

OVEC

Head Start

Early Head Start



**Bullitt, Eminence, Gallatin, Henry,
Jefferson, Oldham, Owen, Shelby,
Spencer and Trimble Sites
PLUS our EHS-CCP sites**

Revised April 2023

Unity

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind
And they fashioned it with care.

One was a teacher-- the tools he used
Were books, music and art
The other, a parent, worked with a guiding hand,
And a gentle, loving heart.

Day after day, the teacher toiled and touch
That was careful, deft and sure.
While the parent labored by his side
And polished and smoothed it o'er

And when at last, their task was done.
They were proud of what they had wrought.
For the things they had molded into the child
Could neither be sold nor bought.

And each agreed they would have failed
If each had worked alone.
For behind the parent stood the school
And behind the teacher, the home.

Author Unknown

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Vision, Mission, Beliefs

OVEC Vision:

Leading Educational Excellence!

OVEC Head Start Vision:

Advancing Early Childhood Education

OVEC Mission:

Provide professional learning, advocacy, and services that support, lead, and inspire.

OVEC Head Start Mission:

Provides families and children comprehensive services to ensure success.

OVEC Head Start Beliefs

Children have a right to

- be healthy
- receive quality instruction
- be school ready
- be respected

Families have a right to

- receive needed services
- community support
- be the primary educators
- receive support to break the cycle of poverty

Staff and Child Care Partners have a right to

- professional development including opportunities for advancement through professional learning and credentialing
- be empowered to become instructional leaders

Families, Children and staff have a right to

- become lifelong learners
- be held to personal accountability
- be in a safe environment
- be respected for their unique cultures and values

School Readiness

The Ohio Valley Educational Cooperative Head Start Program is committed to providing quality education services to the children and families it serves. This commitment includes establishing a foundation for children from as early as six (6) weeks and up to age five (5) that focuses on skills needed to be successful when entering school age programs. It also includes engaging families in this process so they have a solid understanding of what is needed for their children to be successful in school and how they can assist them in accomplishing this goal. This process is outlined in the School Readiness Plan.

The following strategies are included in the School Readiness Plan:

- ◆ Adoption of established goals for Early Head Start (EHS) and Head Start (HS) Programs based upon the Head Start Early Learning and Outcomes Framework: Ages Birth to Five
- ◆ Alignment of the established goals with the Kentucky Early Childhood Standards, KY CORE Academic Kindergarten Standards, and the Teaching Strategies Gold Curriculum Assessment Program
- ◆ Identification of data sources which will include child outcome goals, staff qualifications, program evaluations and family and community input
- ◆ Development of a Plan of Action for achieving these goals
- ◆ Establishment of a schedule to review data sources on a regular basis to aggregate and analyze results
- ◆ Examine data results for patterns of progress
- ◆ Develop a plan for program improvement



Kentucky Head Start

School Readiness Goals:

Approaches to Learning

- Approaches to Learning - Children will demonstrate flexibility, inventiveness, curiosity, motivation, persistence and engagement in learning.

Social and Emotional Development

- Children will develop and demonstrate positive interactions and a sense of belonging through relationships with adults and peers.
- Children will develop and demonstrate the ability to recognize and regulate emotions, attention, impulses, and behavior.
- Children will develop and demonstrate the ability to recognize the emotions of others and respond positively.

Language and Literacy

- Language Development - Children will be able to verbally/non-verbally express their wants and needs.
- Language Development - Children will engage in conversations, follow directions, and comprehend language.
- Literacy Knowledge and Skills - Children will be able to demonstrate age appropriate emergent literacy skills that lead to print knowledge and the awareness that print conveys meaning.
- English Language Development - Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.

Kentucky Head Start

School Readiness Goals:

Cognition

- Logic and reason - Children will find multiple solutions utilizing symbolic representation to questions, tasks, problems and challenges by using reasoning skills.
- Mathematics knowledge and skills - Children will use math in everyday routines to count, compare, relate, pattern and problem solve.
- Science knowledge and skills - Children will engage in exploring their environments through observations, manipulation, asking questions, making predictions and development hypotheses.

Perceptual, Motor, and Physical Development

- Children will demonstrate control, strength and coordination of large muscles.
- Children will demonstrate increasing control, strength and coordination of small muscles.
- Children and families will practice healthy and safe habits.
- Creative Arts Expression - Children will demonstrate an interest in and participate in a variety of visual arts, dance, music and dramatic experiences.



Classroom Curriculum



Dear Families,

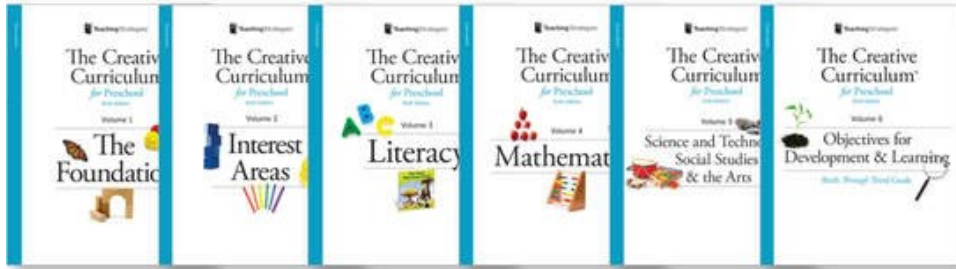
Our Head Start program uses The Creative Curriculum for Preschool, a comprehensive, research-based curriculum, which features exploration and discovery as a way of learning! This enables children to develop confidence, creativity, and lifelong critical-thinking skills. We've chosen this curriculum because it focuses on the skills and knowledge that are most important for helping your child be successful in school. Throughout the year, The Creative Curriculum for Preschool will help us plan learning experiences that are just right for your child, so that they can make progress at their own pace.

So how does this curriculum support your child's learning?

- It is based on 38 objectives for development that focus on areas for school success: social-emotional, cognitive, math, literacy, physical, language, social studies, science and technology, and the arts.
- These objectives are built in to every activity that happens in the classroom.
- In this curriculum, learning happens through studies. These are in-depth, project-based investigations that span several weeks. Throughout the study, children are encouraged to raise questions, find answers through exploring, experimenting, and investigating in a hands on way.

We look forward to sharing more information with you as the year continues. We are sure that with help of The Creative Curriculum for Preschool, this is going to be a great year!

Creative Curriculum For Infants, Toddlers and Two's



What is Creative Curriculum?

- ◆ Enhance learning through play!
- ◆ Creative Curriculum is a blueprint meant to enhance an educator's teaching style and develop a partnership with families, while implementing developmentally appropriate practice in the preschool.
- ◆ The Creative Curriculum encourages children to experiment, explore, and pursue their own interests.
- ◆ The environment is the curriculum's textbook.
- ◆ Room arrangement is used as a Teaching Strategy.



Teachers Have Ongoing Support and Training Through

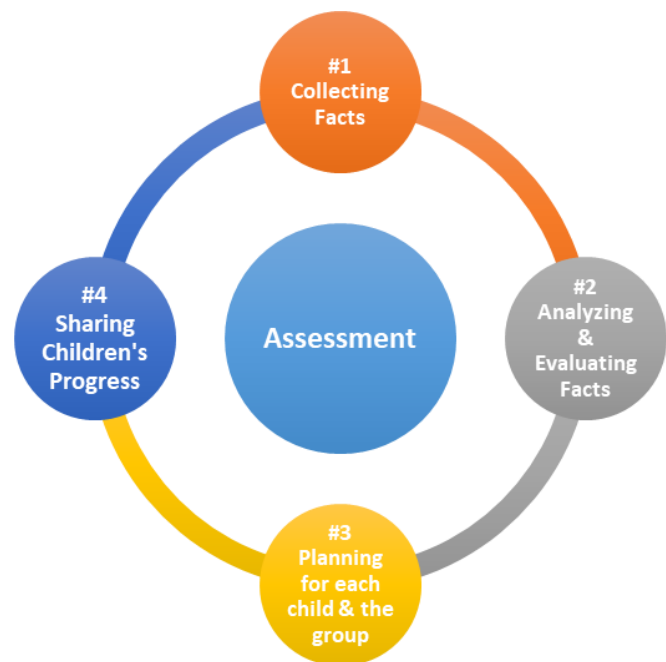
- ♦ Work Shops and Courses
- ♦ Study Groups and Mentoring

Assessments

- ♦ Teaching Strategies Gold- is an ongoing cycle called a Developmental Continuum Using
 1. Objective reports
 2. Classroom profiles
 3. Individual Progress and Planning forms
- ♦ Steps to Assessment
 1. Collecting Facts
 2. Analyzing and Evaluating Facts
 3. Planning for Each Child and the Group
 4. Reporting on Children's Progress

Goals and Objectives

- ♦ Social/Emotional Development
To learn about self and others
- ♦ Physical Development
To learn about moving
- ♦ Cognitive Development
To learn about the world
- ♦ Language Development
To learn about communicating

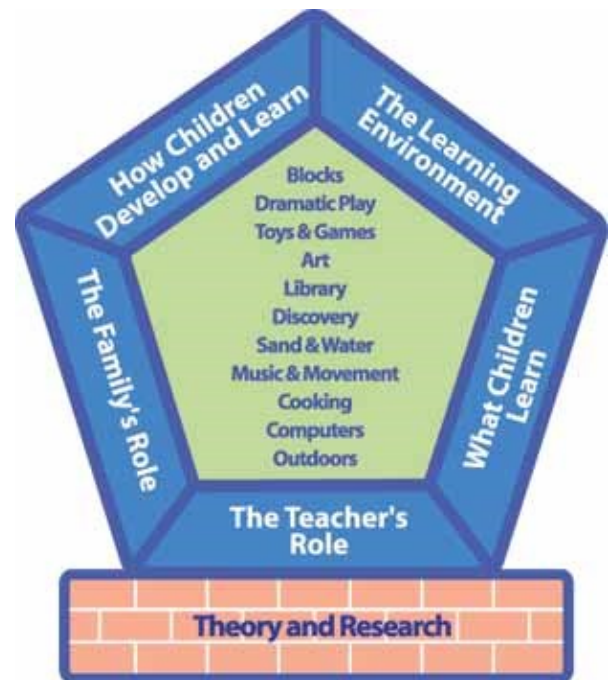


Creative Curriculum For Early Childhood



What is Creative Curriculum?

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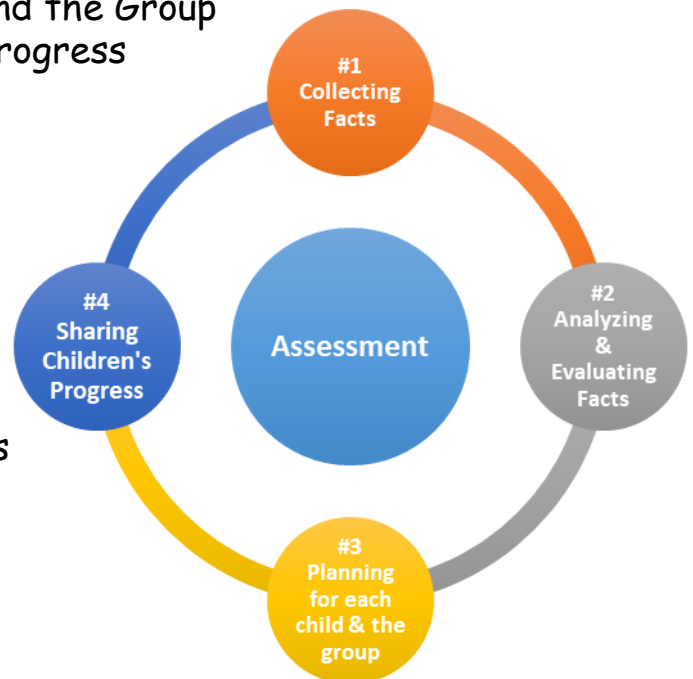


Teachers Have Ongoing Support and Training Through

- ♦ Work Shops and Courses
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- ♦ Teaching Strategies Gold- is an ongoing cycle called a Developmental Continuum Using
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 4. Reporting on Children's Progress



Goals and Objectives

- ♦ Social/Emotional Development
 - ♦ Sense of Self
 - ♦ Responsibility of Self and Others
 - ♦ Pro-Social Behavior
- ♦ Physical Development
 - ♦ Gross Motor
 - ♦ Fine Motor
- ♦ Cognitive Development
 - ♦ Learning and Problem Solving
 - ♦ Logical Thinking
 - ♦ Representation and Symbolic Thinking
- ♦ Language Development
 - ♦ Listening and Speaking
 - ♦ Reading and Writing

Child Protection Unit

Working together to keep kids safe from abuse.

Dear Families,

As you know, in Head Start we teach social emotional skills using the Conscious Discipline program. To help our classrooms be even more safe and supportive, we also use the Second Step Child Protection Unit. In these unit lessons, children will learn three types of skills:

- **Personal Safety:** Children will learn important safety rules, such as safety with guns, sharp tools, 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 will 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 unsafe situations, and being assertive to get out of unsafe situations.

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

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

Your child will bring home simple and 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.

If you have any questions about the Child Protection Unit, please contact your child's teacher or Family Advocate.

Thank you for helping us to make our school a safe and supportive place where everyone can learn.

Conscious Discipline

Letter from Dr. Becky Bailey

Dear Family,

Your child will soon be joining a new family—their school family. School Family is a term I use to describe the classroom environment in my program, Conscious Discipline. The school family does not and cannot replace the home family, but it can, in partnership with you, help create the best possible learning environment for your child.

Each child enters school with three important questions.

- ◇ Am I safe?
- ◇ Am I loved?
- ◇ What Can I learn?

Conscious Discipline, a comprehensive classroom management and social emotional program, creates learning environments where children know “Yes, I am safe. Yes, I am loved.” From this foundation of safety and caring, children will begin learning how to solve conflicts, manage their emotions, and take responsibility for their actions.

Imagine your child instead of throwing a fit because the world did not go his or her way, taking a deep breath and saying “I can handle this.” Imagine your child, when pushed by others being able to say, “I don’t like it when you push me, please walk around,” instead of pushing back. These life skills are the focus of Conscious Discipline where conflict becomes an opportunity to teach social and emotional skills instead of a power struggle that ends in punishment.

Each morning, your child will transform from being a son or daughter to being a student or classmate. The adults in the school will transition to being teachers and administrators. You will Transition from being a parent to a worker or homemaker. These transitions are big shifts for everyone. To help with this transition, your child will start the day with Conscious Discipline strategies that support kindness, helpfulness, calmness, self regulation, problem solving, and social emotional learning.

Teachers will support the children through the following four activities to help prepare them for optimal learning:

- Uniting activities are designed for everyone to do together to help develop a sense of belonging and community. At ECDC these occur during large and small group activities.
- Disengaging stress activities teach children how to calm themselves when they are upset including

calming strategies.

- Connecting activities provide opportunities for children to interact with each other, which builds healthy friendships, increases attention span, and fosters cooperation.
- Commitments to keep ourselves and our classroom kids, helpful, safe, and to take responsibility for our actions.

Don’t be surprised when in the coming weeks you hear your child say “Be a S.T.A.R.” if you are upset. S.T.A.R. means Smile, Take a deep breath, And Relax. You may also find your child wishing people well when they are sick or going through tough times. S.T.A.R. and wishing well are foundational components for the kindness, helpfulness, and ability to manage upsets that are the heart of Conscious Discipline.

I encourage you as a parent, to learn more about Conscious Discipline. In our most stressed moments, we often find ourselves looking for helpful strategies for our children, our families, and ourselves. Conscious Discipline is a beneficial approach that is helpful to teachers, parents, and children. I hope you have the opportunity to explore Conscious Discipline further and I am both excited and honored to welcome you as part of our school family.

From my heart to your heart, I wish you well.

Becky Bailey, Ph.D. & ECDC teachers/program staff

Resources:

<https://consciousdiscipline.com/about/parents/>

Book: “Easy to Love, Difficult to Discipline: 7 Basic Skills to Turn Conflict into Cooperation” By Becky Bailey, Ph.D.

Program Services

Although the OVEC program has been a team player in the surrounding communities for many years, we continue to collaborate with community service providers in order to better meet the needs of its families and to comply with provisions of the **2016 Head Start Program Performance Standards**. OVEC has collaborative agreements with Local Educational Agencies (LEA's), the Department for Children and Families, the county Health Departments, First Steps, mental health specialists, nutrition specialists, private physicians and dentists, and a host of others to provide seamless, efficient services to children and families.

Each Head Start and Early Head Start center must be licensed through the state of Kentucky's **Division of Childcare Licensing** and meets or exceeds the minimum requirements, as well as, the minimum square footage of the indoor and outdoor space. All facilities are handicapped accessible. All facilities are smoke-free. Pesticides and herbicides are not used during operating classroom hours. Head Start and Early Head Start outdoor enclosed playground areas are designed and equipped for the age of the children served. Evaluation tools such as the **ECERS** (Early Childhood Environmental Rating Scale) or **ITERS** (Infant Toddler Environmental Rating Scale) are used to ensure an appropriate classroom environment and maintenance of a Quality Rating score as all OVEC classrooms participate in the Kentucky State Star Rating System (**All STARS**). **No type of Physical Punishment will be used in the program.** We help children learn to develop self control and how to handle problems with others. Spanking, shoving, pulling, slapping and jerking teach children to solve problems by hurting others.

Curriculum materials are available for review.

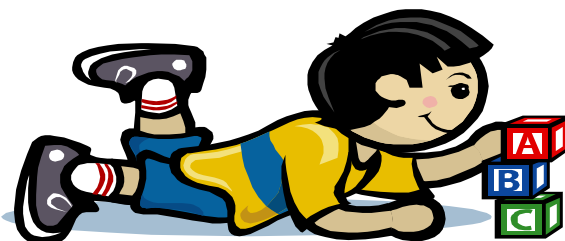
- 1) Creative Curriculum
- 2) Conscious Discipline
- 3) Second Steps Child Protection Unit

All program record keeping, both management and service delivery, is organized and maintained according to the categories defined in the **2016 Head Start Program Performance Standards**. In order to maximize Head Start funds, the Program Services Coordinator and school systems respectively seek and obtain **USDA** reimbursement as the primary source of payment for children's nutrition.



Program Services

Early Childhood Development & Health



Education
Learning Activities
and Experiences

Disability
Service for children
with special needs

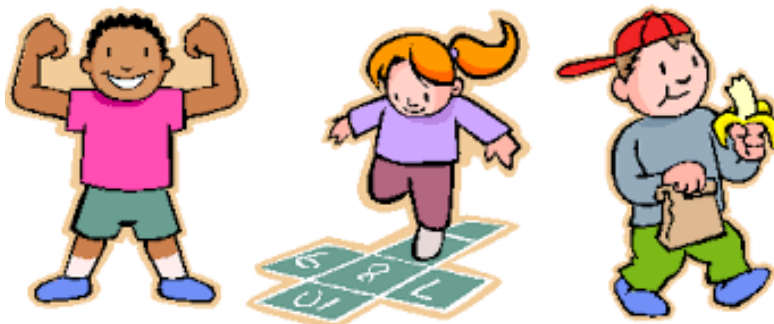
Mental Health
Contracted
Professionals

Nutrition
A balanced diet for
breakfast, lunch, or snack

Health
Medical and
Dental Care

Family and Community Partnerships

Opportunities For Families
Training, volunteering, participating in community
events and meeting community needs



Early Childhood Development & Health Services

Our programs provide educational activities which help your child develop socially, intellectually, physically and emotionally in a manner appropriate to their age and stage of development. Each child's needs are looked at and activities are planned that will meet their needs. The parent is encouraged to be a part of the child's learning and development. The classroom settings will include a balance of various activities. Those include small/large group, indoor/outdoor activities, child/teacher led activities and active/quiet activities to promote overall growth and development.

How Do Children Learn

- ♥ Children learn through play
- ♥ Children learn by hands-on experiences
- ♥ Children learn by feeling good about themselves
- ♥ Children learn by repetition
- ♥ Children learn gradually

Program Options

Early Head Start (EHS): Children ages 0-2 will attend daily during the center's designated 6 hour block for EHS services. Services are provided at no charge to family.

Early Head Start Full Day/Full Year (EHS FDFY): Children ages 0-2 will attend class 5 days a week year round. There is a fee for FDFY services.

Head Start (HS): 3-year-old children will attend daily during the center's designated 6 hour block for HS services during the regular school year (August—May). Services are provided at no charge to family.

Head Start School Day/School Year (HS SDSY): 3-year-old children will attend class 4 days a week during the regular school year (August—May). Services are provided at no charge to family.

Head Start Full Day/Full Year (HS FDFY): 3-year-old children will attend class 5 days a week year round. There is a fee for FDFY services.

*Program options offered are based on community need and grant requirements. All program options are NOT available at every center. Please speak with Family Advocate regarding available program options at your desired center.

**All centers have their own calendars which are distributed at parent orientation and are additionally posted at each center.

Health

Secure Health Fax: 502-647-0175

One of our main goals is to see that each and every child is healthy and ready for school now and into the future. Head Start works in partnership with parents and health care providers to ensure that each child has a **medical and dental home**, receives the recommended exams and screenings and receives the follow up care needed. If screenings are completed by EHS/HS staff, written parent permission will be obtained at parent orientation. The results of these screenings will be shared with the parent or guardian. These screenings may include:

- Vision and Hearing Screenings
- Blood Pressure (children over 3 years old)
- Growth Assessments (Height & Weight)

Other exams to be completed by a Health Care Professional:

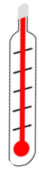
- Dental Exams (children over 1 yr old and yearly)
- Vision Exams (by January 1st of the school year for 3 yr olds)
- Physicals
- Well Baby Exams

-**Current immunization certificate** must be on file in each child's record.

-**Parents MUST** provide a medical statement from their doctor, if the child has a **diagnosed medical condition or illness** that might place restrictions or limitations on their activity and/or requires medication. An individual health care plan will be developed with the parent, staff, and physician to address identified health concerns such as asthma, seizures, allergies, etc.

-Special diets **require** that a recognized medical authority or physician complete the OVEC Parent Permission for Special Dietary Needs form to comply with USDA requirements.

-Request for Special Needs such as formula or diapers other than what OVEC Head Start/Early Head Start normally provides for ALL children needs to be accompanied by a physician's note stating the **medical** necessity for such request, i.e. allergy.



Illness



When a child becomes ill but does not require immediate medical help, a determination must be made regarding whether the child should be sent home (i.e., should be temporarily “excluded” from child care). Most illnesses do not require exclusion. The caregiver/teacher should determine if the illness:

- a) Prevents the child from participating comfortably in activities;
- b) Results in a need for care that is greater than the staff can provide without compromising the health and safety of other children;
- c) Poses a risk of spread of harmful diseases to others.

Illnesses that may be considered for exclusion include:

- Vomiting and Diarrhea
- Potentially contagious skin conditions
- Fever which will be assessed based on child's age, behavior and other signs/symptoms.

A child should be free of these symptoms for 24 hours before returning to the center. Upon being diagnosed with a medical condition, or illness, a note to return to childcare may be requested. This will ensure that staff are able to care for your child and follow the advice of the child's primary care doctor. If an antibiotic is prescribed, the child should have 24 hours of the medication before returning to the center. **.It is always best practice to obtain a note from your child's provider noting when the child can return and stating any restrictions.**

Rationale: Excluding children with mild illnesses is unlikely to reduce the spread of most infectious agents (germs) caused by bacteria, viruses, parasites and fungi. Most infections are spread by children who do not have symptoms. They spread the infectious agent (germs) before or after their illnesses and without evidence of symptoms. Exposure to frequent mild infections helps the child's immune system develop in a healthy way. As a child gets older s/he develops immunity to common infectious agents and will become ill less often. Since exclusion is unlikely to reduce the spread of disease, the most important reason for exclusion is the ability of the child to participate in activities and the staff to care for the child.

- *Caring for Our Children: National Health and Safety Performance Standards*



Medication



-Medication should be given at home when possible. However, if medication is needed to be given at school, the following procedures below **must** be followed.

-All medications including all over-the-counter medications (lip balm and diaper ointment) must have a signed notice from a doctor. There must also be a signed authorization form from the parent that includes:

- 1) Date
- 2) School Site
- 3) Name of Child
- 4) Dosage
- 5) Release from Liability
- 6) Parent's Phone #s (home/cell/work)
- 7) Name/Address/Phone Number of Physician
- 8) Type of Medication
- 9) Time of day of Dose
- 10) Reason for medication to be given
- 11) Possible reaction or side effects

***All medication must be brought to school in the original container with the prescription label attached.** Parents must give the medications to the teachers. **Do Not** send in backpacks or place in diaper bags.

***Medication will NOT** be administered without the written consent of the child's parent or legal guardian. Legal guardian as designated by the court system, not grandparent, aunt, uncle, or friend as designated by a parent. If a child requires medication and the parent failed to provide written consent, the parent will have the option to come to the center to administer the medication themselves and/or take the child home to administer the medication. *Failure to provide for the child's medical needs will be reported to the Cabinet for Health and Family Services as mandated by State Law KRS 600.020.*

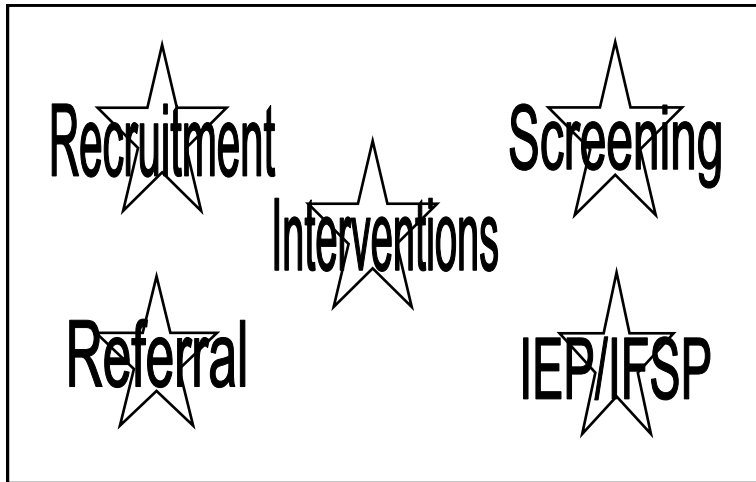
- Expired medications will be given to the parent in which to discard.

Sources:

1. Caring for Our Children; National Health and Safety Performance Standards
2. American Academy of Pediatrics; Managing Infectious Diseases in Child Care and Schools.
3. 922 KAR 2:120 Child—Child Care Center Health and Safety Standards Section 7 First Aid and Medicine.

Special Services/Disabilities

The HS/EHS Program offers services for children with special needs and their families. It is a five-step process involving:



If your **Head Start** child fails one of the developmental screenings, we will either monitor the child's progress or develop interventions to implement and monitor in the classroom. If the interventions are not successful, your child will be referred for an individual evaluation to see if they qualify for special services. If so, an Individual Education Plan (IEP) will be developed for the child.



If your **Early Head Start** child fails a developmental screening, we will work with you to help you decide if a referral to First Steps is needed. The evaluation results will indicate if the child is eligible for special services, which means an Individual Family Service Plan (IFSP) will be developed.

Short-Term Exclusion and Admittance

- **Behavioral Issues**—Temporary exclusion of a child for a short-term period can be done at the discretion of the Head Start program if it has been deemed that the child in care poses a significant risk of the health or safety of the child or anyone in contact with the child.

Kentucky Head Start

Parent, Family, and Community Engagement Outcome Goals:

Family Well-Being

- Parents and families are safe, healthy and have increased financial security.

Positive Parent-Child Relationships

- Beginning with transitions to parenthood, parents and families will develop warm relationships that nurture their child's learning and development.

Families as Lifelong Educators

- Parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in communities.

Families as Learners

- Parents and families will advance their own learning interests through 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's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other learning environments, and HS to kindergarten through elementary school.

Family Connections to Peers and Community

- Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

Families as Advocates and Leaders

- Parents and families participate in leadership development, decision-making, program policy development or in community and state organizing activities to improve children's development and learning experiences.

Family Partnerships/Family Involvement

The philosophy of our program is to serve the **WHOLE** child. In doing this we must also involve the entire family. Head Start/Early Head Start realizes that you as parents/guardians are the most important influence in your child's life. We want to build on your family strengths and support you as your child's primary educator. Some opportunities we want to share with you during this school year are included below:



Family and Community Partnerships



Families can identify their own individual family strengths as well as needs and learn how to meet those needs

Families build a strong feeling of pride and self-worth



Families become aware of community resources available to them



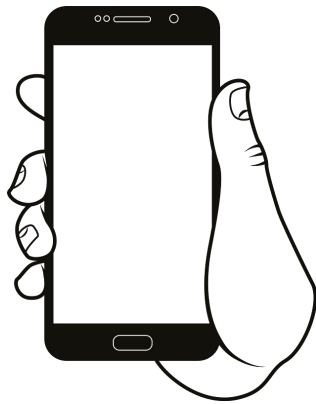
Families become active in the community



The Head Start/Early Head Start program supports the entire family as well as the child enrolled in the program. Within Family Partnerships is a social service component that provides support, referrals and assistance to families to become aware of community resources to enhance the condition and quality of their family life.

Communication

It is very important that you communicate any questions or concerns you may have regarding your child or events in the center. We cannot successfully care for your child throughout the day if we are unaware of things that may be occurring in his/her life. This includes anything from a restless night's sleep to a death in the family. If for some reason your child will not be attending on a given day, please call the center to let us know. Again, this is a great way to help us help your child!



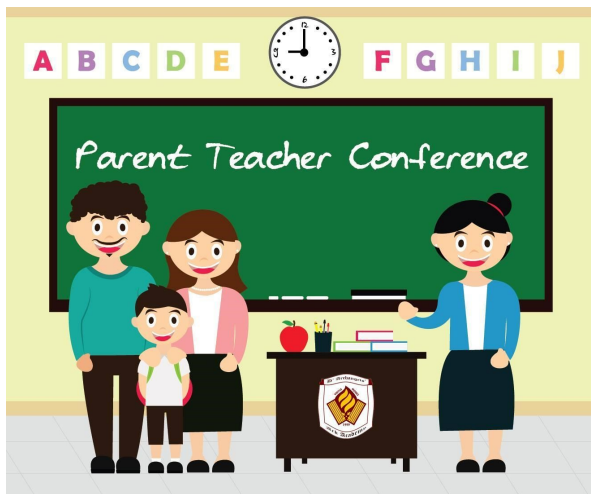
Parents May Expect

- Cheerful greetings from classroom staff on a daily basis
- An attentive ear to specific concerns and instructions
- Appointments with teachers at a convenient time to discuss issues concerning your child
- Home Visits and Parent Teacher Conferences
- Individual notes and newsletters sent home periodically
- Daily experience sheet completed by classroom staff (infants & toddlers only). These must be started each morning by parents when the child is dropped off.
- Bulletin board located at each center with information
- Home School Activities
- Open door policy. You are welcome to visit anytime.

Educational Home Visits and Conferences

Two (2) home visits will be scheduled throughout the year to work on activities and discuss your child's progress. The **required** home visits are designed to support parents in using the home environment for additional learning activities and supplement the individual work of each child.

Two (2) Conferences will be held as well. This is a good time for parents and teachers to set individual goals for your child and a time for you to share ideas for classroom curriculum.



Information for Parents

A **family resource area** is located in each center. A variety of information is posted for your benefit. Your Family Advocate can assist you as well.

Community and Parent Comments/Grievances

The "Community and Parent Comment Form" is available at each Head Start/Early Head Start classroom and office site. Field staff can provide you with a form if needed. This form was developed to provide a process for HS/EHS parents and the community to express concerns about the program. This form should be completed **ONLY** if efforts have been exhausted at the local level to resolve conflicts and concerns. The OVEC Head Start/Early Head Starts program promotes two-way communication between staff and parents and encourages input in all areas of the program. Please feel free to discuss your concerns with program staff anytime.



EMERGENCY INFORMATION



It is very important that you keep us updated on any changes in your child's emergency information. This includes changes of address, phone numbers, emergency contacts, or bus changes. In the event of an emergency involving your child, it is of the **UTMOST** importance that we have the most up-to-date contact information for your child.

Fire, Earthquake, Tornado & Intruder Drills are conducted in compliance with Kentucky Childcare Regulations

In case of evacuation from the center, contact the local police department. Regular fire, earthquake, and tornado drills are conducted. Please review your child's classroom's emergency evacuation drills for specific evaluation plans and locations should the classroom be relocated. **A letter will be sent home at the beginning of the year with parent instructions in the event of an emergency.**



Bad Weather Days

If there is bad weather, Head Start SDSY will follow the public school policy. Announcements about closing Head Start/Early Head Start 6-hour and FDFY classrooms due to bad weather will be made by local media sources.

What to Bring to School

- A complete change of clothes (shirt, pants, socks, and underwear.)
 - More than one outfit would be greatly appreciated, it should be labeled with your child's name and be appropriate to the current season.
- Backpack or bag to carry items to and from HS/EHS.
- Jacket and gloves as needed.

What NOT to Bring to School

- Toys (unless the teacher has requested a special item).
- Food
- Live animals

Naps/Sleeping

Center-based programs that operate more than five (5) hours will provide nap time. All children's shoes and restrictive clothing shall be removed for rest/sleep periods. Nap time will be after lunch every day. Children will have a blanket and a cot to rest on. To reduce the risk of Sudden Death Syndrome (SIDS), all infants will be put to sleep on their backs.



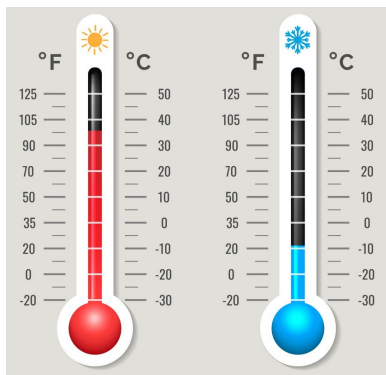
Outdoor Play

Caring For Our Children National Childcare Standard 2.009
Playing Outdoors: Children shall play outdoors daily when weather and air quality conditions do not pose a significant health risk. Outdoor play for infants may include riding in a carriage or stroller; however, infants shall be offered opportunities for gross motor play outdoors, as well.

Weather that poses a significant health risk shall include wind chill at or below 15 degrees F and heat index as or above 90 degrees F, as identified by the National Weather Service. Air quality conditions that pose a significant health risk shall be identified by announcements from local health authorities or through ozone (smog) alerts. Such air quality conditions shall require that children remain indoors where air conditioners ventilate indoor air from the outdoors.

Children with respiratory health problems such as asthma shall not play outdoors when local health authorities announce that the air quality is approaching unhealthy levels.

In cold weather, children's clothing shall be layered and dry. Caregivers shall check children's extremities for maintenance of normal color and warmth as least every 15 minutes when children are outdoors in cold weather.



General Information

Accidents

In the event that your child is involved in an accident while in the center's care, you will be notified. **It is the parent's responsibility to notify the center of any changes in emergency contact information.** EMS will be contacted for injuries or illness that may require medical attention. Hospital of choice must be provided at orientation.

Stroller Rides/Nature Walks

Your teacher may plan stroller rides/nature walks during the year as weather permits. These activities will be a good way for your child to see and learn about the world around them.

Meals

Meals and snacks are planned in consultation with a registered nutritionist and meet all federal nutrition standards. Infants and toddlers will be fed on demand. Formula is provided by the program. Only food purchased from approved vendors will be served to the children and families of Early Head Start and Head Start. No outside food or drink is permitted, including pre-packaged or homemade items. Mealtime is designed to be a pleasant social experience shared by children and adults. Self-help skills such as pouring, serving, and cleaning up are encouraged.

CHILD ABUSE

Kentucky State Law requires everyone to report any case of suspected child abuse or neglect to the Department of Social Services. As Early Childhood Professionals, we are mandated reporters of Child Abuse and Neglect, and have to report any suspicion of Child Abuse or Neglect.

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

School success goes hand in hand with good attendance!

DID YOU KNOW?

Attending school regularly helps children feel better about school—and themselves. Start building this habit in Early Head Start so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.

Children are to be at the center every day unless they are sick. If your child will arrive late or will be absent, please call your child's center prior to 8:30 a.m. Any child who has irregular or sporadic attendance/tardiness will be contacted by the Family Advocate to help work out a solution to the problem. **It is important for your child to be at the center by the designated class start time** so that your child will be included in the school meal count. If your child arrives later, they may not receive a school lunch meal. Also many educational activities are planned in the morning hours and we don't want your child to miss out.

Consult your Family Advocate if you are unsure of your child's classroom start time.



Transportation

Transportation may be provided to some Head Start School Day School Year (HS SDSY) classrooms by the local school district. You will be responsible to see that your child obeys the school district bus rules. Children will be trained on bus evacuation by the school personnel. Please have your child ready 10 minutes before the assigned pick up time and walk them to the bus.

When your child returns, you or a designated adult must meet the bus to receive your child. We will not allow your child to get off the bus if there is no one there to greet them. If the child is returned to the center over 3 occurrences, CPS may be called.

Some centers require children under 50lbs. to wear safety harnesses. You will be required to have the harness on the child before the bus arrives. We will provide the harness and you will be responsible for the care of the harness and any replacement cost should the harness be lost or damaged. You will need to return the harness at the end of the school year.





**It is a STATE LAW that
an ADULT puts your child
ON and gets your child
OFF the bus.**

The regulations for transporting preschool children state:

- ◆ It shall be the responsibility of the parent, guardian or person authorized by the parents of a preschool child, to provide safe supervision to and from the bus stop and delivery to and receipt from the bus monitor. No 3 or 4 year old children shall be left unattended at the time of delivery.
- ◆ The bus monitor shall be responsible to deliver/receive the child safely from the parent/guardian or authorized persons.
- ◆ "If the parent, guardian or person authorized by the parent to accept the child is not present upon delivery, the child shall be taken to a prearranged location or returned to school." The child will not be transported home again that day. If you fail to be at the bus stop three (3) or more times the preschool program has the right to no longer transport your child.
- ◆ Parents, guardians and authorized persons must be ready to show a picture ID when picking up a child at the bus stop.
- ◆ The designated contact must be 18 years of age or older and must have his/her name listed as a "Release to" person for that child with preschool/Head Start personnel
- ◆ Parents, guardians or authorized persons must be physically at the bus stop. Bus monitors are not permitted to walk children up to houses.
- ◆ Children must be picked up and returned to the same stop daily. If there is to be a change in the location, then it must be done in writing.
- ◆ If your child is absent three (3) or more days in a row, he/she will not be picked up until you have contacted the school to let them know when your child will be returning.

Pedestrian Safety

Parents will receive pedestrian training at orientation at the beginning of the school year. This training will go over safety practices about walking your child into the school, crossing streets, and bus rules for each school district. It is each parent's responsibility to have an adult accompany each preschool child while crossing the street. Other safety resources may be requested from your Family Advocate.

Car Seat Law



Kentucky State Police (kentuckystatepolice.org) state that **Rear-Facing Infant Seats** must be in the back seat from birth to at least one year old and at least 20 pounds.

Forward-Facing Toddler seats must be in the back seat from age one to about age four and 20 to 40 pounds. **Booster Seats** must be in the back seat from about age four and 40 pounds to at least age eight, unless 4'9".



Safety belts must be used at age eight or older, or taller than 4' 9". All children age 12 and under should ride in the back seat. If your child is not in a car seat, or properly restrained as listed above, OVEC is required by law to notify Child Protective Services and our local police authorities of noncompliance with this regulation. If a car seat is needed, please contact the Family Advocate and we will try to assist you in obtaining one. **Buckle Up!!** State laws mandate that children should always be seated and secured in car seats.



In-Kind

Head Start/Early Head Start receive monetary credit for volunteer time. Most often this is provided not in terms of monetary donations but rather through services rendered. Eighty percent of the HS/EHS budget comes from the Federal Government and twenty percent comes from the community. In order to continue receiving funding from the federal government, it is extremely important that the program have donations of volunteer hours. ***Anytime you donate with assistance in the classroom or on field trips, home visits, parent meetings, attending trainings, etc.*** this should be recorded on the In-Kind forms provided to you from staff and turned in to the teacher each month. **Thank you** in advance for your support.



BEEP, BEEP, BEEP...THIS IS AN ANNOUNCEMENT OF THE EMERGENCY ALERT SYSTEM.

Over the past few years, OVEC's In-Kind has reached a critical point. We continue to be unable to reach our in-kind match. It is possible that we will start to lose funding if this does not improve. We have taken an estimation of what is needed, divided it over the number of parents and determined the minimum amount of time and/or value of items we need each family to assist us with. If you think of this like "Habitat for Humanity", the government gives the money to provide the free service and they ask for your "sweat equity" to help give back. Please look at the chart below and commit to help us reach our goal.

Goal: \$500,000		
Number of Parents	Value of Donated Items or Community Professional Coming to Program.	OR
		Parent Volunteer Time
500	\$1,000.00	10 Hours Per Month

In-Kind

What is "In-Kind?"

'In Kind is another word for donations. This includes time, services, goods, and money.

Head Start is a federally funded grant program. As a requirement of the grant, Head Start is required to obtain a 25% local match from In-Kind contributions. If our match is not met, our program loses operating funding,

How can you help?

- Volunteer time at the center
- Volunteer time at parent events
- Complete learning activities and read with your child at home
- Donating center materials
- Play a game with your child
- Provide materials for use on a project
- Become a member of Head Start's Policy Council
- Attend parent meetings or events

We appreciate your time and efforts to help ensure a successful and completely funded program. Your generosity makes it possible for us to continue providing quality services to low-income children and their families. You can make a difference in the life of a child through your donations to Head Start.





Volunteering

We need volunteers everyday, whether it is in the classroom, at home, in the parent committees, Policy Council or Health Service Advisory Committee. We also want to encourage those who are not parents to volunteer. Please take a few minutes to review the opportunities below for volunteering.

1. **Regular Classroom Volunteer:** Works cooperatively with classroom staff on a consistent basis, becoming familiar with daily classroom activities and the Head Start/Early Head Start Philosophy.
2. **Classroom Volunteer:** Assist with particular activities.
3. **Home Volunteer:** Assist teaching staff by completing preparation work for art projects and other educational support. This is a great opportunity for working parents to participate. Assist Family Advocate staff by calling parents to remind them of various meetings and activities.
4. **Parent Committee:** All parents of enrolled children are automatically members of a parent committee. (See **page 42** for more info.)
5. **Policy Council:** A new Policy Council is formed each year. The council is made up of at least one parent representative from each parent committee and members from the community. The Policy Council meets regularly to approve program plans, budgets and to discuss program concerns. The Policy Council representatives will bring back any needed information to the parent group. (See **page 42** for more info.)

Notice: *You will be asked to complete a Youth Leader Check (background check) in order to participate in activities that are centered around the children. Please complete this as soon as possible as the return and approval process can take some time. This check is separate from what your local school system will complete.*

Guidelines for Volunteers

- Each regular volunteer must provide the program staff with a TB skin test certificate. *A regular volunteer would be any person that comes into the class daily or weekly.*
- Children who are not enrolled in Head Start/Early Head Start will not be allowed to attend regular classroom days. Please do not bring little brothers and sisters to the classroom.
- No spanking or corporal punishment of any kind is ever allowed in Head Start/Early Head Start. This includes your own child.
- Smoking is not allowed when you volunteer in the Head Start/Early Head Start program and are with the children. This includes classroom buildings, outdoors, playgrounds and field trips.
- Religion is not to be taught in Head Start/Early Head Start. This means no prayers, Bible stories or religious songs.
- Confidentiality is a must. As a parent volunteer, you should never make negative comments about children in their presence including your own. Likewise, you cannot discuss individual children's actions, behaviors, etc. with other parents on or off location.
- No child is to be left alone at any time.
- Volunteers must sign in/out on the classroom visitor log.

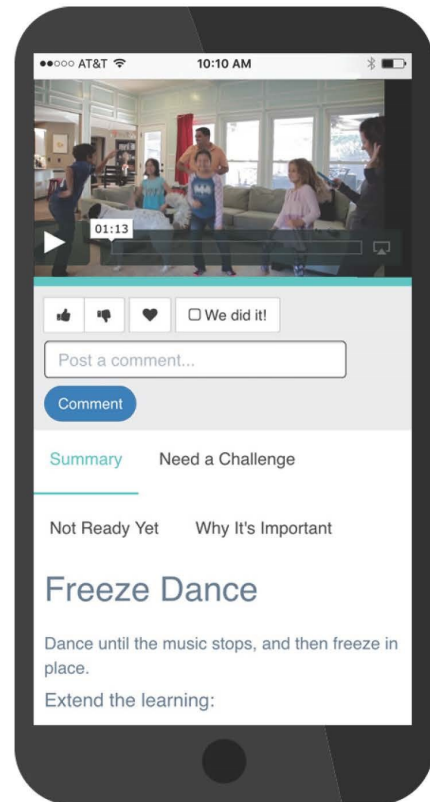


Hi Families,

This is an exciting year! We will be partnering with the educational resource ReadyRosie to share powerful games and expert videos that support you and your child in his/her learning. Through our partnership with ReadyRosie you will have free access to their learning website and app.

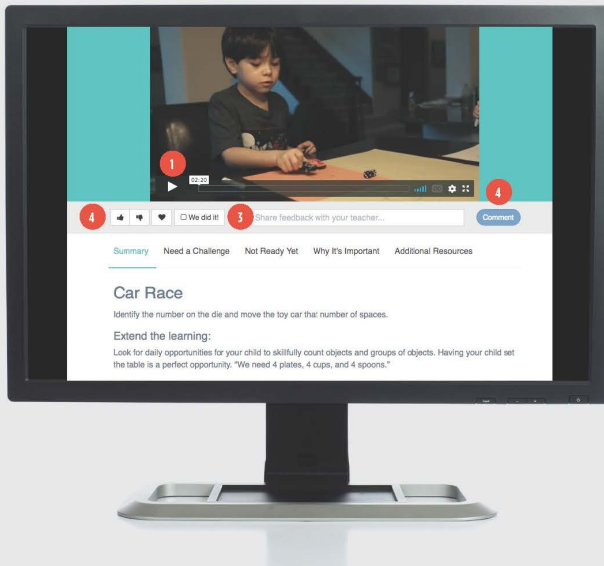
ReadyRosie is a simple tool to:

- Hear what we are doing in the classroom
- Discover activities and games you can play that relate to classroom learning
- Have more fun than ever with your child through meaningful interactions!



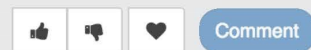
ReadyRosie

How It Works



After you accept the invitation, each week you will:

- 1 **Watch** the video
- 2 **Do** the activity with your child
- 3 **Click** the We did It button We did it!
- 4 **Comment** to share how the activity went (Example: Maria could identify the numbers 0 to 7, we'll keep working on the rest!)



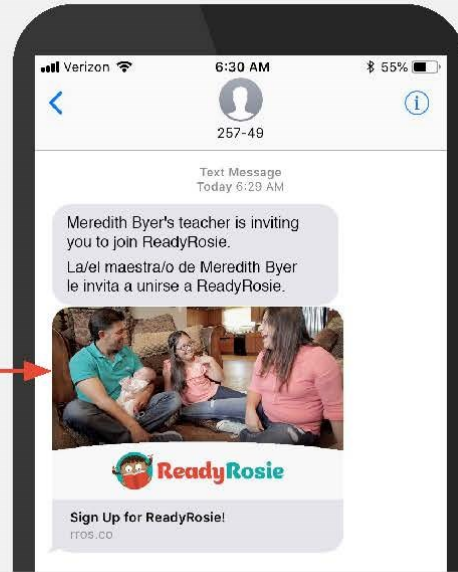


Accept Your ReadyRosie Invitation Today!

Keep an Eye Out!

You will receive a text message that will say “[Your Child’s] teacher is inviting you to join ReadyRosie.”

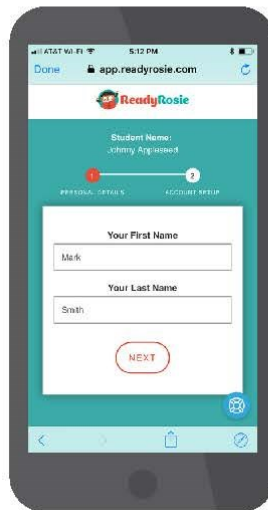
Tap Here Twice



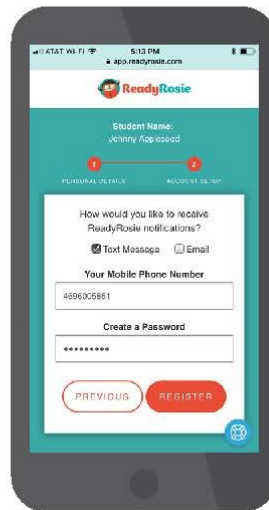
Registration Is Easy!



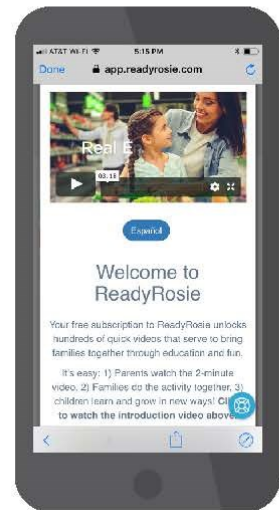
STEP ONE:
Choose Preferred Language



STEP TWO:
Enter Your First and Last Name



STEP THREE:
Choose How You Want to Receive Notifications:
Text / Email / Both
Enter Mobile Number and Create a Password



STEP FOUR:
You're In! You Will Now Receive Weekly Messages with Activity Ideas!

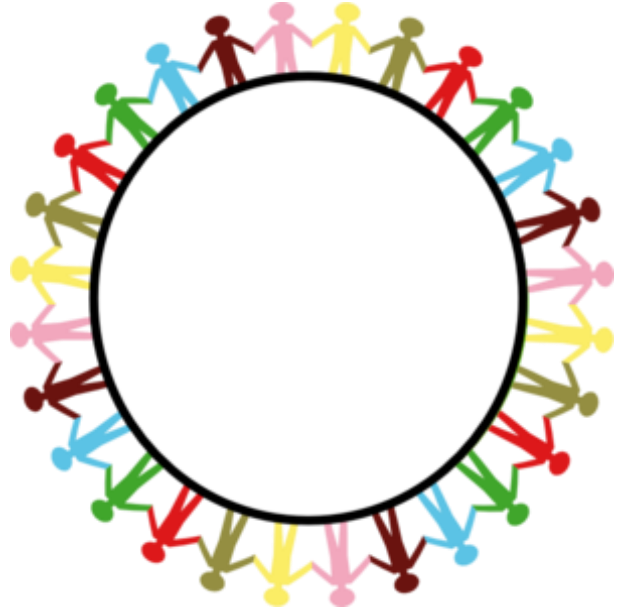
Having trouble getting registered?
Email: support@readyrosie.com, or ask your child's teacher for help.

Parent Committee

Congratulations! Now that your child is enrolled in Early Head Start, you are officially part of the Parent Committee at your site! Research suggests that children do better in school when their parents are involved. In addition, parents personally benefit from involvement as well.

Membership carries many privileges. You can:

- Advise staff in the development and implementation of local program policies, activities, and services;
- Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff; and
- Participate in the recruitment and screening of Head Start employees within established guidelines.



Policy Council

The purpose of the Policy Council is to support and guide the staff of Head Start and Early Head Start to make the program the best possible experience for children and families. Policy Council members will help to make decisions such as who is hired when a position becomes vacant, how to spend funds we receive to operate the program, and what changes need to be made to improve program services. With the help of Head Start and Early Head Staff, the policy council makes key decisions about program priorities. The meetings are held once a month.

At least 51% of the members are parents with children currently enrolled in the Head Start or Early Head Start program. Employees and their close relatives are not eligible to serve on the policy council.

Each member shall serve for one year at a time. No member may serve for more than five years in a row.

Mileage compensation at agency's rate will be paid to representatives driving their own vehicle, or Policy Council members can choose to In-Kind this amount back to the program.

What Can Parents Do? Hints From Other Parents



- ♦ **Read** aloud **DAILY** to children
- ♦ Sign up for **ReadyRosie** and participate.
- ♦ Attend **Parent Committee** meetings and invite others to attend
- ♦ Transport other parents to meetings
- ♦ Learn as much as possible about the program
- ♦ Explain the program to other parents and encourage their full participation
- ♦ Welcome teachers, family advocates and other staff into your home
- ♦ Serve on **Policy Council** and other committees, if chosen
- ♦ Notify staff of new children who move to your neighborhood
- ♦ Encourage other parents to come to the classroom
- ♦ Offer your services in whatever way will help the program
- ♦ Guide your child in a positive manner
- ♦ Offer constructive criticism of the program. Defend it against unfair criticism and share in evaluating it
- ♦ Take advantage of programs designed to increase knowledge about child development and skills
- ♦ Become involved in community programs which help to improve health, education and recreation for all
- ♦ Participate in the classroom as paid employees, volunteers or observers

Program Design & Management

The OVEC Head Start/Early Head Start Program provides services in ten counties: Bullitt, Franklin (EHS CCP only), Gallatin, Henry, Jefferson, Oldham, Owen, Shelby, Spencer and Trimble. A large number of qualified staff is employed to insure you and your child have a successful Head Start/Early Head Start experience. Your Central Office Staff are here to assist you at any time.

Shelbyville Office Phone: (502) 647-3533

Kim Fithian, Head Start/Early Head Start Director, Ext. 226— until 6/30/23

Dr. Erika Nygard, Head Start/Early Head Start Director, Ext. 226—starting 7/1/23

Mary Fleece, Executive Administrative Assistant, Ext 267

Kelsey Turley, Program Operations Manager, Ext 220

Donna Taylor, Education Manager, Ext. 230

Jennifer Goodlett, Health/Nutrition Services Manager, Ext. 214

Heather Hood, ERSEA Manager, Ext. 259

Jenny Benner, Child Care Program Operations Coordinator, Ext. 240

Michelle Breckinridge, Resource Supporter, Ext. 215

Kim Luna, Program Services Coordinator, Ext. 281

Debra Sierakowski, Program Services Coordinator, Ext. 263

Enrollment & Attendance Team

Patty Wireman, ERSEA Specialist, Ext. 260

Carla Robinson, Jefferson ERSEA Specialist, 502-883-0713

Shronda Powers, ERSEA Attendance Clerk, 502-883-0705

Deanna New, Data Coordinator, Ext. 252

Application/Attendance Hotline (Can receive texts) —270-344-5096

Application/Attendance Email —ersea@ovec.org

Health Team

Sarah Adams, Health Specialist, Ext. 225

Cindy Monroe, Health Specialist, 502-727-2702

SECURE FAX LINE for Health Documents—502-647-0175

Program Design & Management

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Shelbyville Office Phone: (502) 647-3533

Education Team

Tia Smith, Preschool Disability Consultant, Ext. 258

Cyndi Staples, Disability Consultant, Ext. 268

Ashley Wild, Jefferson Disabilities Consultant, 502-883-0710

Samantha Behmke, Behavioral Intervention Specialist, Ext. 276

Gabrielle Kemper, Behavioral Intervention Specialist, Ext. 254

Rachel Deckard, Behavioral Intervention Specialist, 502-883-0714

Jude Peckinpugh, Behavior Intervention Specialist, 502-883-0716

Kim Fogg, EHS Child Development Specialist, Ext 264

Kasey Goss, EHS Child Development Specialist, Ext 278

Nikki Oliver, HS Child Development Specialist, Ext 227

Angela Rice, HS Child Development Specialist, Ext 257

Local Area Managers

Anna Burton—Bullitt County Sites

Trisha Naiko—Shelby and Spencer County Sites

Jessica Wolf—Henry, Oldham and Trimble County Sites, Eminence Sites

Laura Marksberry—Gallatin and Owen County Sites

Carey Starr—Jefferson County—Newburg Site

Alicia Raymer—Jefferson County—Fairdale and PRP Sites

Vacant—Jefferson County—Russell and Smoketown Sites

Extended Child Care Information- HS FDFY and EHS FDFY Program Options

In several counties, Head Start/Early Head Start provides quality, affordable extended child care services for eligible HS/EHS families who are employed, in a job training and/or educational program. This program is operated in partnership with parents, the state child care subsidy program and other agencies including local school districts and child care programs. Priority for enrollment in our HS FDFY and EHS FDFY programs are given to those families who are employed full-time for 25 or more hours per week, who are enrolled in an educational program such as middle/high school, college or technical school and/or who are participating in KTAP activities.

The following specific policies apply only to parents of children who are enrolled in HS/EHS Full Day/Full Year:

Eligibility

To be eligible for Full Day Full Year (FDFY) child care parents must be employed, a social service referral, in a job training program, educational program and/or participating in KTAP activities . *Program staff may verify employment or attendance at any time if there is any indication of change of status. **If it is determined that a HS/EHS parent is no longer eligible for extended child care, one of the following options will be implemented .***

- If your child has reduced attendance due to non-payment of fees your child will remain in the program and be allowed to attend during the center's designated 6 hour block for Head Start/Early Head Start services for 2 weeks. Extended period of time may be approved by Central Office depending on special circumstances (Please see next page).
- After initial 2 weeks of reduced attendance and if family is not current on payments, family will be offered option to transfer to another program option.
- If none of the program options meet the family's current needs, then the child will be dropped from the program.

Extended Child Care - FDFY Information

Parent Co-Pay Fees: Parents are encouraged to apply for the state child care assistance before they will be accepted. Only weekly fees will be charged. There will be no hourly, daily or part-day assessments of fees. Parents must sign the *OVEC Weekly Fee Agreement* prior to child(ren) entering the classroom. **Per the *OVEC Weekly Fee Agreement*, ALL fees for extended child care are due on Monday of the week you are seeking care.**

Transportation Policy: For children enrolled in HS/EHS FDFY extended child care, parents will be responsible for transporting children to and from the center. For security and safety, the center's drop-off and pick-up policies shall apply.

Center Schedule: The center will provide care for a maximum of 10 hours in accordance with the opening and closing times for each center. The center will be closed for the designated holidays, school breaks, and professional development days indicated on the center calendar. Parents are responsible for arranging for their own child care for these designated days.

Emergency Closings: If public schools are closed due to an emergency such as severe weather, power failure, etc., the full day/full year classrooms will be open regular hours if at all possible. Listen to your local news stations for the most up-to-date information. If a situation should arise that will affect the care of children, such as no electricity or water, the director will make a decision as to whether to close or open the center. Parents will be notified immediately.

Extended Child Care - FDFY Information

Special Circumstance Center Schedule

1. If your child is enrolled as a result of court ordered social services your child will be allowed to attend the center from 8:00 am - 4:00 pm.
2. For school age parents unable to work or parents whose employment is with a school system that is closed during the summer months, your child will be allowed to continue attending during the summer for center's designated 6-hour block of Head Start instruction, 5 days per week. This needs to be maintained in order to remain enrolled in the program. Not attending will result in being dropped from the program and a new application will have to be taken prior to re-enrollment. This allowance is for those whose circumstances listed above have caused a temporary loss of subsidy. Full time care will require payment for extended hours.
3. For children enrolled in EHS FDFY at one of our Childcare Partners, participation in the child care subsidy program is a requirement for income eligible families of that grant. If subsidy is lost, OVEC will temporarily allow child to continue in program until subsidy is reinstated or child's transfer to another EHS program option can be obtained. Waivers to subsidy for over income families **MUST** be approved by OVEC Head Start Central Office.

Eligibility for Early Head Start— Child Care Partnerships (EHS-CCP) Program

In several counties, the OVEC Early Head Start program is operated in partnership with parents, child care programs, Kentucky's Child Care Assistance Program (CCAP) and other agencies. Priority for enrollment in EHS-CCP is given to those families who are employed full-time for more than 25 or more hours per week, who are enrolled in an educational program such as middle/high school, college or technical school, are participating in KTAP activities **AND** are a child care assistance program (CCAP) participant. *Program staff may verify employment or attendance at any time if there is any indication of change of status.*

Ways Your Child Could Qualify for the Early Head Start—Child Care Partnership Program

- * Must have an infant or toddler that is younger than 3 years of age on or before August 1st.
AND
- * You are attending school OR, you are in job training AND/OR you are currently working.
AND
- * You must need full day full year (FDFY) care for your child.
AND
- * You receive child care subsidy (CCAP participant).

EHS-CCP Center Arrival and Departure

Center Morning Arrival

- ♦ Park in the designated parking lot
- ♦ Walk your child into their classroom
- ♦ Sign your child in on the sign-in/sign-out log
- ♦ Enter TadPoles information
 - ♦ *If your child will be absent, please enter your child's absence in TadPoles and a note explaining why they are absent.*

Center Afternoon Departure

- ♦ Park in the designated parking lot
- ♦ Check your child's cubby/baby bed drawer for soiled clothing, artwork, health notices, etc
- ♦ Give proper ID to staff—children can only be released to designated release persons on the contact list.
- ♦ Sign your child out on the sign-in/sign-out log
- ♦ Walk your child out of the building and safely to your car.

Children and Parent Rights

Pursuant to KRS 199.898 Rights for children in child-care programs and their parents, custodians, or guardians -- Posting and distribution requirements.

(1) All children receiving child-care services in a day-care center licensed pursuant to KRS 199.896, a family child-care home certified pursuant to KRS 199.8982, or from a provider or program receiving public funds shall have the following rights:

- (a) The right to be free from physical or mental abuse;
- (b) The right not to be subjected to abusive language or abusive punishment; and
- (c) The right to be in the care of adults who shall meet their health, safety, and developmental needs.

(2) Parents, custodians, or guardians of children specified in subsection (1) of this section shall have the following rights:

- (a) The right to have access to their children at all times the child is in care and access to the provider caring for their children during normal hours of provider operation and whenever the children are in the care of the provider;
- (b) The right to be provided with information about child-care regulatory standards, if applicable; where to direct questions about regulatory standards; and how to file a complaint;
- (c) The right to file a complaint against a child-care provider without any retribution against the parent, custodian, guardian, or child;
- (d) The right to obtain information from the cabinet regarding any type of licensure denial, suspension, or revocation of an operator, and cabinet reports that have found abuse or neglect by any child-care provider or any employee of a child care provider. Identifying information regarding children and their families shall remain confidential;
- (e) The right to obtain information from the cabinet regarding the inspections and plans of correction of the day-care center, the family child-care home, or the provider or program receiving public funds within the past year; and
- (f) The right to review and discuss with the provider any state reports and deficiencies revealed by such reports.

(3) The child-care provider who is licensed pursuant to KRS 199.896 or certified pursuant to KRS 199.8982 shall post these rights in a prominent place and shall provide a copy of these rights to the parent, custodian, or guardian of the child at the time of the child's enrollment in the program.

Effective: July 15, 1998

History: Amended 1998 Ky. Acts ch. 524, sec. 3, effective July 15, 1998. -- Created 1992 Ky. Acts ch. 57, sec. 1, effective July 14, 1992.

Rev. 05/2013

My Rights as a Head Start/Early Head Start Parent

- To take part in major policy decisions affecting the planning and the operation of the program.
- To help develop adult programs which will improve daily living for me and my family.
- To be welcomed in the classroom.
- To choose whether or not I participate without fear of endangering my child's right to be in the program.
- To be informed regularly about my child's progress in Head Start/Early Head Start.
- To always be treated with respect and dignity.
- To expect guidance for my child from Head Start/Early Head Start teachers and staff, which will help his/her total individual development.
- To be able to learn about the operation of the program, including the budget and the levels of education and experience required to fill various staff positions.
- To take part in planning and carrying out programs designed to increase my skills in areas of possible employment.
- To be informed about all community resources concerned with health, education and the improvement of family life.

Your Child's Records

Each child's records are considered confidential and will not be shared with anyone except in those specific instances where federal law allows such disclosure and/or where FERPA and IDEA guidelines apply. To share the information with any other person outside of Head Start and/or outside of the guidelines stated above always requires written consent from the child's parent or guardian. All children's records are kept under lock at your child's school. You have the right to inspect, review and correct, if necessary, educational records related to your child by making a request.

Disclosures without parental consent are allowable under the following circumstances according to federal law.

- (1) Officials within the program or acting for the program, such as contractors and sub recipients, if the official provides services for which the program would otherwise use employees, the program determines it is necessary for Head Start services, and the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement;
- (2) Officials within the program, acting for the program, or from a federal or state entity, in connection with an audit or evaluation of education or child development programs, or for enforcement of or compliance with federal legal requirements of the program; provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure, except when the disclosure is specifically authorized by federal law or by the responsible HHS official;
- (3) Officials within the program, acting for the program, or from a federal or state entity, to conduct a study to improve child and family outcomes, including improving the quality of programs, for, or on behalf of, the program, provided the program maintains oversight with respect to the use, further disclosure, and maintenance of child records, such as through a written agreement, including the destruction of the PII when no longer needed for the purpose of the disclosure;
- (4) Appropriate parties in order to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy, if the program determines that disclosing the PII from child records is

necessary to protect the health or safety of children or other persons;

(5) Comply with a judicial order or lawfully issued subpoena, provided the program makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless:

(i) A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed;

(ii) The disclosure is in compliance with an *ex parte* court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

(iii) A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the program is not required; or,

(iv) A program initiates legal action against a parent or a parent initiates legal action against a program, then a program may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.

(6) The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, if the results will be reported in an aggregate form that does not identify any individual: provided, that any data collected must be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary of Agriculture and any PII must be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements;

(7) A caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection, under state or tribal law, if the agency agrees in writing to protect PII, to use information from the child's case plan for specific purposes intended of addressing the child's needs, and to destroy information that is no longer needed for those purposes; and,

(8) Appropriate parties in order to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.

OVEC Nondiscrimination Statement

OVEC Head Start is an equal employment opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, gender, national origin, disability status, protected veteran status or any other characteristic protected by law.

USDA Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

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 responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or 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 discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) 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.

USDA is an equal opportunity provider, employer, and lender.

Children Learn What They Live

If a child lives with criticism,
 He learns to condemn
If a child lives with hostility,
 He learns to fight
If a child lives with ridicule,
 He learns to be shy
If a child lives with shame,
 He learns to feel guilty
If a child lives with tolerance,
 He learns to be patient
If a child lives with encouragement,
 He learns confidence
If a child lives with praise,
 He learns to appreciate
If a child lives with fairness,
 He learns justice
If a child lives with security,
 He learns to have faith
If a child lives with approval,
 He learns to like himself
If a child lives with acceptance and friendship,
 He learns to find love in the world

Author—Dorothy Law Nolte