

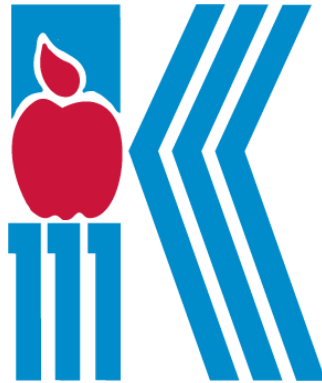
**KANKAKEE SCHOOL DISTRICT #111
HEAD START PROGRAM**

Proegler School

710 N Chicago Ave
Kankakee IL 60901

815-802-4954

Parent Handbook



2010-2011

IMPORTANT INFORMATION

Teacher: _____

Teacher Assistant: _____

Family Support Specialist: _____

Bus Number: _____

Class Hours: _____

Proegler Calendar 2010-2011

August

Monday 30th First day of classes

September

Monday 6th Labor Day – No School

Wednesday 15th Teacher Institute Day – No School

October

Monday 11th Columbus Day – No School

Wednesday 20th Teacher Institute Day – No School

Thursday 28th Parent/Teacher Conferences – No School

Friday 29th Parent/Teacher Conferences – No School

November

Thursday 11th Veteran's Day – No School

Wednesday 17th Teacher Institute Day – No School

Thursday 25th Thanksgiving Vacation – No School

Friday 26th Thanksgiving Vacation – No School

December

Wednesday 22nd Christmas Break – No School
through December 31, 2010

January

Friday 14th Teacher Institute Day – No School

Monday 17th M. L. King's Birthday – No School

Wednesday 26th Teacher Institute Day – No School

February

Monday 21st President's Day – No School

March

Monday 7th Casimir Pulaski Day – No School

Thursday 17th Parent/Teacher Conferences – No School

Friday 18th Parent/Teacher Conferences – No School

Monday 21st Spring Break – No School
through March 25th

April

Friday 22nd Good Friday – No School

May

Friday 27th Last Day of School

HEAD START LOCATIONS

Director: Rebecca McBroom
 Assistant Director for Curriculum & Instruction: Sherry Spencer
 Assistant Director for Health & Family Involvement: Sherlydine Dixon
 Assistant Director for Finance & Program Support: Kary Phelps

Proegler 710 N Chicago Ave, Kankakee IL 815-802-4954	
Teachers	
Annabelle Arellano	Julia Lane
Katherine Bean	Colleen Murphy
Valentina Bohner	Julie Shizas
Pamela Clark	Lisa Urban
Natalie Eltrevoog	Rebecca Tsirikos
Ashley Haley	
Veronica Irish	
Family Support Specialists	
Gloria Cobbs	Joyce Jones
Kennilyn Hickory	Mary Martinez
Francisca Howdeshell	

Limestone Elementary 963 N 5000 W Rd, Kankakee 815-936-4124 Principal: Michelle Chavers	
Teachers	
Anya Bauer	Kathy Jackson

Range Elementary 415 N Dixie Highway, Momence 815-472-4045 Principal: Mike Kelly	
Teachers	
Cynthia Smith	Bryce Farrell

Manteno Elementary School 555 Cook, Manteno 815-928-7200 Principal: Roger Schnitzler	
Teacher: Kim Knott	

Program Hours and Options:

Extended Day Programs

Extended Day is 8:00 a.m.-3:00 p.m. except where noted below. Program is designed for children of parents who are working full-time, are going to school, or by referral

Proegler School/Kankakee 710 N Chicago Avenue Kankakee, IL 60901 (815)802-4954 (815)936-3310 fax	Range Elementary/Momence 415 N Dixie Highway Momence, IL 60954 (815)472-4215 (815)472-3029 fax
Limestone Elementary/Herscher 963 N 5000 W Road Kankakee, IL 60901 (815)933-2243 9:00 a.m.-3:00 p.m. (815)936-4123 fax	Manteno Elementary School/Manteno 555 W Cook Street Manteno, IL 60950 (815)928-7200 (815)928-7299 fax Hours: 8:45-1:45

Half Day Program

Half Day is 8:00 a.m.-11:30 a.m. or 11:30 a.m.-3:00 p.m.

Proegler School/Kankakee
710 N Chicago Avenue
Kankakee, IL 60901
(815)802-4954
(815)936-3310 fax

Classroom Designs

1. Early Learning classrooms are designed for 3 and early 4 year olds. The Early Learning curriculum focuses on social and emotional development, motor skills, basic vocabulary and concept development.
2. High Five classrooms are designed for 4 and early 5 year olds. The High Five curriculum follows a letter of the week approach with monthly math and science units. Strong emphasis is placed on pre-reading skills, pre-writing, numeracy, vocabulary, and cognitive skills.

For more detailed information visit the following websites:

www.kankakeeschooldistrict.org

www.kankakeeschooldistrict.org/HeadStart

Philosophy

The Kankakee School District is totally committed to providing quality educational opportunities designed to meet the diverse academic, physical and social needs of all students. We strive to establish a supportive learning environment in which students acquire the knowledge and skills necessary for a productive life in the 21st Century, develop a healthy self-image and positive social behaviors, and appreciate ethnic and cultural differences. To achieve this purpose, teachers, assistants, family support specialists, administrators, the Policy Council, the Board of Education, parents and students must work together to build an educational program which matches community expectations and available resources with the responsibility for developing enthusiastic life-long learners capable of meeting and solving society's problems.

The Department of Health and Human Services provides grants to local public and private agencies to provide comprehensive child development services to children and families. Intended primarily for preschoolers from low-income families, Head Start's mission is to promote school readiness to enable each child to develop to his or her fullest potential. Head Start children also receive comprehensive health services, including immunizations, physical and dental exams and treatment, and nutritional services. Head Start programs are evaluated through on-site monitoring at least once every three years.

In the reauthorization language of Head Start, "Improving Head Start for School Readiness Act of 2007", Congress mandated that Head Start programs implement standards of learning in early literacy, language, and numeracy skills. These minimum standards of learning are the basis of academic goals for children enrolled in Head Start. The statement of purpose of the Head Start Act:

It is the purpose of this subchapter to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development –

- (1) in a learning environment that supports children's growth in language, literacy, mathematics, science, social and emotional functioning, creative art, physical skills, and approaches to learning; and
- (2) through the provision to low-income children and their families of health, educational, nutritional, social, and other services that are determined, based on family needs assessments, to be necessary.
 - (i) language knowledge and skills, including oral language and listening comprehension;
 - (ii) literacy knowledge and skills, including phonological awareness, print awareness, and skills, and alphabetic knowledge;
 - (iii) mathematics knowledge and skills;
 - (iv) science knowledge and skills;
 - (v) cognitive abilities related to academic achievement and child development;
 - (vi) approaches to learning related to child development and early learning;
 - (vii) social and emotional development related to early learning , school success, and social problem solving;
 - (viii) abilities in creative arts;
 - (ix) physical development;
 - (x) in the case of limited English proficient children, progress toward acquisition of the English language while making meaningful progress attaining the knowledge, skills, abilities, and development described in clauses (i) through (ix), including progress made through the use of culturally and linguistically appropriate instructional services.

Eligibility Criteria/Enrollment

Head Start is a federally funded program. Eligibility requirements are set by the Federal Government. To participate in our Head Start Program, a child must be at least three years by September 1st of the respective school year and the family must meet income guidelines set by the federal government. Children with diagnosed disabilities, including those that are severe and profound, and homeless children may be enrolled in the program regardless of income. Our goal is to serve the neediest children and families as determined by proper documentation and scored according to approved system.

Eligible children are allowed to remain in Head Start until kindergarten or first grade is available in the child's community, except that the Head Start program may choose not to enroll a child when there are compelling reasons for the child not to remain in Head Start, such as when there is a change in the child's family income and there is a child with greater need for Head Start services. Compelling reasons for a child not to be re-enrolled in Head Start may include but not be limited to: substantial increase in family income, and the number of needy children on the waiting list, parent refusal to comply with program regulations regarding transportation safety, child or other student safety issues, etc.

Eligibility Requirements

1. County Clerk birth certificate.
2. Verification of family income for the past thirty (30) days.

Entrance Requirements

1. Annual physical exam must include BMI, diabetes screening, height & weight (2010)
2. Up-to-date immunization record
3. Hematocrit or hemoglobin (at 9 months or later)
4. Lead screening (at 12 months or later)
5. TB test with results
6. Annual dental exam
7. Annual vision and hearing exam
8. Social Security card for parent and child
9. Medical card, if applicable

Attendance

Parents are expected to ensure their children are present every day the program is in session. Children need consistency in order to make the most gains from their Head Start experience. Federal guidelines strongly recommend that Head Start programs maintain an average daily attendance of eighty-five percent (85%).

To report absences, call your family support specialist early in the day. All absences must be determined as either excused or unexcused. Your family support specialist will discuss all absences with you. If a phone is not available, a note may be sent with your child when he/she returns to school explaining his/her absence. If the school is not notified of your child's absence, your family support specialist will call or make a home visit to discover the reason for absence.

Three consecutive days of an illness related absence (communicable disease) requires a doctor's release before the child may return to school.

Tardiness

It is the policy of the Head Start program to monitor chronic tardiness. We understand that there may be unexpected and unavoidable delays that cause a child to come to school after start time, but we expect these to be very rare and preceded by communication with your family support specialist. Chronic tardiness is defined as "three (3) incidents of late arrival to school during a thirty (30) day period."

Therefore, we will be monitoring tardy incidents along with daily attendance. You should be aware of the following procedural application of our policy:

- Students arriving **early** will not be accepted into any classroom. Early arrivals must be escorted into the building. Parent/guardian must stay with child until classes begin.
- Non-bus riders arriving ten (10) minutes or more late will be marked **tardy**.
- Non-bus riders arriving 15 minutes after start time will not be allowed to remain at school and their absence will be marked **“unexcused”**.
- Chronic tardiness may result in option changes, e.g. full day slots will be moved to a half day slot.
- Chronic tardiness for second year students may result in wait list placement.

Book Bag/Dress Code Policy

No book bags with wheels will be allowed on the bus or in school. If you are sending a book bag with your child, please make sure it is the appropriate size for him/her. Children are not allowed to wear flip flops or Heelys for safety reasons. Parents should refrain from sending children to school in inappropriate dress attire. Parents must check book bags before school to ensure inappropriate or dangerous items are not brought to school.

Building Security & Visiting the School

All school buildings have security measures in place for the safety of children and employees. Parents and visitors are asked to comply with whatever system is in place at the school you will enter. Generally, there is a sign-in requirement and some buildings will have video surveillance equipment. Visits to your child’s classroom are welcome, but we ask that you sign in at the front desk upon arrival and sign out upon departure. Any staff member may request identification from any person on school grounds or in school building; refusal to provide such information is a criminal act. The Director or designee shall seek the immediate removal of any person who: (1) refuses to provide requested information (2) interferes with, disrupts, or threatens to disrupt any school activity or learning environment, (3) or engages in an activity in violation of School Board policy number 8:30, Conduct on School Property.

Video Surveillance

The Kankakee School Board authorizes the use of video cameras on district property to ensure the safety of all staff, students, and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the Superintendent.

Students or staff in violation of Board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement agencies.

Convicted Child Sex Offender

State law prohibits a child sex offender from being present in any school building, on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his/her child academically or socially, (ii)

participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school, or

2. Has permission to be present from the School Board, Superintendent or Superintendent’s designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender’s upcoming visit to the Building Principal.

A child sex offender must complete a *School Visit Request* in order to lawfully visit school property. This form must be completed for each visit to school property.

Weapons

There is zero tolerance for any weapon found at school (including toys, knives, etc.). Check your child’s book bag before he/she leaves for school.

Criminal Background Check

Criminal background checks are required if you plan to volunteer on a weekly basis. Please contact your family support specialist promptly to begin this process. All parents must receive volunteer training at orientation.

Tips for Volunteering

Classroom Volunteer Do’s	Classroom Volunteer Don’ts
<ol style="list-style-type: none"> 1. Do...ask the teacher questions and take initiative. 2. Do...participate actively in the classroom activities. 3. Do...assist children in accomplishing tasks. 4. Do...get to know the children. Alert the teacher of any health or physical conditions you may notice. 5. Do...refer all discipline issues to the teacher. 6. Do...encourage children to listen to the teachers instructions. 7. Do...share the same menu with the children. 8. Do...accompany children to the restroom. 9. Do...review lesson plans. 10. Do...enjoy yourself!! 	<ol style="list-style-type: none"> 1. Don’t...interrupt the teacher or a group activity. 2. Don’t...be uninvolved. 3. Don’t...do for children what they can do for themselves. 4. Don’t...share any information you may learn with others in your family or in the community. Confidentiality is essential. 5. Don’t...discipline the children. 6. Don’t...humiliate children who are having trouble obeying the rules. 7. Don’t...bring outside food or beverages into the classroom. 8. Don’t...go into the restroom with children. Wait in the hallway.

Field Trips

A limited number of field trips are scheduled to give children opportunities to learn more about the community in which they live. Teachers have the flexibility to arrange field trips, which offer enrichment to the classroom instruction, such as: Strickler Planetarium, Young People’s Theatre, Monical’s Pizza, National City Bank, pet stores, grocery stores, post office, Lowe’s, Perry Farm, fire station, Dairy Queen, parks, library, music stores, greenhouses, Kankakee State Park Ranger Station, Forked Bend Farm, etc.

Field Trip Volunteer Do’s	Field Trip Volunteer Don’ts
<ol style="list-style-type: none"> 1. Do...follow all of the suggestions above. 2. Do...come if you say you are coming! 3. Do...supervise your child along with all of the other children. 	<ol style="list-style-type: none"> 1. Don’t...buy your child or the other children special treats or trinkets.

Tips for Volunteering at Meal Times

In most cases, children will be eating at small tables with an adult. Food is placed on each table in serving bowls with enough food for each person at the table. Do not be afraid to sit, eat and converse with children while you are volunteering. Meal times are not only nutritional times, but times when children learn a variety of skills. You can assist children by:

- Washing hands thoroughly with soap and water before eating.
- Encouraging children to serve themselves. Children should be encouraged to put at least a small portion of each food on their plate. Children must be encouraged, **but never forced**, to at least try everything on their plate. Remember that appetites vary among children and from day to day.
- Cleaning spills calmly so the meal continues with little attention placed on the spill. Some children, especially at the beginning of the year may require adult assistance to get the spill cleaned up.
- Having children take small servings at first. Second helpings are available for children who are still hungry.
- **Not talking about your own personal food dislikes.**
- Encouraging children to drink the milk, juice or water provided to them and refraining from drinking soda in classroom.
- Engaging children in social conversations during meal times.
- Modeling good table manners.

Standards of Conduct

It is the policy of the Head Start program that certain rules regarding parent and volunteer behavior are necessary for the efficient operation of the program and for the benefit and protection of the rights and safety of it. Conduct causing conflict that interferes with operations, brings discredit to Head Start, or is offensive and/or abusive to children, families, program employees, or guests will not be tolerated.

1. Parents and volunteers must conduct themselves respectfully and politely in their daily interactions while volunteering for the Head Start program. Polite behaviors include greeting everyone with the appropriate salutation, e.g., good morning, good afternoon, etc. Individuals will model the best manners for the children. Behaviors intended to tarnish another's reputation, i.e. gossip, disparaging comments, etc., will not be tolerated.
2. Head Start volunteers are expected to approach confidentiality, and positive child guidance with professional integrity and diligence. The following will not be allowed: emotional or physical abuse, corporal punishment, harsh language, use of food as punishment or reward, denial of basic needs, or humiliation with children.
3. Every individual in contact with children and families must respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
4. Maintaining confidentiality means that no child, family, or employee information is to be communicated or compromised in any manner, e.g., conversation, removal of child or family information from the school premises by any volunteer.
5. False or fraudulent information supplied by parents for eligibility determination is illegal. Supplying incorrect information or omitting income information constitutes fraud.
6. It is difficult, if not impossible, to describe all of the situations that may arise involving questionable conduct. However, misconduct that would bring about disrepute to Kankakee School District, Head Start, children, families, or employees will not be tolerated.

Severe Weather/Emergency Closing

There are times when the weather may prevent us from holding class. If the district schools close due to inclement weather, the Head Start Program will also close. If severe weather conditions should force school closings, you will be notified over the following radio stations: **WKAN-AM 1320, WLRT-FM 92.7 AND WVLI-FM 95.1**

In the case of threatening weather (tornado warning), children will not be released until the official all clear has been announced.

Mass Call-Out Notification System

Kankakee School District is excited to announce that we have a Mass Call-Out Notification System in place that will be used to deliver information quickly and efficiently to all District families. Some of the events in which you may receive a call include:

- Emergency Phone Alerts – For Emergencies related to Weather, School Closings, Bus Delays, and Safety Concerns.
- Child Absence - If your child is not present when attendance is taken and the school was not notified of an excused absence, you will receive a call requesting that you contact the school.
- Announcements/Reminders – For Important School Events including Parent-Teacher Conferences, ISAT Testing, and Student Performances.

It is important that you provide to your child's school an active/functioning telephone number so we are successful in providing you with vital and critical information. Please make sure and notify the school if your phone number changes or is disconnected.

Heat Policy

It is the option of the Kankakee School District to dismiss early on those days when the outside temperature is reported to be or expected to be in excess of 95 degree by 11:00 a.m.

Communication

Information is regularly sent home to parents via the children; notes and newsletters contain particulars on field trips, parent activities, child activities for at home, Parent Committee meeting reminders, all vacation days and special events. Phone calls are also made to remind parents of important events such as meetings and conferences.

EDUCATIONAL SERVICES

Core Knowledge Curriculum Overview

High Five Curriculum: High Five classrooms are designed for 4 and early 5 year olds. The High Five curriculum follows a letter of the week approach with monthly math and science units. Strong emphasis is placed on pre-reading, pre-writing, numeracy, vocabulary, and cognitive skills.

The specific academic goals for High Five students are:

1. Students will be able to write their name correctly
2. Students will be able to provide rhyming words for 5 words
3. Students will be able to name 40 letters
4. Students will be able to identify/provide 10 letter sounds
5. Students will be able to rote count to 20
6. Students will be able to name 10 of 11 numbers (0-10)

Early Learning : Early Learning classrooms are designed for 3 and early 4 year olds. The Early Learning curriculum focuses on social and emotional development, motor skills, basic vocabulary, and concept development.

The specific academic goals for Early Learning students are:

1. Students will be able to recognize their name
2. Students will be able to name 10 colors
3. Students will be able to name 8 shapes
4. Students will be able to count 10 objects
5. Students will be able to draw 3 of 4 shapes
6. Students will demonstrate proper pencil grasp

Daily Schedule

1. Classes are held five days per week.
2. Daily schedules are designed by the teachers in each classroom to accommodate the unique schedules at each site. Daily schedules include meal & snack times, gross motor time, music and art time, circle/greeting time, small group time, individualizing, and free choice time. Most extended day classroom schedules also include a rest time.
3. Mondays, Wednesdays, and Fridays are Group Rotation days. Group Rotation consists of two or three small group activities. Each staff member is responsible for implementing one of the planned group activities. The children are divided into small groups and each group of children rotates through the small groups to participate in each planned activity. Depending of the age group and the ability levels of the children, each small group activity ranges between 10-20 minutes.
4. Tuesdays and Thursdays are Individualizing days. The teachers use approximately 45 minutes to an hour on these days to work with students individually or in small groups.

Assessments

A. Skills Testing

1. The Early Learning students are tested three times a year, depending upon their enrollment date, to assess growth toward the Early Learning Program Goals.
2. The High Five students are tested three times a year, depending upon their enrollment date, to assess growth toward the High Five Program Goals.

B. Observational Assessment Tool

1. Throughout the school year Early Learning teachers regularly observe their students and update the Core Knowledge Checklist (Level I).
2. Throughout the school year High Five teachers regularly observe their students and update the Core Knowledge Checklist (Level II).

C. Vocabulary Assessments

1. The Early Learning teachers administer an assessment at the end of each month to assess the students' acquisition of vocabulary words and concepts based upon the established curriculum themes and vocabulary instruction.
2. The High Five teachers administer assessments at the end of each month to assess the students' acquisition of vocabulary words and concepts based upon the established curriculum concepts and related vocabulary.

How Parents Partner With Head Start

1. Parents should encourage good behaviors at school by:
 - a) teaching them to obey adults
 - b) becoming familiar with Head Start's PBIS Stop Light Behavior Program. (See Student Behavior Expectations below.)
 - c) checking their child's bookbag daily for notes and the "Stop Light" their child earned.
 - d) acknowledging and encouraging good behavior.
 - e) providing appropriate consequences for inappropriate behavior.
2. Parents should become actively involved in their children's education by volunteering in the classroom and accompanying their children on field trips, when able. (See "Tips for Volunteering" and "Field Trips")
3. Parents should stay informed about the activities and events at school by reading the Friday Notes and engaging in the suggested Parent/Child Activity.
4. Parents should meet with the teacher during the two Education Home Visits. While home visits are encouraged parents have the right to decide whether to meet with the teachers at home or at school.
5. Parents should attend the two Parent / Teacher Conferences held during the school year to stay informed about their children's progress as well as, along with the teacher to develop specific goals for their children.
6. Parents should attend Parent Committee Meetings to develop strong working relationships with the teachers and to receive information on important and relevant issues.
7. Parents have the opportunity to develop strong literacy habits in their homes by participating in the following events and initiatives:
 - a. Family Reading Night
 - b. Reading Incentive Program
 - c. Scholastic Book Orders
8. Parents should encourage the love of learning by doing the activities sent home monthly in the *Transition Packets*.

Student Behavior Expectations

PBIS stands for Positive Behavioral Interventions and Supports and is a program-wide proactive approach in maintaining a safe and effective learning environment. The program-wide expectations are ***respect self, respect others, and respect the environment***. Staff reward good behavior with "green lights." Problematic behaviors earn "yellow" or "red lights." **The goal is that all children receive "green lights" every day.** **PBIS** data is reviewed each month to determine if new strategies need to be developed for particular behaviors.

- Red Light – A red light means the child continued to misbehave following a warning for a second infraction.
- Yellow Light – A yellow light means the child continued to misbehave following a warning.
- Green Light – A green light means appropriate behavior exhibited during the day.

Behavior Remediation Plan: A referral to a Child Development Specialist or mental health professional may be necessary if the above strategies and services do not result in appropriate behavior. Parents are fully involved and informed before and during all phases of the plan that is individualized and intensive requiring home visits and full parental participation to maintain the child’s enrollment in the Head Start program.

Birthdays

Individual teachers have special ways of recognizing birthdays. Some examples include wearing a special “birthday crown” or being the line leader for the day. Parents are welcome to donate a special birthday snack that is **nutritious** and **individually wrapped** to share with classmates. However, Head Start staff have an obligation to refuse to serve snacks that do not meet our guidelines. Please review the suggested snack list and discouraged snack list for future reference. When in doubt, call your child’s teacher.

<p>Snack Suggestions</p> <ul style="list-style-type: none"> • Fruit Roll-Ups/Fruit Snacks • Applesauce or fruit cups • Cereal Bars • Popcorn • String cheese • Crackers • Fresh fruit • Muffins • Pudding/Jell-o cups 	<p>Discouraged Snacks</p> <ul style="list-style-type: none"> • Cakes • Cupcakes • Ice cream • Candy bars • Candy • Pop • Homemade items <p>No party favors or balloons, please.</p>
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Holidays

Holiday activities contribute to the curriculum but they are not the primary focus of our instruction. Please contact your teacher if you have any questions about how the holidays will be incorporated into your child’s instruction and how you might be able to contribute, whether by volunteering your time or donating items.

Non-Participation

If you do not want your child to participate in birthday or holiday activities, you should discuss your wishes with your child’s teacher and family support specialist as soon as possible.

HEALTH & WELLNESS SERVICES

Overview

The health of your child is very important. If your child's health and dental needs are met, he/she will be more successful in the Head Start program.

Head Start Performance Standards require the following health screenings:

- Physical Exam (immunizations, varicella vaccine, BMI, diabetes screening, height and weight)
- Lead Screening
- TB Test
- Hemoglobin Test
- Dental Screening/Exam
- Vision & Hearing Screening

Physical Examinations

Physical exams must be completed annually. The physical exam is a thorough check up of the child's overall health and development.

The medical professional:

- Discusses with the parent the child's medical history, development, pertinent family history, and any special concerns including screening for diabetes and immunization record.
- Measures the child's height and weight and determine BMI.
- Measures blood pressure with an arm cuff.
- Observes the child's appearance, behavior, speech and motor skills.
- Examines the child closely from head to toe: skin, eyes, ears, nose, mouth, teeth, heart, lungs, abdomen, genitalia, and limbs.
- Conducts and/or assesses other screening tests (e.g., development, vision, hearing, hemoglobin, tuberculosis, urine).

Immunizations

What are immunizations? Immunizations are vaccines or "shots" that protect children from serious illnesses. The illnesses can cause pneumonia, liver cancer, brain damage, and death. A child should receive immunizations for ten diseases.

Immunization	Disease
DTP	Diphtheria, tetanus, pertussis (whooping cough)
OPV or IPV	Polio
MMR	Measles, mumps, rubeolla (German measles)
HIB	Hemophilus influenza B
HBV	Hepatitis B
VZV	Varicella (chicken pox)

How are immunizations given? Immunizations are injections or shots. They are given by a health professional at a doctor's office, clinic, or Head Start site. They require one or more doses. They should be given at the following ages:

- Birth
- 2, 4, 6, 12, and 15 to 18 months of age
- Before kindergarten (4 to 6 years of age)

Are immunizations safe? Health experts agree that immunizations are far safer than the diseases they cause. A child may have soreness, low-grade fever, or fussiness for one to two days. Complications like high fever and seizures are very rare. Parents should call their health care provider for any serious reaction.

Are all immunizations necessary? Children entering Head Start must be up-to-date with the immunizations required by Head Start and local/state child care regulations. As new vaccines are developed, requirements may change. If a child is behind on immunizations, he should be referred to a health care provider to catch up. Rarely, exemptions may be given for medical reasons or the family's personal beliefs.

Lead Screening

What is a lead screening? Lead screening measures the level of lead in the blood. Lead is a poison that is very dangerous for young children because of their small size and rapid growth and development. It can cause anemia, learning difficulties, and other medical problems.

Children can be exposed to lead through:

- Home or child care environment: Built before 1960 with peeling paint or renovation. Located near a highway or lead industry.
- Family member who works with lead or treated for lead poisoning.
- Imported ceramic pottery for cooking, storing, or serving food.
- Home remedies with lead.

How is a lead screening done?

Lead screening involves:

- Asking the family questions about the child's exposure to lead.
- A blood lead test, from the finger or vein, done by a health professional.

What might I observe?

Most children with lead poisoning show no symptoms. You might notice:

- Irritability, headache
- Poor appetite, stomachache
- Pale skin, tiredness
- Slow growth and development
- A child who eats paint chips or dirt

Follow-up lead screening: If screening indicates a lead level above 10 ug/dl, the child should be referred to a health professional for evaluation and treatment.

Treatment may include:

- Removing the source of lead.
- Nutrition counseling, iron supplements.
- Medication to remove the lead from the blood.
- Follow-up testing of child's blood.
- Referral for developmental testing.

Tuberculin (TB) Testing

Tuberculosis (TB) is a serious disease caused by a bacteria. Young children, elderly people, and people with health problems are especially at risk.

TB can spread by coughing. The infection can enter the lungs and cause no symptoms for a long time. But it can progress to cause pneumonia, fevers, and weight loss. It can spread to the brain, heart, kidneys, bones, and even cause death.

How do you test for TB? TB is done by a skin test. The recommended test, called Mantoux or PPD involves a small bubble of fluid injected under the skin on the forearm. It is done by a health professional. Two to three days after the skin test, a trained person inspects the site for swelling.

What might I observe?

Most children with TB have no symptoms. You might notice:

- Chronic cough
- Pneumonia

Follow-up to TB testing: If the TB test causes swelling of more than 5-10 mm diameter, it is “positive” and indicates possible infection with TB. The child should be referred to his health care provider for further evaluation. This might involve repeat skins testing and chest x-ray.

Treatment might include:

- Oral medication for six to 12 months (hospitalization for severe cases), with close medical follow-up.
- Reporting, investigation, and follow-up by the local health department.
- Testing and possible treatment for family and school contacts.
- Recommendations that the child may return to school when the health care provider certifies that he is no longer contagious.

Dental Screenings/Examinations

Head Start Performance Standards require dental screenings within 45 days of enrollment. A dental screening is a quick check of a child’s mouth to determine the need for a full exam and/or treatment. All Head Start children need a complete dental examination.

What is a dental examination? The dental examination is a full checkup by a dental professional.

It includes:

- Discussion of diet, tooth brushing, use of bottle, and thumb-sucking.
- Exam of the mouth for tooth decay, bite, and gum infections. Dental equipment such as mouth mirror, dental picks, and high intensity lights are used, X-rays may be taken.
- Information on good oral hygiene and nutrition.
- Fluoride may be applied to the child’s teeth and/or prescribed in liquid or tablets to prevent tooth decay.

What might I observe?

- Mouth pain and sensitivity to hot, cold, or sweets
- Discolored, broken, or missing teeth
- Red swollen, or bleeding gums
- Bad breath

Follow-up to dental screening

If dental problems are found, the child needs follow-up evaluation and treatment by a dentist.

Treatment might include:

- Filling cavities, capping, or pulling teeth
- Education on improved diet, bottle use, tooth brushing, flossing, and fluoride
- Referral to an orthodontist or other specialist

Tooth Brushing

The care of your child’s teeth is very important. Children will brush their teeth on a daily basis as part of the classroom routine. Toothbrushes will be provided for all enrolled children. We encourage parents to work with their children on correct tooth brushing procedures and ensure that children continue brushing at home.

Hearing and Vision Screenings

The health screening process for your child includes a hearing and vision screening. The screening must be completed within 45 days of child's enrollment. The vision and hearing screenings are conducted by the Kankakee Health Department.

What is hearing testing? Hearing testing checks whether children can hear different kinds of sounds.

How is hearing testing done? Hearing testing or "paudiometry" is done by a health care professional or trained staff person or volunteer. The child indicates when he hears tones through earphones.

Ear exams are done by a health professional using a small instrument inserted into the child's ear canal.

- "Otoscopy" looks at the child's ear canal and ear drum
- "Tympanometry" tests how well the child's ear drum moves

What might I observe?

- An infant does not startle at noises, turn to voices, or babble at seven to 12 months of age
- A child has difficulty with listening activities
- A child has frequent earaches
- A child's speech is:
 - limited compared to children at that age
 - not easily understood
 - very loud or soft or sounds unusual

Follow-up hearing screening

A child "fails" the hearing test if she fails to respond at 1,000, 2,000, or 4,000 Hz in either ear. He/she should be rescreened. If he/she fails again, he/she should be referred to her health area provider for evaluation and treatment. Children with ear infections should be retested after treatment.

What is vision testing? Vision testing checks how well a child can see how well the eyes move together.

How is vision testing done? Vision testing is done by a health professional or trained staff, parent, or volunteer.

It involves:

- Having the child identify letters, shapes, or figures on a standard eye chart
- Observing the child's eye movements ("strabismus testing")
- Observing for other eye abnormalities (e.g. redness, swelling, discharge)

What might I observe?

- Eyes that cross or point outward
- Frequent blinking, squinting, or rubbing eyes
- Difficulty picking up small objects, catching balls, or seeing distant objects
- Holding books and object unusually close
- Short attention for visual activities
- Frequent complaints of eye discomfort, headaches, or dizziness

Follow-up to vision testing: A child "fails" the vision test if:

- She is unable to identify more than half the symbols on the 20/40 line
- There is more than a two-line difference in vision between one eye and the other, even if the worse eye is 20/40 or better

The child should be retested. If the test is failed again, the child will be referred to a health care provider for evaluation and treatment. Children with eye infections should be retested after treatment.

Policies and Procedures Concerning Contagious Illnesses

A. Head Lice

1. Symptoms and identification of head lice may include:
 - a. Persistent scratching, or evident sores, particularly in the area behind the ears at the nape of the neck.
 - b. Tiny white flecks attached to the hair with a sticky material that is difficult to remove.
 - c. Head lice can only crawl, they cannot jump or fly. They can spread through direct contact from person to person, or indirectly among clothing items that may touch each other when stored (coat racks, closets, etc.).
 - d. Head lice can also spread from the sharing of hair brushes or combs, or on blankets or bedding.
 - e. Head lice completely depend on human blood as their only source of nourishment. They can live on a host up to 30 days during which the female can deposit about 90 eggs. These eggs will incubate for 7-10 days, hatch, mature and begin another cycle.
2. School Regulations
 - a. Infested students will be sent home. Parents will be informed of the need to shampoo, treat the home environment, and remove nits with a comb or remove nits by hand.
 - b. Before a student is readmitted to class, proof of treatment (note from parent or physician) must be presented and the child will be reexamined for head lice by a Head Start staff.
3. Suggested Guidelines
 - a. Over the counter remedies or prescriptions prescribed by a physician.
 - b. The CDC recommends that infested patients be treated twice. The interval between treatments should approximate the incubation period for nits (seven to ten days) so the second application will kill any newly hatched parasites.

B. Scabies (Mites)

1. Symptoms and identification of scabies may include:
 - a. An infectious eruption (caused by a mite which is frequently found between the fingers and on the forearms, but may involve the entire body). It appears as small scattered, red spots, among which there may be water or puss-filled small blisters.
 - b. Marked itching is typical.
 - c. Chronic unless treated by a physician.
2. School Regulations
 - a. Illinois Department of Public Health recommends the exclusion of the child until twenty-four (24) hours after treatment.
3. Suggested Guidelines
 - a. See a physician.

C. Ringworm

1. Symptoms and identifications of ringworm may include:
 - a. Small rounded elevated scaly grayish patch on the hairy scalp.
 - b. Affected hairs are dry, brittle, and usually broken.
 - c. There may be bald patches.
 - d. Mild itching.
2. School Regulations
 - a. Child is excluded from the class until seen by a physician.
 - b. Upon return to school, student should wear protection over affected areas.
3. Suggested Guidelines
 - a. Towels and clothing should be disinfected with a bleach solution.
 - b. Ringworm is effectively treated with a fungicide obtained through a prescription.

D. Chicken Pox

1. Symptoms and identification of chicken pox may include:
 - a. Sudden onset with itchy skin eruptions, slight fever, runny nose, and reddened eyes.
2. School Regulations
 - a. Exclusion from school for not less than six (6) days after the appearance of eruption. All eruptions should be healed and noninfectious.
3. Suggested Guidelines
 - a. Parents should disinfect articles soiled by discharges from nose, throat, and lesions.

E. Type A Infectious Hepatitis

1. Symptoms and identification of Hepatitis A may include:
 - a. Fever, fatigue, nausea, loss of appetite.
 - b. Abdominal discomfort followed by jaundice.
2. School Regulations
 - a. Exclusion from school during the first two (2) weeks of illness, at least on (1) week after onset of jaundice.
 - b. Exclude any other student who complains of abdominal discomfort.
3. Suggested Guidelines
 - a. Student should be treated by a physician immediately.
 - b. Parents of all children in the class should be notified; we will need a doctor's statement for each of them who are not given immunoglobulin.
 - c. Isolation of the source of infections is recommended – The treating physician should follow appropriate procedures for contacting the Kankakee County Health Department.

F. Hepatitis B

1. Symptoms and identification of Hepatitis B may include:
 - a. Hepatitis B is an infection of the liver caused by the Hepatitis B virus. Symptoms can be mild to severe and many cases have no symptoms. When symptoms are present, they can include loss of appetite, nausea, and vomiting, rash, muscular aches, fever and eventual liver failure.
 - b. Yellowing of the skin and whites of the eyes. Liver function tests are used to diagnose the infection.
 - c. Hepatitis B is transmitted by direct contact of the blood and body fluids of infected persons. Since the virus can survive for approximately seven (7) days on environmental surfaces, it is possible that inanimate objects can contribute to the spread of the virus.
2. School Regulations
 - a. Most Hepatitis B carriers, except spontaneous biters and those who are physically aggressive can be safely admitted to classrooms. Care must be taken to prevent injury which might cause bleeding to the carrier. The carrier should not engage in rough games involving physical contact and should not work with sharp objects.
 - b. The carrier should not be in classroom with a combative child.
 - c. The teacher should be prepared to identify situations in which there is environmental contamination with infectious bodily fluids and to assure that the affected area is properly decontaminated.
 - d. Routine hygienic procedures are essential to the prevention of the spread of the Hepatitis B virus.
 - e. Particular attentions should be taken when cleaning up blood, saliva, or genital secretions.
3. Suggested Guidelines
 - a. Hepatitis B vaccinations may be indicated for some, but not necessarily all, Hepatitis B carriers. Individual student evaluations should be made by the Director and the local Kankakee Health Department and/or the Kankakee School District #111 school based

- clinic.
- b. Hepatitis B vaccinations are available to all Head Start staff.
- c. It is treated with rest, fluids, good nutrition, and avoidance of alcohol.

Health Checks

Children receive a brief health check upon arrival at the center. The purpose of this health check is to ensure that each child is well enough to stay for class. The teaching staff will decide whether they are able to care for the child safely based on the child's degree of illness and the safety of other children in the group.

Illness

We want our students to stay happy and healthy during our school year. We have a few health policies all families need to follow.

- When a child is home for **3 days in a row**, he/she needs a doctor's "return to school slip" to return to the classroom.
- If a child is absent or sent home with a "suspicion" of a contagious disease; e.g., ringworm, lice, pink eye, scabies, impetigo, measles, mumps, chicken pox, a doctor's note will be required before the child is allowed to be readmitted to school no matter how many days they were absent. It is the parent's responsibility to take the child to the doctor.
- If your child has a fever of 101 degrees or more, he/she must stay home or will be sent home. He/she can not return to school until he/she has been fever free for 24 hours. That means he/she will miss the next day of school.
- If your child has diarrhea or "loose stools", he/she cannot attend school. He/she must be healthy for 24 hours before he/she can return. If an accident happens at school, you will be called to come and take your child home until the child is symptom free.

Illness: If a child becomes ill in the classroom the teacher or assistant will:

- Remove sick child from other children and perform health check. Check color and temperature.
- Contact parent to inform child is sick.
- Ask parent to pick up sick child.
- Sick children, especially those vomiting, running a fever and on medication, need extra rest and quiet along with close supervision and sometimes isolation from other children to help them to get well faster. The classroom is not the appropriate place for this to occur. Bringing sick children into the classroom exposes the other children and staff to the virus or illness that the child has as well as delaying the child's recovery.

IF YOU ARE CALLED, PLEASE RESPOND IMMEDIATELY!

Prevention and Staff Training

- All classroom, family support, and all transportation staff are certified in first aid and CPR.
- All staff receive training on OSHA regulations and universal precautions.
- Head Start employees will always wear gloves when treating a wound or cleaning up vomit, blood, or other bodily fluid spills. OSHA procedures are followed. Classroom volunteers must also follow precautionary procedures if assisting staff with the above.
- Each classroom and each bus contains a fully stocked first aid kit.

Wellness Policy

Belief Statement

The Board of Education of the Kankakee School District #111 is committed to providing a learning environment that supports and promotes wellness, good nutrition, and an active lifestyle and recognizes the positive relationship between good nutrition, physical activity and the capacity of students to develop and learn. The entire school environment shall be aligned with healthy school goals to positively influence students' beliefs and habits and promote health and wellness, good nutrition and regular physical activity. In addition, school staff shall be encouraged to model healthy eating and physical activity as a valuable part of daily life.

Intent

The purpose of this policy is to ensure a total school environment that promotes and supports student health and wellness, helps to reduce childhood obesity and meets the requirements of the Child Nutrition, WIC Reauthorization Act of 2004 and the Illinois School Code, including, without limitation, goals for nutrition education, physical activity, and other school-based activities designed to promote student wellness; nutrition guidelines for all foods available during the school day; a plan for measuring implementation including designating one or more persons charged with operational responsibility; and involving parents, students, school food service providers, the school board, school administrators, and the public developing this policy.

Handwashing

Children and adults wash their hands with soap and water routinely and frequently during the day to prevent the spread of disease. Handwashing times include:

- Before and after any meal service
- After toileting or diaper changing
- After handling pets or other animals
- After wiping or blowing nose
- Before and after cooking activities
- After touching items soiled with bodily fluids

Accident and Injury Procedures

Safety is of primary important to our program, however, occasionally accidents do occur. Parents and guardians sign emergency permission forms permitting teaching staff to obtain or provide emergency medical care if the parent or guardian is unavailable after many attempts to contact.

The program has developed the following procedures to assist you and your child at those times.

Minor Accidents (those that do not warrant a visit to the emergency room or physician):

- The staff will tend to the injury following all safety, first aid, and sanitation procedures.
- Every attempt will be made to notify the parent or guardian of the nature and extent of the child's injury. Attempts to reach the family will be documented and kept in the child's file.
- Any witnesses will complete an illness/injury report. An illness/injury report will be sent home with the child. Family support specialist will make a telephone contact regarding all injuries generally on the same day.

Major Accidents (those requiring treatment at the emergency room or by a physician):

- Every attempt will be made to notify the parent/guardian and emergency contacts immediately.
- If the parent or the other authorized emergency contacts cannot be contacted, staff will make arrangements to get the child to the emergency room as indicated on the parent authorization form.
- An illness/injury report is completed by the teaching staff with copies going to the parent and to the emergency room.

- Kankakee Head Start carries supplemental accident insurance. This policy is secondary coverage only. If the child is covered by private insurance, a medical card or Kid's Care those coverage's are primary.

Smoke Free Environment

Smoking is never permitted inside school buildings or on the property or anywhere including the parking lot. Smoking is not permitted in school owned vehicles.

Structural Pest Control

“Kankakee School District #111 complies with the Structural Pest Control [Public Act 91-0525 (SB#529)] through the active involvement in an Integrated Pest Management Program. As a part of this program the district relies to the greatest extent possible on nontoxic, biological, cultural, and mechanical pest management practices as well as the use of natural pest control agents. Chemical and airborne pesticides will be used only when necessary, with a preference given for products that are the least harmful to human health and the environment. Such chemical and airborne applications will be made only after normal business hours to minimize the exposure to any individuals who normally access our buildings. As part of this program, any individual wishing to be placed on a notification list can contact the Kankakee School District Business Office at 802-7751 and speak with Bob Collins, Director of Maintenance. By providing your name, address, phone number, and the school district buildings you would like to be notified about, the maintenance department will attempt to contact you at least 48 hours in advance of any scheduled airborne or chemical applications being undertaken, or as soon as possible in the event any emergency applications are needed. If you have any questions or need additional information please contact Bob Collins at 802-7751.”

NUTRITION SERVICES

Goals of Nutritional Program

- Provide food to help meet the child's daily nutritional needs.
- Promote the opportunity to learn about and practice good food habits by:
 - Providing a variety of foods and encouraging children to taste these foods.
 - Provide a variety of eating experiences.
 - Provide opportunities for children to set the table, help with food preparation and food service.
 - Model and encourage proper table manners.
- Support staff, families and children in understanding the relationship between good nutrition and good health.

Meal Service and Menus

Head Start provides children with a hot lunch and a nutritional breakfast and/or snack every class day. Meals and snacks are served family-style. We encourage you and your children to eat together as a family at home. Children are also encouraged to clean up their own spills. These skills encourage the children to be independent and to learn self-help skills. Children learn to serve themselves, pour their own drink and use the correct eating utensils.

All menu planning follows Head Start Performance Standards and State guidelines. Our program adheres to the rules of serving foods that:

- Contain no or low sugar or fat.
- Include a Vitamin C source daily and Vitamin A source every other day.
- Incorporate cultural foods and/or preferences on a regular basis.
- Ensure that children with special food requirements, as documented by a doctor, are provided daily for that child.
- Meet the requirements under the U.S. Department of Agriculture's child nutrition programs.

Nutrition Assessment

A nutrition health record is completed with each family regarding the child's home diet. A registered dietician reviews each nutrition health record. The dietician may write a referral if the child's diet is inadequate, your family support specialist will deliver a follow-up on all referrals.

What is a nutrition assessment? The nutrition assessment reviews the child's eating and growth patterns. A child's diet can affect how she grows, develops, looks, and feels.

How is nutrition assessment done? Nutrition assessment is usually done by a trained Head Start staff with consultation from a nutritionist. It includes:

- Discussion with the family about the child's eating habits, food allergies, feeding problems, and special dietary needs.
- Review the child's growth – height, weight, and head circumference (for infants).
- Review the other screening results – medical/physical exam, hemoglobin/hematocrit, lead, sickle cell, intestinal parasites.

What might I observe?

You might notice a child who:

- Looks very short, thin, large, or overweight.
- Looks pale or tired.
- Eats very little, too much, or prefers non-nutritious foods like sweets, candy, and junk food.

- Has chronic illnesses such as allergies, diabetes, HIV/AIDS, or intestinal parasites.

Follow-up nutritional assessment: If nutrition assessment finds inadequate diet (e.g., too little, too much, or unhealthy foods), growth problems, (e.g., failure to thrive or overweight), or anemia, the child should be referred to a health care provider for evaluation and treatment.

Treatment may include:

- Referral to a nutritionist.
- Counseling for parents and Head Start staff on the types and amounts of food the child should eat and recommended amount of physical activity.
- Iron supplements or iron-enriched vitamins.
- Treatment of medical conditions causing nutritional and growth problems.

DISABILITY & MENTAL HEALTH SERVICES

Disability Services

As per Head Start regulations, the program reserves at least 10% of enrollment slots for children with diagnosed disabilities and/or special needs including those that are severe and profound. Enrolled children with disabilities and/or special needs receive the same services provided by Head Start as well as any extra accommodations and therapy that may be required. This program component is designed to identify and serve children with disabling conditions along with normally-developing children in the least restrictive environment. The Head Start program is committed to inclusion. What this means is that children with diagnosed disabilities and/or special needs are in the same classrooms as their friends. Each child diagnosed with a disability will have an IEP. Parents are fully involved in developing the education plans. All services indicated on the Individual Education Plan will be provided through local school districts. All IEP goals and prescribed minutes for therapy are monitored by an audit of therapy sheets under the direction of the Disabilities Coordinator and an outside auditor. Services are provided by certified professionals in Kankakee, Herscher, Bradley, Bourbonnais, and Momence.

Developmental Screening

Developmental screenings are conducted with each child **within 45 days of enrollment into the program**. Children are screened by teachers in areas of cognitive development, language development, fine and gross motor development, and behavior. The screening tool is called the Brigance Preschool Screening.

If concerns surface during the initial screening the teacher will submit a referral to the Assistant Director of Curriculum & Instruction who will forward to the LEA and Disabilities Coordinator for evaluation. Children qualifying for disability services will have an IEP developed for them by the local district and services will be provided as stipulated, preferably at the Head Start site. Head Start staff will attend IEP meetings. Parents are kept fully informed and involved throughout this referral and evaluation process.

Many children already have IEPs' or IFSP plans when enrolled in the program. The Head Start program will work with your child and providers to support the IEP/IFSP goals. Memorandums of Understanding with local districts include provisions for children with disabilities including those that are severe and profound. The Disabilities Coordinator ensures services are delivered through monitoring, tracking and independent auditing procedures.

For questions or resources regarding disability services, contact your family support specialist and your call will be forwarded to the appropriate staff member.

Mental Health Services

The Head Start program embraces a vision of mental wellness. To this end, the following components describe how the program strives to achieve the vision for all children, families, staff, and community at large:

- PBIS stands for Positive Behavioral Interventions and Supports and is a program-wide proactive approach in maintaining a safe and effective learning environment. The program-wide expectations are ***respect self, respect others, and respect the environment***. Staff reward good behavior with “green lights.” Problematic behaviors earn “yellow” or “red lights.” **The goal is that all children receive “green lights” every day.** **PBIS** data is reviewed each month to determine if new strategies need to be developed for particular behaviors.
- On-site observations by mental health professionals can provide necessary intervention strategies to reduce or eliminate inappropriate behavior.
- Behavior Remediation Plan: A referral to a Child Development Specialist or mental health professional may be necessary if the above strategies and services do not result in appropriate behavior. Parents are fully involved and informed before and during all phases of the plan that is individualized and intensive requiring home visits and full parental participation to maintain the child’s enrollment in the Head Start program.

- Head Start students are screened within 45 days of enrollment for developmental and behavioral concerns. The program uses the Brigance Preschool Screening instrument for such purposes.

Mental Health Supportive Services

- Parent Partnerships: Goal setting is voluntary and can include confidential discussions of a sensitive nature. Staff and parents develop relationships that may result in referrals to community agencies. Individual or group consultation is provided at the Helen Wheeler Mental Health Center. Full parent participation and agreement is required for any individual behavior plans.

- Written Agreements

- School Psychologist – regular on-site mental health observations
- Helen Wheeler Mental Health Center – observations based on referrals
- First Taste Birth to Five Program – home visits based on Behavior Remediation Plan
- Partners In Parenting - home visits based on Behavior Remediation Plan

- Mental Health Consultations

- Riverside Behavioral Services - hospital/school liaison and member of Health Service Advisory Committee
- Helen Wheeler Mental Health Center – observations based on referrals
- Inservice training on mental health is provided to all Head Start employees annually.

- Health Services Advisory Committee: This committee is comprised of health, dental, and mental health professionals, Head Start staff, and a Head Start parent.

TRANSPORTATION

Transportation Policy

Bus Riders

Parents must escort children to and from the bus (or bus stop). Parents should be ready to put children on the bus or receive children from the bus 15 minutes before the pick up or drop off time. **Drivers will not honk horns.** Parents must watch for the bus. Identification will be required when students are dropped off to ensure students are released to authorized persons.

Parent Transport

Child safety is important, parents **must** escort children **into the building and to the designated classroom.**

Students arriving early will not be accepted into any classroom before 8:00 am or 11:30 am at Proegler, 9:00 am at Limestone, and 8:00 am at Manteno and Range. **Parents must escort children into the building and wait with them in the gym.**

Address changes for pick-up or drop-off must be submitted to your Family Support Specialist by noon on Tuesdays. It will take **ONE WEEK** to process the change. Therefore, parents are responsible for transportation during the processing period.

Transportation may be arranged for parents to attend any or all of the following: Policy Council meetings, Parent Committee meetings, parent training's, GED classes, and classroom volunteering as well as other scheduled parent/child activities.

Video Cameras on School Buses

The Kankakee School District #111 Board of Education has authorized the use of video cameras on district buses. The video cameras will be used to monitor student behavior in order to promote and maintain a safe environment for all students. Students and parents are hereby notified that the content of the videotapes, both audio and video, may be used in a student disciplinary proceeding. The content of the videotapes are confidential student records and will be retained with other student records. Videotapes will only be retained if necessary for use in a student disciplinary proceeding or other matter as determined necessary by the administration. Parents may request to view videotapes of their child if the videotapes are used in a disciplinary proceeding involving their child.

Behavior and Safety on the Bus

- Children are expected to remain in their seats with their seat belts fastened during the bus ride.
- Children are taught simple bus rules and transportation staff use simple routines to help children remain safe during the bus ride. These include, but are not limited to:
 - Insuring children keep their hands and feet to themselves and in their own space.
 - Using low or inside voices.
- Neither children nor adults may eat or drink on the bus due to the risk of choking.
- If the bus cannot continue the route because a child will not comply with the safety rules:
 - If the bus has not departed from the pick-up location, the child will be returned to the custody of the parent/guardian or other authorized adult.
 - If on the route, the driver will attempt to contact other staff to get assistance in removing the child from the bus and returning that child to his home or pick-up location.

Pedestrian Safety Training

Pedestrian Safety training is held for all parents at orientation and for children throughout the year. This training includes a video and materials to help parents teach children how to safely board and exit buses as well as cross streets if necessary.

Bus Evacuation Drills

Bus evacuation drills are conducted three times a year to teach children the proper way to exit the bus in an emergency as well as the proper use of restraints and proper bus behavior.

PARENT & FAMILY SERVICES

Overview

Head Start believes that the gains made by the child in Head Start must be understood and built upon by the family and community. To achieve this goal, Head Start provides for the involvement of the child's parents and other members of the family in the learning experiences by giving them many opportunities for a richer

appreciation of the young child's needs and how to satisfy them. Meaningful parent involvement is woven into every part of Head Start.

Family and Community Partnerships

According to the Head Start Performance Standards, section 45CFR Part 1304.40 subpart C-Family and Community Partnerships: (a)(1)-1304.41(a)(3), Head Start must work together with the enrolled child's family to build mutual trust and identify family goals, strengths, and necessary services and other supports. The Family Partnership Agreement is a starting point that says Head Start and you, the family, are committed to providing the children and families with what is needed to improve the quality of life. The family support specialists and Assistant Director of Health and Family Involvement will work with you to help you identify your health, personal and family goals and develop a plan to reach those goals and address any needs. The program offers many opportunities to build on strengths you have and develop new ones. Head Start works with other agencies and/or groups within the community but, does not duplicate any existing plans you might have.

The Community Partnerships encourage volunteerism from various organizations and companies to benefit Head Start families. The Head Start Program has over twenty formal partnership agreements with community agencies. These partnerships expedite referrals made on behalf of Head Start families.

Parent Involvement Opportunities

- Volunteering in the classroom
- Attending field trips
- Conducting and participating in Parent Committee Meetings
- Attending Parent Committee Planning meetings
- Attending parent trainings
- Attending parent/child activities (parent/teacher conferences, family reading night, etc...)
- Serving on the Policy Council
- Serving on the Health Services Advisory Committee
- Getting to know key community organizations and agencies
- Making your voice heard in the community

Parent Committee Planning Meetings

Parent Committee Planning meetings are held prior to each Parent Committee meeting. Room parents receive reminder notices of each meeting. The purpose of this meeting is for parents to plan the Parent Committee Meetings (trainings, parent/child activities, speakers, refreshments etc.)

Parent Committee Meetings

Parent Committee Meetings are held throughout the program year. The schedule for the meetings will be listed in the monthly Head Start newsletter. You will receive a reminder notice prior to each meeting. As a Head Start parent you are encouraged to attend each meeting.

The purpose of the Parent Committee meetings is to:

- Elect parents from your building for representation on the Policy Council.
- Provide opportunities for room moms and dads to conduct Parent Committee meetings.
- Work with staff in sharing ideas.
- Learn your rights and responsibilities as a Head Start parent.
- Gain knowledge on Performance Standards training topics.
- Gain information on activities and events in the program and community.
- Share, learn, and strengthen parenting skills.
- Meet other parents, make new friends, and have fun!
- Keep informed of Parent Policy Council decisions.

Policy Council

Policy Council meetings are held monthly throughout the program year. The dates and times are determined by the Policy Council representatives and the community representatives. The schedule for the meetings will be listed in the monthly Head Start newsletter. The Policy Council is a governing body that collaborates in making decisions with the Board of Education in the oversight of the Head Start Program. The Policy Council is a representation of parents of children currently enrolled in Head Start and community representatives (local business, public, private community, civic and professional organizations). Representatives and alternates are elected from each site. The community representatives are selected by administration and approved by Policy Council.

Parents have found this to be a very rewarding experience. Policy Council members make decisions, give and receive information such as financial status, child outcomes, and self-assessment reports as well as federal memorandums, grant applications and participate in educational activities. Policy Council members are the communication link with parent committees. Your Policy Council member will give a report to the Policy Council on your center activities and bring back a Policy Council report to your local Parent Committee meeting. Policy Council Briefs are included in newsletters and Board meeting agendas and minutes are posted.

Policy Council Duties of Officers

Chairperson

- Conducts the business of each meeting according to parliamentary procedures.
- Meets with the Director as is necessary.
- Works with the Director to appoint a staff member as Recording Secretary.
- Seeks volunteers for standing and as hoc sub-committees and designates a Chairperson.

Vice-Chairperson

- Carries out the duties of the Chairperson in his or her absence.

Secretary

- Signs legal minutes for each regular or special meeting.

Treasurer

- Serves as Chairperson of the Finance committee.
- Reports on the fund balances for the Head Start Program:
 - PA 22 – Operations
 - PA 20 – Training and Technical Assistance

Custody Issues & Child Release

Legal custody is a serious legal matter that requires communication and cooperation between staff and parents/guardians. Children attending Head Start classes have been placed in the school's temporary care by

the agreement of the parent(s)/guardian(s). We follow the law regarding the rights of both custodial and biological parents. We cannot supersede those rights without a copy of a legal order of custody and/or a copy of a legal order of protection. We strongly encourage families to work out their differences and refrain from putting the Head Start staff in the middle of disagreements. Since the child's birth certificate determines maternity and paternity, the school will release children to a non-custodial parent who is on the birth certificate when no others on the emergency list can be contacted absent a legal Order of Protection.

Parent/Teacher Conferences

Two parent/teacher conferences are conducted during the year to discuss your child's progress, family partnership goals, literacy goals, health and nutrition needs. Parents of children receiving IEP services will receive progress reports at conference time.

Child Abuse & Neglect

Head Start staff are mandated reporters and trained in the identification of child abuse and neglect.

Definitions:

ABUSE occurs when a person responsible for a child's welfare inflicts, causes or allows any of the following: excessive corporal punishment, serious physical injury, death, disfigurement, torture, loss or impairment of any bodily function, impairment of physical or emotional health, a sex offense (Criminal Code, 1961), creation of a substantial risk of serious physical injury to a child.

NEGLECT occurs when a person responsible for a child's welfare abandons the child or fails to provide the proper or necessary support, education, or medical or other remedial care necessary for a child's well-being.

Confidentiality

The information contained in the files related to your family and child is confidential. Parents have the right to read, review, and request a revision of the information contained therein. Head Start will respond to parental requests to access their files within 30 days.

Parent and Community Complaint Policy

Purpose: It is the policy of the Kankakee Head Start Program to:

1. Ensure that Head Start maintains a positive image in the community.
2. Ensure that the Performance Standards are being complied with by establishing a method of hearing and resolving community complaints.
3. Provide a mechanism by which current Head Start parents may voice concerns, complaints, and/or grievances about any aspect of Kankakee Head Start and furthermore, may be assured of a fair hearing and resolution of the grievance.
4. Assure that all Head Start parents and staff have knowledge of and understand this grievance procedure and that they feel free to use the procedure without fear of criticism or action being taken to adversely affect the family and/or child's status or any retaliation directed at employees for lodging complaints.
 - It is further understood that any parent/guardian who has a grievance and does not follow the procedures as outlined in this policy will not, under any circumstances, have his/her grievance taken seriously. Therefore, no official action will be taken to resolve this issue.

- All parties involved in the steps outlined below are to keep confidential all information surrounding the grievance.
- It is understood the appropriate Head Start staff reserve the right to ask a person with skills in facilitating groups to facilitate group meetings if they become necessary.

Community Complaints: It is the policy of the Head Start program to establish a procedure for addressing community and/or parent concerns relative to the Head Start operational procedures and policies. Concerns will be addressed in a timely manner. Resolutions will reflect the program philosophy, and will be consistent with the approved policies and local, state, and federal regulations. (Policy: 2:80)

Procedural Application:

1. Concerns should be brought to the immediate attention of the Head Start Director. After investigation and deliberation, the Director will offer a resolution. If this resolution is not satisfactory, proceed to the next step.
2. The Superintendent of School's designate will hear the concern and attempt to resolve it in a timely manner. If no satisfactory resolution can be reached, proceed to the next step.
3. The concern must be put in writing to the Superintendent of Schools who will respond in writing and the resolution will be shared with the Policy Council.