problems and frustrations for you both.

~You are in a restaurant with a group of friends. The waiter took your order over 30 minutes ago and your food still hasn't arrived. 2 1/2 year-old Simone is getting impatient—she is throwing her crayons and saying that she wants down. Instead of getting angry and frustrated with her for acting up, try taking her for a short walk to give her and others a needed break.~

Tip #2: Plan Ahead

Try to anticipate what your child may do or need in various situations. Make sure that you plan ahead to help your child have a successful experience. Hope for the best, but plan for the worst. Always have a back-up plan!

~Your family is in the car headed to your mother's house for dinner. It is usually a short drive,

but rush-hour traffic is snarled, it's 6:30 pm, and you're already 45 minutes late. Your 3 year-old is screaming for food in the backseat. Luckily, you remembered to bring some snacks and a sippy cup of water to hold him over until you can make it home.~

Tip #3: Clearly State Your Expectations in Advance

Some undesirable behavior occurs because your child can't act differently, other times it occurs because your child simply doesn't want to act differently. Either way it helps for you to remember that your child cannot read your mind. Be sure to give your child one clear instruction so that he knows what it is that you want him to do.

~You are visiting at your sister's house and your daughter has been playing with her favorite cousin. Over the course of the afternoon, toys have been tossed aside and scattered throughout the room. When you say, "Come on Alicia, it's time to get ready to go!" she ignores you completely and continues to play. A better approach might be to say, "All right, time to get going. Alicia, let's start by putting the blocks in their box. I see it over there in the corner!"~

Tip #4: Offer Limited, Reasonable Choices

Most children are not born with the built-in ability to make decisions and then accept the consequences. In order for your child to learn to take personal responsibility they will need plenty of support and practice.

~You have just picked up your son at childcare and he doesn't want to get into his car seat. You sense a battle of the wills coming on. One way to avoid a struggle might be to say, "Zachary, we can't start the car until you get buckled in your seat. Do you want to climb up in there yourself, or do you want Daddy to put you in?"~

Tip #5: Use "When...Then" Statements

A "when...then" statement is a simple instruction that tells your child what he or she must do in order to earn a desired consequence (what he/she wants to do). This is also known as a contingency statement.

When you use a contingency statement, be sure you:

- ✓ Give it a positive focus
- ✓ State it only once
- ✓ Set a reasonable time limit
- ✓ Follow through
- ✓ Are prepared for your child's response—it may be "NO"

~It's a sunny day and your barefoot child has decided she would like to go out in the backyard and play. She starts outside and you stop her and say, "No...put on your shoes." She starts to throw a tantrum. Here's an alternative approach you might want to use next time. "When you put on your shoes, then you may go outside". You are not just saying "No". You are letting her know what needs to happen in order for her to reach her desired destination.~

Tip #6: Catch Your Child Being Good

Did you ever stop to think about how much time you spend telling your child what he should not do? Instead, try giving specific, positive attention to the behavior that you want to see. This will teach your child what you want him to do and increase the likelihood that this behavior will occur again and again.

~You are enjoying a remarkably calm family meal. Instead of waiting for your 4 year-old to begin fidgeting, trying to leave, or stuff green beans down his shirt, you look at him and exclaim, "Manuel, it makes Daddy so happy to see you eating your dinner like a big boy!"~

Tip #7: Stay Calm

When your child's behavior is unacceptable, you can choose to either respond to it or ignore it. If you decide that a reaction is required, remember that the least response necessary is



usually best. Acting calm with a minimum of attention will reduce the risk of strengthening the very behavior you wish to discourage. When you remain calm, it also gives you time to think about how you want to respond. Remember, you are modeling desired behavior for your child—the more out-of-control your child becomes, the more self-control you need to show. When you remain calm your child learns appropriate ways to respond to difficult situations.

~You are cleaning your house in preparation for your in-laws' annual visit. You go in the kitchen for just a moment and return to your family room to find that your 2 year-old son has colored on a white wall with red and blue crayons. Your immediate reaction is to respond negatively. However, you think twice, take a deep breath and say, "Christopher, paper is for coloring, Mommy's walls are not," and buckle him in his high chair where he can continue to create his art on paper.~

Tip #8: Use Neutral Time

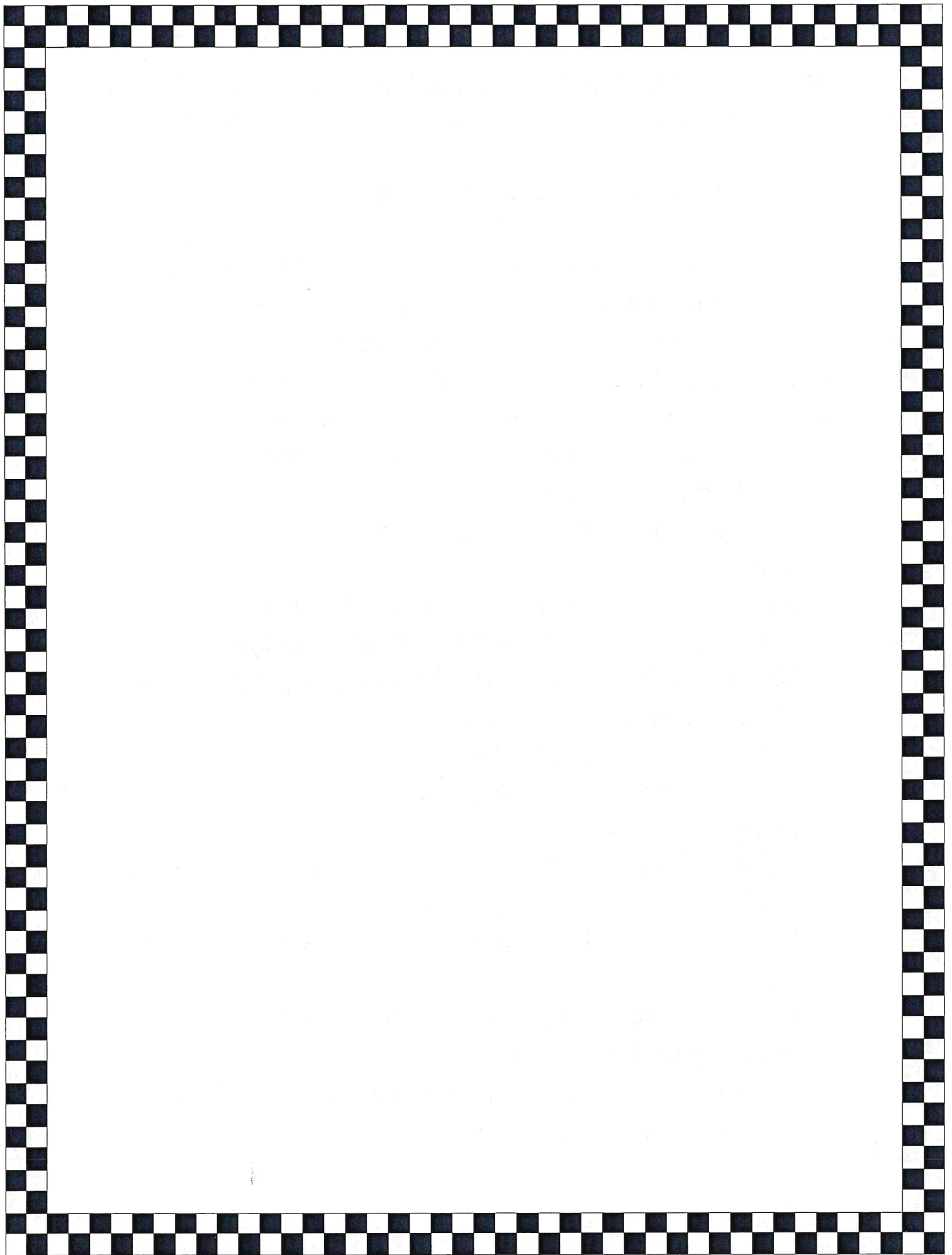
Neutral time cannot be found in the middle of a difficult situation filled with strong feelings. Instead, neutral time is when everyone is calm enough to think and talk and listen. It's important to remember that neutral time can occur either before or after a child's unacceptable behavior occurs. You can talk about what happened earlier and talk about positive ways to handle problems in the future. The challenge is to identify neutral time and make use of these opportunities.

~You are sitting on the sofa reading books with your daughter when you look up at the clock and realize it is 7:30—bedtime is approaching fast. Getting Emma to brush her teeth each night has become more and more of a struggle. As you hold her on your lap you say, "Almost bedtime kiddo. Hey, tonight Mommy is going to brush her teeth at the same time you do—it'll be fun for us to do it together!"~

Ways to Participate at Rocky Head Start

(Your time is valuable and helps with our Federal match: "In-Kind".)

- Become a Classroom Leader or participate as a member of the Policy Council.
- Come to your child's classroom to share things about your family such as pets, music instruments, favorite foods, traditions, your special skills, etc.
- Join in and help in the classroom Interest Areas.
- Go on a field trip with your child's classroom.
- Participate in a classroom food experience with your teacher and the children
- Help plan a family event with Head Start Classroom Leaders.
- Attend family events throughout the year.
- Have fun each month with your child completing the "School to Home" project. Return the project to your child's teacher and keep each book!
- Recruit other parents to help.
- Enjoy outside time with your child's class on the playground or on walks.
- Volunteer to call other parents and extend a personal invitation to an upcoming event.
- Invite your child's classroom for a field trip to your workplace.
- Attend a "Build" with your child. (Watch for news about special events all year.)
- Attendance is important! Ensure your child is at school on time every day.





Dear Head Start Family,

Head Start and the Nursing Department at Carroll College have been working together for nearly 10 years. This has been an invaluable experience for our students.

As we look forward to another school year, I wanted to explain what the nursing students will be working on while at Head Start. The first goal is to interact and communicate with preschool children. They will do this by talking to and playing alongside the children during the regular activities of the day. Secondly, they will work on completing a DIAL screening to assess your child's development and then a general physical exam assessment; a faculty member will supervise the students during these times. It is a fantastic learning experience for the nursing students and allows them the opportunity to teach health promotion to the children.

We are very grateful for the opportunity to work with the staff, children, and families in the Head Start program. It continues to be a wonderful partnership between Carroll College and Head Start. If you have any questions, please feel free to contact me at (406) 447-5494.

With Gratitude,

Meredith Krutar, MSN, APRN, FNP-BC

ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
CARROLL COLLEGE NURSING STUDENTS
CHILD SELECTION FOR SCREENING/ASSESSMENT

Rocky, Inc. Head Start has a partnership with the Carroll College Nursing Department which allows the Carroll College Nursing Students (CCNS) to do a short clinical rotation each semester at Head Start. During this rotation the CCNS will be screening/assessing some Head Start children. The CCNS are directly supervised during their entire rotation by a Carroll College Clinical Resource Registered Nurse. Following is the procedure that Head Start staff will follow in selecting children to be screened/assessed:

- Head Start teacher offers each parent/guardian the opportunity to have their child assessed by CCNS at time of initial family visit, explaining that their child may or may not be selected. If the parent/guardian agrees a consent form is signed by the parent/guardian.
- Head Start teacher chooses child/children from those whose parent/guardian has signed the consent form and confirms that the child has completed the DIAL screening.
- Head Start teacher informs the child's parent/guardian that their child was selected, and explains the process.
 - CCNS will come to Head Start class on Tuesdays. There will be three student cycles in the fall and three student cycles in the spring.
 - Each student comes for 12 hours (3 - 4 hour days); some come in the morning and some come in the afternoon. Teacher will be given a schedule at the beginning of the semester.
 - First Tuesday – CCNS orients to the classroom and the students and begins interacting with their assigned student.
 - Second Tuesday – CCNS does the DIAL screening with their assigned student.
 - Third Tuesday – CCNS completes the physical exam (assessment). If the parent/guardian volunteered to be a part of the physical exam, please contact parent/guardian and inform him/her of the date and time the physical exam will take place.
- The Head Start teacher keeps a copy of the consent form. The original signed form is filed in the child's permanent Head Start file in the Head Start office.
- Head Start teacher prepares the child for the screening/assessment.

ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
CARROLL COLLEGE NURSING STUDENTS
PARENT/GUARDIAN CONSENT TO PARTICIPATE

Rocky Head Start has a partnership with the Carroll College Nursing Department. This partnership allows Carroll College Nursing students to do a short clinical rotation at Head Start. The students' purpose is to "gain knowledge and to become comfortable with the well child". As part of this class the Carroll College students will do a developmental screening as well as a generalized physical assessment of some of the Head Start children under the supervision of their instructor. A generalized physical assessment includes:

- A fully clothed assessment of the child from head to toe which includes looking at eyes, ears, mouth, nose, neck, and listening to chest, abdomen and back. There is no assessment of genitalia (private areas).
- Shoes and socks will be removed in order to check pulse in the feet.
- Strength, joints and gross motor will be assessed.
- Children may be asked age appropriate questions such as: How are you feeling today? Does anything hurt?

I give permission for my child, _____, to be assessed by a Carroll College Nursing student as part of the college's "Nursing Care of the Child Bearing Family" class. I know that my child's Head Start file will be reviewed by the student assessing my child under the supervision of the student's instructor. I understand that every Carroll College nursing student must sign and adhere to the "Rocky Head Start Confidentiality Policy".

- I would like to participate in my child's generalized physical assessment. I can be contacted at _____.

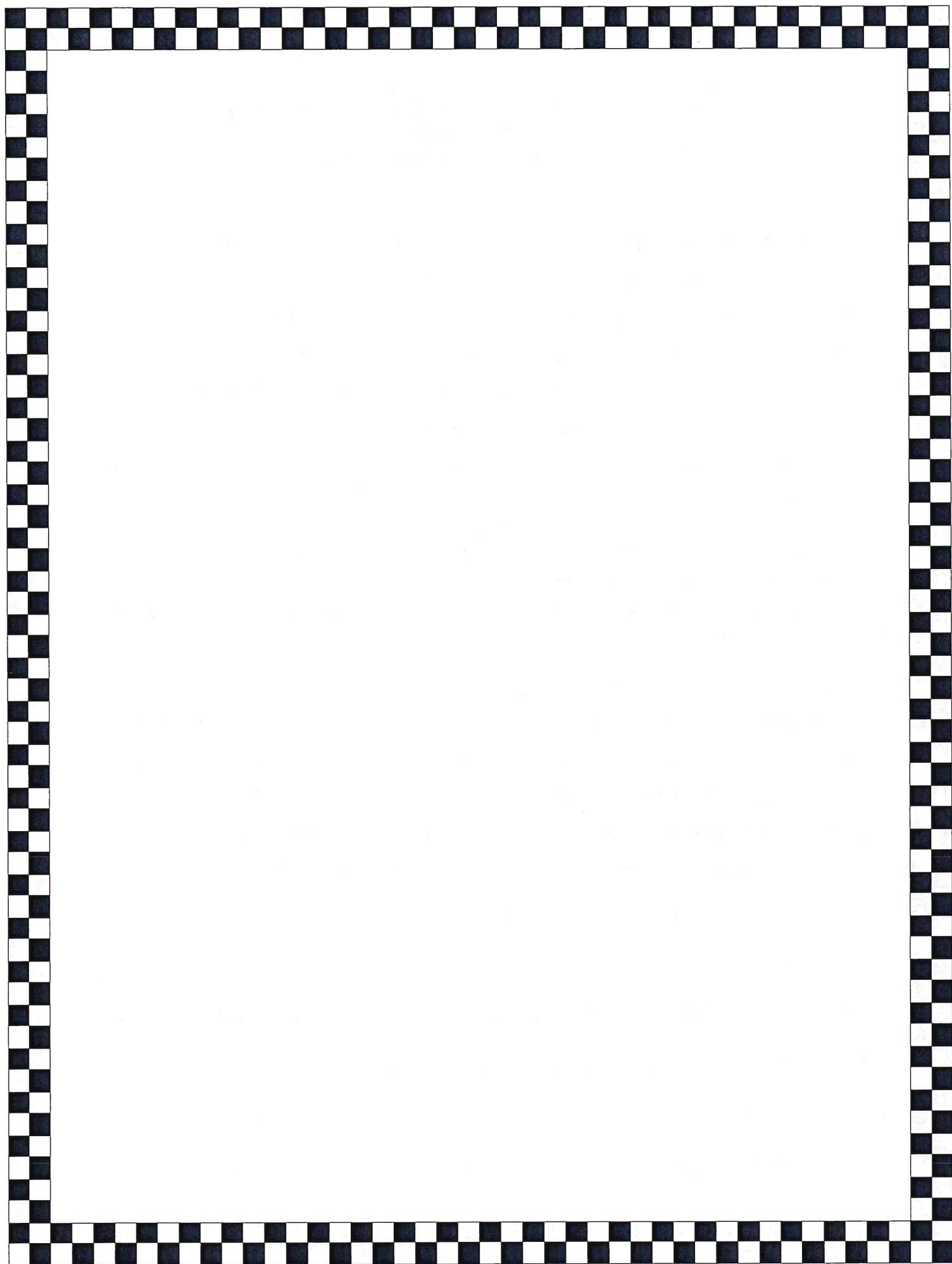
Print Name _____

Signature of parent(s)/guardian(s) _____ Date _____

Print Name _____

Signature of parent(s)/guardian(s) _____ Date _____

Staff Signature _____ Date _____



“Extra, Extra”

Friends of Head Start:

Friends of Head Start is the fundraising entity for Rocky Head Start. Friends of Head Start supports School to Home projects, classroom and program needs, and hosts the “Extravaganza” each year.

Kiwanis:

Kiwanis provides winter coats (as needed) for children. Kiwanis also gifts a board game to every child during the winter holidays.

Optimist International:

Optimist members provide support during “Book Shelf Builds”, and provide, prepares, and serves the Winter Wonderland Supper.

The Parent Hardship Fund:

This fund is available to aid families with emergencies not including routine bills. Applications are available through your Family Advocate. There are limited funds.

Fatherhood Engagement:

Rocky Head Start program provides opportunities for our students’ father figure to become more involved in their children’s preschool education. Watch for invitations to activities that will be announced in the monthly classroom newsletter or our Rocky Head Start Facebook page.

Parent Education:

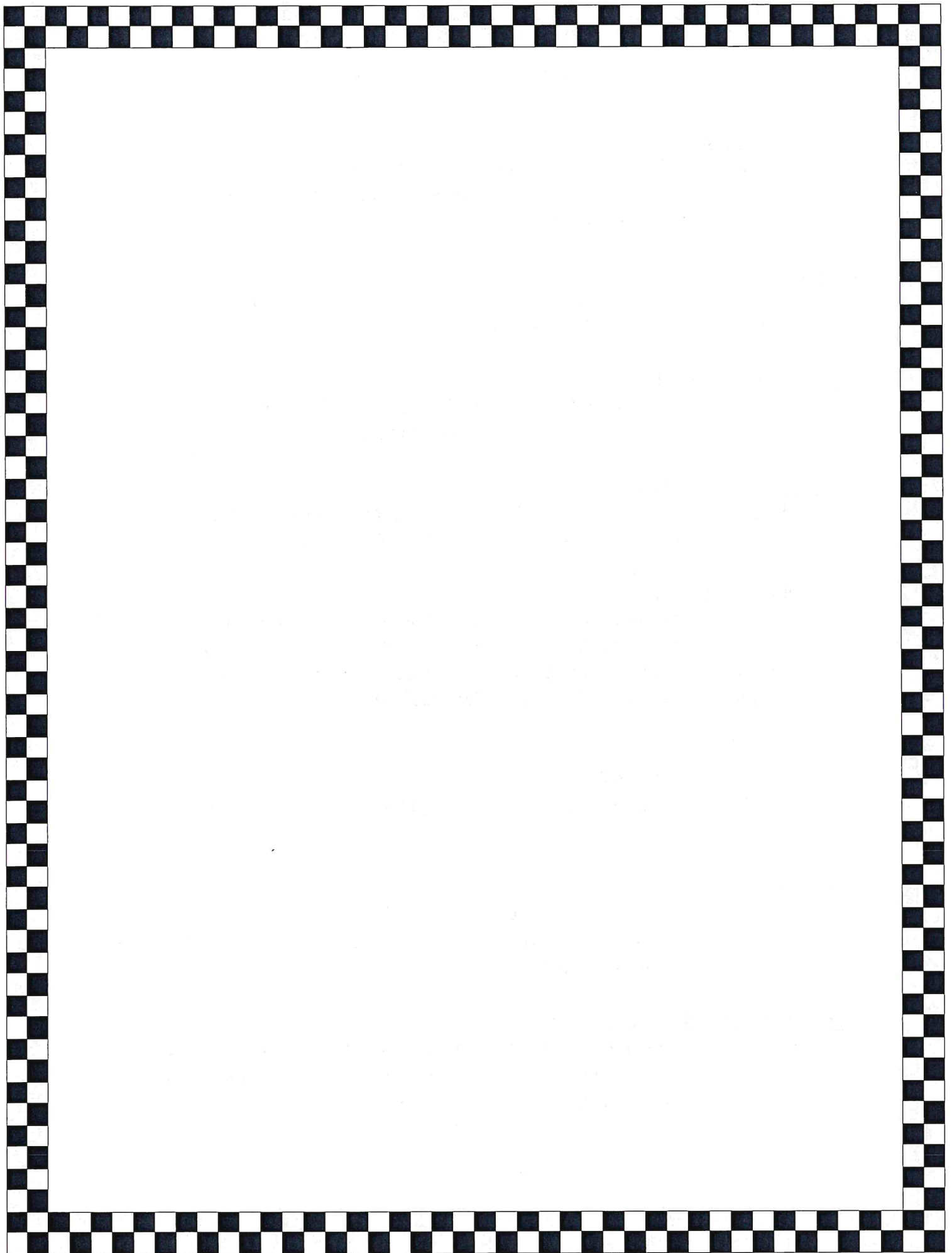
Rocky Head Start provides parenting classes, money management coaching, and leadership/advocacy development opportunities throughout the school year.

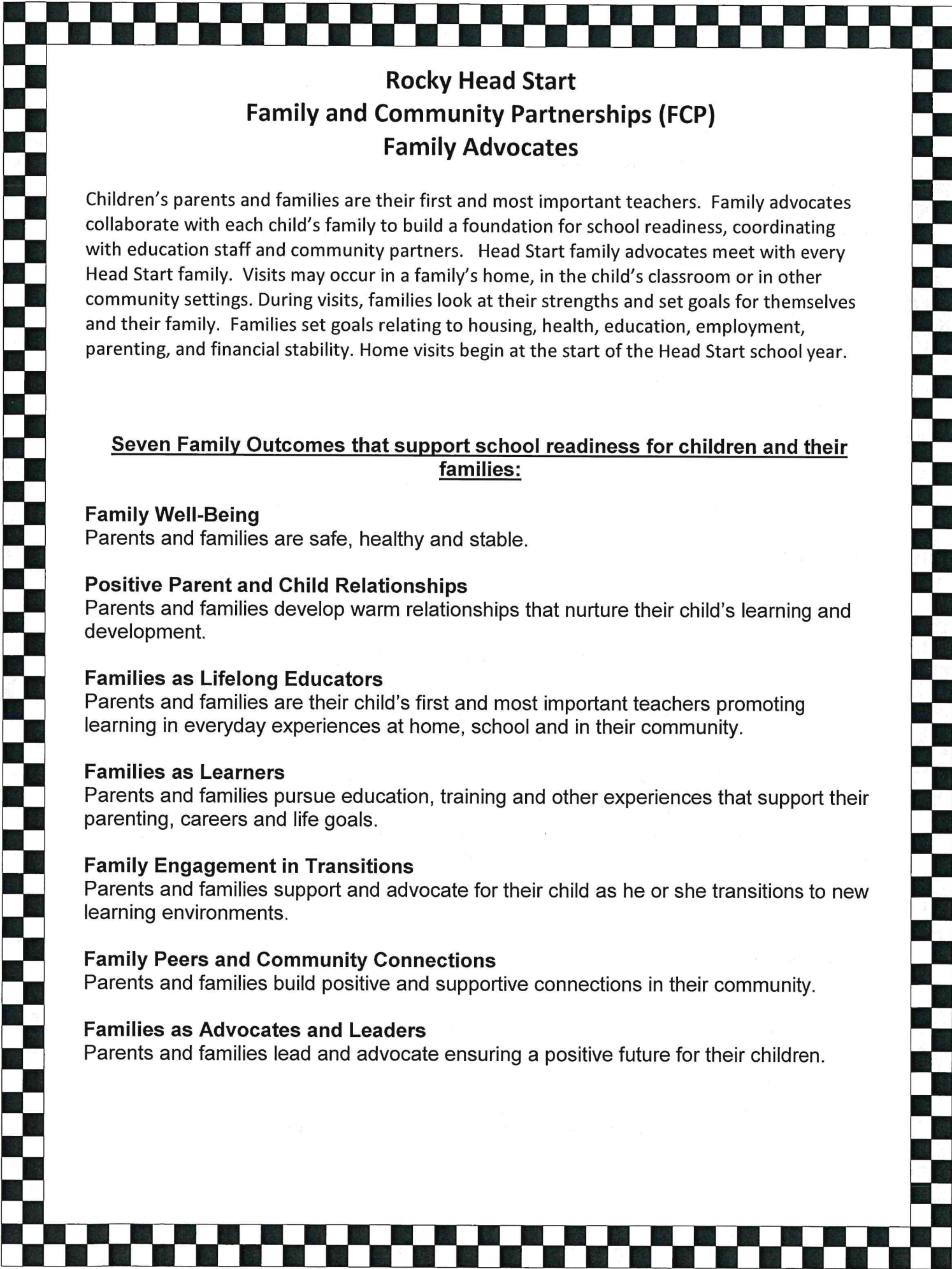
Employment Opportunities:

- Watch for job openings at Rocky through the web-site or in newsletters.
- Apply any time to be a Head Start substitute. Call the Head Start office at 457-7308 for more information.

Additional Handout in this packet:

Looking for some practical tips for parenting? We have included for you a brochure: “Positive Solutions for Families – Eight Practical Tips for Parents of Young Children with Challenging Behavior”. The source: www.challengingbehavior.org is a helpful website.





Rocky Head Start
Family and Community Partnerships (FCP)
Family Advocates

Children's parents and families are their first and most important teachers. Family advocates collaborate with each child's family to build a foundation for school readiness, coordinating with education staff and community partners. Head Start family advocates meet with every Head Start family. Visits may occur in a family's home, in the child's classroom or in other community settings. During visits, families look at their strengths and set goals for themselves and their family. Families set goals relating to housing, health, education, employment, parenting, and financial stability. Home visits begin at the start of the Head Start school year.

Seven Family Outcomes that support school readiness for children and their families:

Family Well-Being

Parents and families are safe, healthy and stable.

Positive Parent and Child Relationships

Parents and families develop warm relationships that nurture their child's learning and development.

Families as Lifelong Educators

Parents and families are their child's first and most important teachers promoting learning in everyday experiences at home, school and in their community.

Families as Learners

Parents and families pursue education, training and other experiences that support their parenting, careers and life goals.

Family Engagement in Transitions

Parents and families support and advocate for their child as he or she transitions to new learning environments.

Family Peers and Community Connections

Parents and families build positive and supportive connections in their community.

Families as Advocates and Leaders

Parents and families lead and advocate ensuring a positive future for their children.

Policy Council (PC) members make a difference!

Past Policy Council Rep, "Being on Policy Council has made a positive impact on my life and my child's life. And I think the work we've done has helped the lives of all the families in Head Start."

Head Start Policy Council makes important decisions regarding program development, grant proposals and approval, program budget decisions, and policies and procedures.

Parent(s)/guardian(s) from each site vote for their Policy Council Representative(s). We hold elections in September at the Fall Dance.

PC is made up of 19 Representatives consisting of 14 current parents/guardians and five community members.

A Policy Council term runs from November to October; PC meets during the summer. Currently meetings are on the 3rd Thursday of the month beginning with lunch at 12:30pm and meeting from 1:00 pm and go until 2:00pm. The incoming PC will vote on a meeting time that best fit the new PC. Child care is provided. Transportation reimbursement offered within policy guidelines.

For more information, contact Policy Council Chair Mark Young at 406-202-0558.

Classroom Leaders make a difference!

Past Classroom Leaders have said: "Being a Classroom Leader has been a great experience! Meetings are fun, the food delicious, and the company lively!"

Head Start Classroom Leadership is made up of current parents/guardians, grandparents, foster parents, aunts, and uncles of Head Start children. The Classroom Leaders plan, organize and create family events, School to Home Projects, and other fun activities in the classroom and community. Volunteering as a Head Start Classroom Leader is a way to have a positive effect on your child through sharing your creativity and time and showing your child his/her education is important.

Each Head Start class can have as many Classroom Leaders who would like to participate.

Currently meetings are on the First Wednesday of the month beginning at 11am and ending by noon. New Classroom Leaders will vote on a meeting time that best fit the team. Transportation reimbursement offered within policy guidelines.

For more information, contact Signe Ask, Family Engagement and Volunteer Coordinator, at 457-7371

ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
CLASSROOM LEADERS AND POLICY COUNCIL CONTACT RELEASE

Head Start Classroom Leadership is made up of current parents/guardians, grandparents, foster parents, aunts, and uncles of Head Start children. The Classroom Leaders plan, organize and create family events, School to Home Projects, and other fun activities in the classroom and community.

Head Start Policy Council Representatives make important decisions regarding program development, grant proposals and approval, program budget decisions, policies and procedures, participates in interviews and makes hiring recommendations.

I agree to give permission for my Classroom Leader and Policy Council Rep to contact me regarding Head Start activities.

I **DO NOT** agree to give permission for my classroom leader and Policy Council Rep to contact me regarding Head Start activities.

Child's Name: _____
(Please print.)

Parent(s) / Guardian(s) Name: _____
(Please print.)

Parent(s)/ Guardian(s) Name: _____
(Please print.)

I may be contacted by: (Please check all that apply)

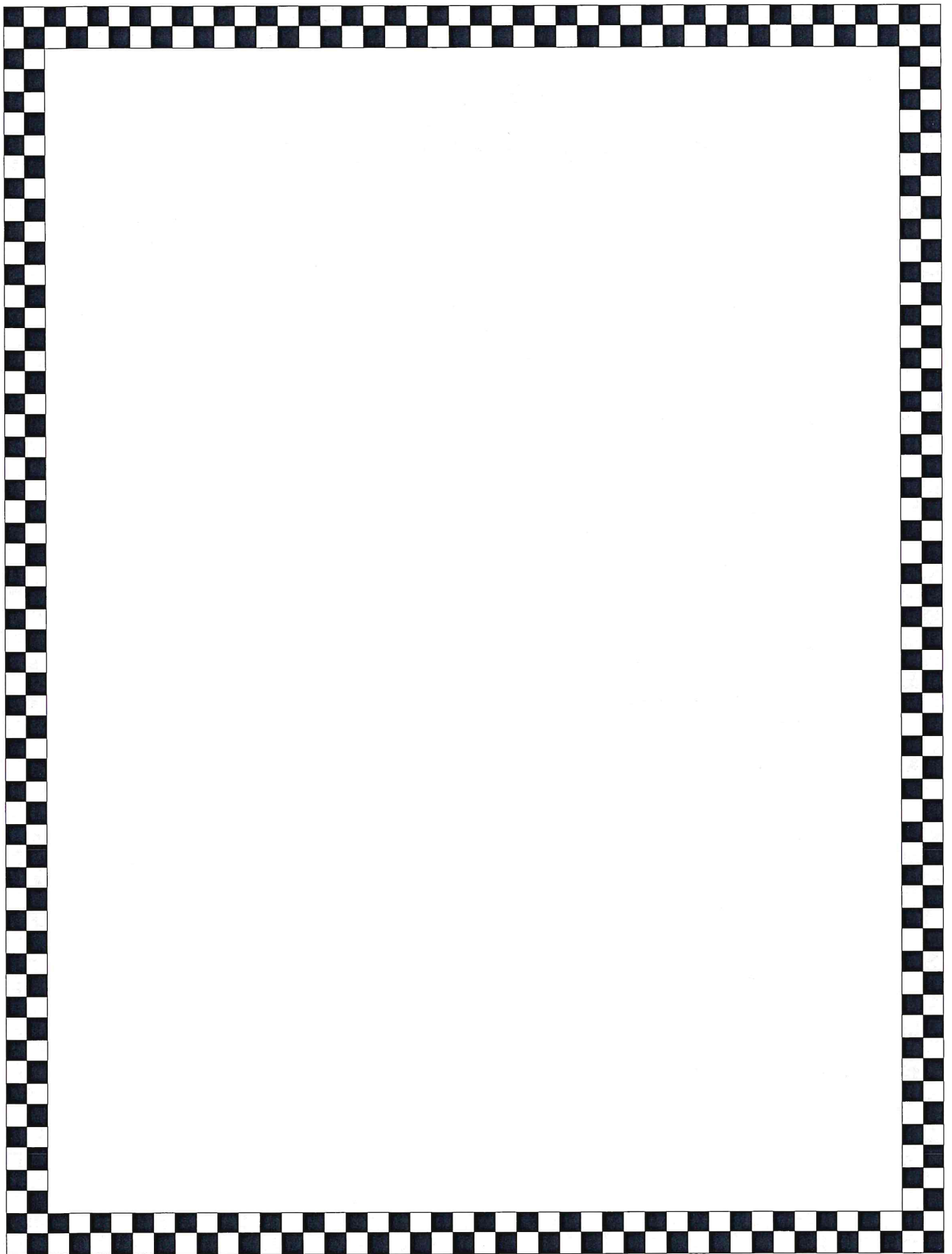
	PHONE	
	EMAIL	
	ADDRESS	

Parent/Guardian Signature _____

Date _____

Parent/Guardian Signature _____

Date _____



ROCKY MOUNTAIN DEVELOPMENT COUNCIL, INC. (Rocky)
HEAD START
PHOTO RELEASE

I authorize Rocky Head Start to use my child's photograph to further their mission of providing human and social services that promote self-sufficiency and quality of life for individuals and families.

I understand that my child's photograph may be used in a variety of promotional materials, including but not limited to: Rocky's website, social media accounts, advertisements, posters, newsletters, reports and other digital and print communications. The main purpose of the photographs is to showcase the activities and experiences our Rocky Head Start students and families have as part of the program. Photographs will never be used for commercial purposes.

I agree to allow Rocky Head Start to photograph my child.

I **DO NOT** agree to allow Rocky Head Start to photograph my child.

Child's Name: _____
(Please print.)

Parent(s) / Guardian(s) Name: _____
(Please print.)

Address: _____

Telephone: _____

Email: _____

Parent/Guardian Signature _____

Date _____

Parent/Guardian Signature _____

Date _____

Please note: the contact information you provide will NOT be used in any way other than to contact you regarding the use of photographs. All information is confidential and will not be shared with any outside party or organization.

