



**South Central
Child Development Inc.**
Head Start Preschool & Family Services

PARENT VOLUNTEER HANDBOOK

2024-2025

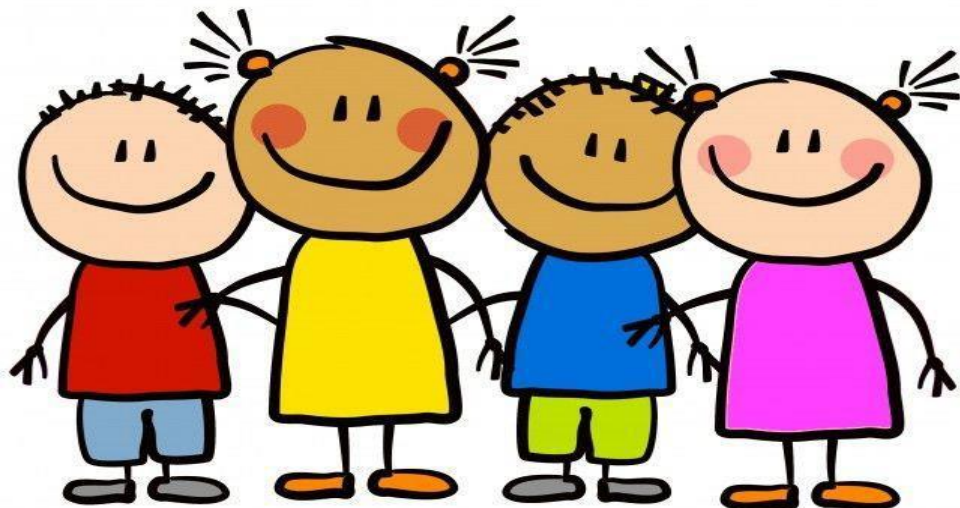


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WELCOME TO SCCD, INC./Head Start!



Thank you for choosing our agency to provide you and your family quality children and family comprehensive services. Your family is now part of an early childhood program that will enable you to enjoy a variety of educational activities together and to lay the foundation for successful life experiences.

Since 1986, SCCD, Inc., dedicated staff have worked successfully with thousands of children and families from many different backgrounds and who have a wide range of needs. This agency ensures that Head Start comprehensive approach enables children to learn in

an environment where their development progresses at an individualized pace and includes the family as teachers. We recognize parents/guardians as a child's first and most important teacher. One of our most important responsibilities is to empower parents/guardians to support their children's lifelong learning. We are committed to partnering with parents/guardians and providing an engaging and culturally diverse learning environment that supports the development of every child. We are committed to providing child-focused programs and have the overall goal of increasing school readiness for all our children. Head Start has a long tradition of delivering high-quality services designed to foster healthy development for all children and their families. We provide many services to children, including health, nutrition, dental, and social-emotional wellness, as well as services to children with special needs, and parent involvement.

This handbook provides information to help you learn a little more about our program, the different program options, how we prepare children for school, and how raising and educating children involves many individuals along the way. I hope you will see how SCCD, Inc./Head Start staff provides high-quality, comprehensive, early care and education programs to all our children towards creating the future leaders of tomorrow. We hope that your time with Head Start will be a rewarding and positive life-changing experience for you and your family.

Your involvement is very important to every child's success in the Head Start programs. The valuable opportunities they provide will help you and your family learn, achieve, and thrive.

Sincerely,

Dr. Hummel

Dr. Tamra Hummel, Executive Director

Our Value Statement

***Service • Commitment • Communication • Diversity,
Individuality • Nurturing • Compassion***

Our Mission Statement

South Central Child Development, Inc. is committed to the development of children and families using an integrated approach of comprehensive early childhood education, family support, and community involvement.

Head Starts Historical Perspective

Head Start is a federal program established in 1965 that promotes the school readiness of children ages birth to five from low-income families by enhancing their cognitive, social, and emotional development. Head Start programs provide a learning environment that supports children's growth in the following domains:

- ☐ language and literacy;
- ☐ cognition and general knowledge;
- ☐ physical development and health;
- ☐ social and emotional development; and
- ☐ approaches to learning.

Program Commitments

Head Start programs provide comprehensive service to enrolled children and their families, which include health, nutrition, social, and other services determined to be necessary by family needs assessments, in addition to education and cognitive development services. Head Start services are designed to be responsive to each child and family's ethnic, cultural, and linguistic heritage. Head Start emphasizes the role of parents as their child's first and most important teacher. Head Start programs build relationships with families that support:

- ☐ family well-being and positive parent-child relationships
- ☐ families as learners and lifelong educators;
- ☐ family engagement in transitions;
- ☐ family connections to peers and community; and
- ☐ families as advocates and leaders.

South Central Child Development, Inc. serves families through the Head Start Program in the following sixteen counties: Aurora, Bon Homme, Brule, Buffalo, Charles Mix, Davison, Douglas, Gregory, Hanson, Hutchinson, Jerauld, Lyman, McCook, Sanborn, Tripp, and Yankton. We can offer our educational based services such as a center-based program, a home-based program, or a locally designed option or LDO.

Discrimination Statement

SCCD, Inc., does not and shall not discriminate based on race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, subcontractors, vendors, and clients.

SCCD, Inc. is an equal opportunity employer. We will not discriminate and will take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, color, gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression.

ADA Policy Statement

Any and all questions, concerns, complaints or requests for additional information regarding ADA may be forwarded to the Agency's Executive Director who is designated as the ADA Compliance Coordinator.

The Agency is committed to complying fully with the Americans with Disabilities Act (ADA) and ensuring equal opportunity for employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

Reasonable accommodation is available to all applicants and employees.

Affirmative Action Statement

It is the policy of SCCD, Inc. to provide equal employment opportunities without regard to race, color, religion, sex, national origin, age, disability, marital status, veteran status, sexual orientation, genetic information or any other protected characteristic under applicable law. This policy relates to all phases of employment, including, but not limited to, recruiting, employment, placement, promotion, transfer, demotion, reduction of workforce and termination, rates of pay or other forms of compensation, selection for training, the use of all facilities, and participation in all company-sponsored employee activities. Provisions in applicable laws providing for bona fide occupational qualifications, business necessity or age limitations will be adhered to by the company where appropriate.

Food and Nutrition Services (FNS) Discrimination Statement

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

CACFP Non-discrimination Statement:

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity. Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted 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; or 2. fax: (833) 256-1665 or (202) 690-7442; or 3. Email: Program.Intake@usda.gov

This institution is an equal opportunity provider and employer and lender.

Nutritional Program and Education:

Good nutrition goes hand in hand with good health, the Head Start program offers education to parents/guardians in food selection, preparation, budgeting, and nutritional needs assessment. Meals and snacks served at Head Start provide at least 1/3 of a child's daily nutritional requirements and all meals are served family style. Head Start meal planners are available upon request to parents/guardians to help with meal planning suggestions that provide nutritious meals. The planner is also available on the SCCD, Inc. website sccdinc.com

Guidelines for Nutrition in the Head Start Program:

- ☐ Children and parents help with some aspects of meal/snack preparation.
- ☐ Food is never used as a punishment or a reward. Mealtime is a special time at Head Start. Children are encouraged, but not forced to try the food served.
- ☐ All children, staff, parents/guardians, and volunteers eat the same foods unless a food allergy exists, at which time a substitution will be made. The children also learn about the food through a variety of activities in the classroom and on home visits. Conversation and good manners are encouraged during mealtimes. Parents are encouraged to participate in mealtimes with the children.
- ☐ No outside food will be brought into the center, LDO, or home base socialization sites. This policy was developed because many children do not tolerate exposure to all food items and some ingredients can cause a life-threatening reaction. Because we want everyone to be safe at Head Start, we cannot have any food brought in from outside the program. If you would like to provide a treat for the children we would encourage play dough, pencils, books, or other developmentally appropriate non-food materials.
- ☐ Children with food allergies will be given special diets and substitutions when needed.

Health and Hygiene: Children will wash hands:

- ☐ Before and after meals
- ☐ After they use the bathroom
- ☐ After an art activity
- ☐ After a food activity

- ☐ And when the situation is a health concern

Health Information: Each enrolled child in the program **must** complete the following:

- ☐ Physical assessment
- ☐ Height and Weight
- ☐ Dental Assessment
- ☐ Vision Screening
- ☐ Hearing Screening
- ☐ Lead Screening
- ☐ ASQ:SE and ASQ-3 Questionnaires
- ☐ Follow-up on any of the above screenings as necessary

Please keep your teacher/family advocate up to date on any changes in your child's health status. If your child is denied Medicaid, insurance, and community-based resources, Head Start may assist with the cost of the exam or treatment. As the payer of last resort, Head Start financial assistance will only be granted with prior written approval. A Dental Exam or Treatment Payment Authorization form (located at the back of this Parent Handbook) must be completed by the provider, submitted to the administrative office and approved **prior** to receiving services. Head Start is only able to issue payments for services if it receives billing within 30 days of the date of the service.

Parents/Guardians are provided:

- ☐ Health education and information on health resources.
- ☐ Assistance in setting up necessary medical and dental appointments.
- ☐ Education in preventive medical/dental health.
- ☐ Mental health or counseling services
- ☐ Referrals for developmental screenings and evaluations
- ☐ Emergency first aid, occupational and safety hazards, and safety practices for classrooms/PALS and in the home safety.

Confidentiality Policy:

Volunteer confidentiality is covered as part of the Head Start Parent/Volunteer Handbook. Any information whether written, verbal or observed, regarding children and/or families is considered to be confidential. The following are guidelines that are established by the program to ensure Confidentiality:

- ☐ Parents are considered the primary source of information about their child and family. Information will not be obtained without the parents' consent in writing.
- ☐ Head Start child files will not be released to other agencies or individuals without written consent from parents.
- ☐ The only exception to this policy is when a child is a possible victim of child abuse and/or neglect. State Law mandates what Head Start staff report suspected cases to the Department of Social Services. We are also expected to cooperate in these investigations.
- ☐ Children's files are stored in a locked file cabinet. The file may not be removed from the program site. Access to child files is limited to Head Start personnel and consultants that are working with the child. Head Start personnel from the Head Start Regional Office and/or Audit Agency have access to records during program compliance reviews.
- ☐ Policy is subject to the approval of the Policy Council and the Board of Directors.

Grievance Procedure

This grievance procedure is established to meet the requirements of the Americans with Disabilities Act. It may be used by anyone who wishes to file a complaint alleging discrimination on the basis of disability in employment practices and policies or the provision of services, programs, or benefits by South Central Child Development, Inc.

The complaint should be in writing and contain information about the alleged discrimination such as name, address, phone number, and location of complainant, date, and description of the problem. Alternative means of filing complaints, such as a personal interview or a tape recording of the complaint, will be made available for persons with disabilities upon request.

Within 15 calendar days after the receipt of the complaint, the ADA Coordinator will meet the complainant to discuss the complaint and possible resolutions. Within 15 days after this meeting, the ADA Coordinator will respond in writing, and where appropriate, in a format accessible to the complainant, such as large print, Braille, or audiotape. The response will explain the position of South Central Child Development, Inc. and offer options for substantive resolution of the complaint.

If the response of the ADA coordinator does not satisfactorily resolve the issue, the complainant and/or his/her designee may appeal the decision of the ADA coordinator to the Executive Director and/or his/her designee within fifteen (15) days after receipt of the response. Within 15 days after the receipt of the appeal the Executive Director or his/her designee will meet with the complainant to discuss the complaint and possible resolutions. Within 15 calendar days after the meetings with the Executive Director or his/her designee will respond in writing, and where appropriate, in a format accessible to the complainant, with a final resolution of the complaint.

All written complaints received by the ADA coordinator, appeals to the Executive Director or his/her designee, and responses from the ADA coordinator and Executive Director or his/her designee will be kept by SCCD, Inc. for at least three (3) years.

SCCD, INC. does not discriminate on the basis of disability 'With regard to admissions, access, or operations (programs, services, or activities). South Central Child Development, Inc. does not discriminate on the basis of disability in its hiring or employment practices'.

Questions, concerns, complaints, or requests for additional information regarding the ADA may be forwarded to South Central Child Development, Inc.'s designated ADA compliance coordinator. Individuals who need auxiliary aid for effective communication in programs and services of South Central Child Development, Inc. are invited to make their needs and preferences known to the ADA Compliance Coordinator. This notice can be made available in large print, on audiotape, and in Braille, if requested by the ADA compliance coordinator.

SCCD, INC. FORMAL PARENT and GUARDIAN COMPLAINT PROCEDURES

In order to assist parents and guardians with concerns they may have, South Central Child Development, Inc. (SCCD, Inc.) has established the following procedures to assist in resolving concerns or complaints. The agency encourages parents and guardians to discuss their concerns and complaints first through informal conferences with the appropriate teacher, or manager. Concerns should be expressed as soon as possible to allow resolution at the lowest possible administrative level beginning with the teacher or campus administrator closest to the situation. Complaints must always begin at the level at which the concern occurred.

If an informal conference regarding a complaint fails to reach the outcome requested by the parent, or guardian, the parent or guardian may initiate a formal complaint process by timely filing a written complaint form. Even after initiating the formal complaint process, parents and guardians are encouraged to seek informal resolution of their concerns. A parent or guardian whose concerns are resolved may withdraw a formal complaint at any time. If informal attempts at resolution fail, the formal complaint procedures begin with a complaint filed with the Central Office located at 401 Walnut Avenue, Wagner, SD

Standards of Conduct

Redirection and removal from a situation where a child is dysregulated will be used for a short period of time. Proper supervision is provided by staff until the child is able to return to the group.

Standards of Conduct

In addition to the expectations of employee conduct outline in the Agency's Personnel Policies and Procedures Manual, all employees, consultants, and volunteers must adhere to the following standards of conduct as outlined in the Head Start Standards. It is not possible to provide an exhaustive list of incidents that threaten children's safety. However; this is a list of incidents that are to be reported and adhered to:

Child that sustains injuries that require either hospitalization or emergency room medical treatment – Report a broken bone, a severe sprain, chipped or cracked teeth, head trauma, deep cuts, contusions or lacerations, or animal bites, must have incident report completed and a copy given to the family to be signed for further medical attention. Parents are contacted immediately when an injury takes place and staff are required to report any of these injuries to the administrative office.

Inappropriate Discipline – Positive methods of child guidance will be used with no use of the following: any type of conduct used to instill fear or humiliation rather to educate a child, such as poking or pinching a child, making fun of or laughing about a child, using/withholding food or an activity as a punishment or reward, or isolating a child. (staff will not be employed)

Potential child abuse and maltreatment – Positive methods of child guidance and redirection will be used with no use of the following such as grabbing, shoving, shaking, swatting, or dragging a child, spanking or any other type of corporal or physical punishment, binding, tying, or taping a child, terrorizing a child with threats or menacing acting, or any form of sexual contact. (staff will not be employed)

Active Supervision- while in the care or under the supervision of program staff, which includes leaving a child alone anywhere on the ground of a Head Start facility, (e.g. in a classroom, bathroom, or on a playground), as well as outside the facility in a parking lot, on a nearby street, or on a bus or another program-approved transportation or excursion. (staff will not be employed)

Unauthorized release - where a child is released from a Head Start facility, bus, or other approved program transportation to a person without the permission or authorization of a parent or legal guardian and whose identity had not been verified photo identification is needed to ensure that the person is who they say they are.

Staff must respect and promote the unique identity of each child and family and do not stereotype on any basis including gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition; Staff must follow Program Confidentiality Policies concerning personally identifiable information about children and families. Any information whether written, verbal or observed, regarding child and/or families is considered to be confidential unless a signed written release has been signed by the parent(s) or guardian(s).

Staff will not solicit or accept personal gratuities, favors, or anything of monetary value from potential or enrolled families, vendors/contractors in accordance with Personnel Policies.

All employees, consultants, contractors, and volunteers are expected to comply with all applicable sections of the Personnel Policies and Procedure Manual and to perform their work satisfactorily. The image of the Agency and the Programs it sponsors is influenced by the conduct of its employees. Violations of these Standards of Conduct may result in Termination of Employment or Revocation of any Contractual or Work Agreements.

Head Start works to protect the safety of children. Our highest priority is to be sure that children are in a safe and healthy environment. We complete background checks at the State and Federal level on all of our employees. No person will be employed with our program that does not pass the state and federal background check.

Volunteer Etiquette

1. Volunteers will be treated as professionals who are there to assist Head Start staff members.
2. Volunteers will be trained in the importance of confidentiality regarding the children and families that are served by Head Start.
3. The volunteers will adhere to the Agency Policies and Procedures.
 - Volunteers are not to be unsupervised and alone with children.
 - Volunteers eat with the children and staff.
 - The use of tobacco products, vaping, drugs or alcohol is not permitted in the Head Start centers or PALS site.
 - Volunteers, other than the parents of enrolled children, may not transport children.
 - Emergency procedures are posted at each center and PALS site. Volunteers need to be familiar with these and know what to do if there is an emergency, as directed by the staff.
 - Regular volunteers who volunteer more than 16 hours per month will also be required to have a fingerprinted background check and DSS Child Abuse & Neglect Screening (reference Volunteer Placement Protocol) (forms available through fiscal/HR office).

Child Abuse/Neglect Reporting Procedure:

All staff members/volunteers who suspect a child is being abused or neglected must report it in accordance with the Agency Reporting Policy.

Child Abuse and Neglect:

A mandatory reporter is an individual or agency who is required by state law to report any instance where he or she has reasonable cause to suspect that a child under the age of 18 has been abused or neglected. Mandatory reporters must report the instance to the state's attorney of the county in which the child resides or is present, the Department of Social Services (DSS) or law enforcement officers. Head Start staff are mandatory reporters – SDCL 26-8A-4.

What is Child Abuse and Neglect?

Child abuse and neglect occurs when a child is mistreated, resulting in injury or risk of harm. Types of child abuse and neglect are identified within four categories.

- Physical abuse - refers to an action of the parent, guardian or custodian that is non-accidental and results in physical injuries, often occurring in the name of discipline or punishment.
- Physical neglect - occurs when a parent, guardian or custodian fails to provide for a child's basic needs, like food, clothing, shelter, education, medical care or supervision and abandonment. The failure to meet basic needs must represent a threat to the child's immediate health and safety or an impending danger if there is a pattern or history of the child's needs not being met.
- Sexual abuse - and exploitation occurs when a parent, guardian or custodian commits, or allows contacts or interactions between a child and adult, where the child is used for the sexual stimulation of the parent, guardian, caretaker, or other responsible person. Sexual abuse may also be committed by a person under the age of 18, when that person is significantly older than the victim, or in a position of power and control over the child.
- Emotional Abuse - Emotional maltreatment occurs when a parent, guardian or custodian fails to provide the emotional nurturing needed for a child's psychological growth and development, or willfully denies the child the emotional stability necessary for proper psychological growth and development. Emotional maltreatment results in an observable or measurable impairment of the child.

What will families receive to support parent engagement?

- Information and referrals to support the needs of the family
- The opportunity to identify strengths and needs that the family has by completion of the Family Service Assessment and Family Partnership Agreement
- “Parents as Teachers” is the curriculum that addresses health, mental health, education, child education, child development, oral health, and nutrition
- Monthly parent meetings/education sessions are held in September, October, November, January, February, March, and April. These meetings are held during PALS and include parent input and discussion of designated topics.
- Fatherhood activities and Family activities
- Becoming volunteers in the Head Start Program
- Visiting the centers, home-base socializations, and locally designed option sites
- Contribute in-kind documentation to the Head Start Program
- Donating materials as needed for developmentally appropriate activities
- Volunteer opportunities at Socialization/Centers

Parents as decision makers and how to get involved:

Parents are encouraged to get involved in the Head Start Program and their community by participation in local parent meetings and policy council meetings. Parent meetings are held in each area monthly with the exception of December and May. Local Parent committees are held at a time and location that best meets the needs of the families enrolled. Parents can participate in parent meetings virtually if this is available with the local unit. Parent involvement in the program not only helps to promote the Head Start Program, but helps to develop policies, procedures, activities, and services to best meet the needs of the program. For Center Base Parents, parent meetings are informal and friendly and include a regular business meeting, as well as an educational session. For Home Base families, parent meetings are also informal with a regular business meeting, and educational topics are covered that are based on topics parents choose from Parents as Teachers Curriculum. Each local parent group elects a Policy Council representative, as well as an alternate to represent their area parent committee. It is also stated in the Grantee Personnel Manual and Head Start Program Performance Standards (HSPPS) 1304.50 that no staff member nor a member of their family defined or as defined by the grantee shall serve on the Policy Council in any capacity. Policy Council members serve as the direct liaison between the local parent committee and the Policy Council.

Important things to know about Policy Council:

- The Policy Council is comprised of representatives elected from each of the Head Start parent committee areas.
- Policy Council members may be parents, past Head Start parents or community members.
- Policy Council members work in partnership with key management staff and governing bodies to develop, review, and approve or disapprove program activities.
- Policy Council members serve as a link to the local parent committee, grantee board, public and private organizations and the communities that they serve.
- Policy Council members assist parent committees in their communication with parents in the program to ensure that they understand their roles.
- Policy Council members assist the Grantee Board to resolve community complaints about the Head Start Program.
- Policy Council members participate in the annual program assessments.
- Policy Council meetings are held monthly. We understand that parents are busy, and some must travel long distances to attend Policy Council meetings, however, we also value and need parental input. For this reason we offer in-person Policy Council meetings in addition to the ability to connect through technology via phones and computers to participate in the meetings. Mileage and childcare costs are reimbursed for representatives attending the meeting, and food is provided for members at the meeting.

Parent and Adult Personal Behavior at Center, LDO, and PAL's Sites

South Central Child Development, Inc. requires that parent/guardians of enrolled children at all times act in a manner consistent with decency, courtesy, and respect while they are on SCCD's Inc., premises. One of our goals is to provide the most appropriate environment in which a child can grow, learn and develop. Achieving this ideal environment is not only the responsibility of the employees of South Central Child Development, but the responsibility of each and every parent or adult who enters a SCCD Inc., site. While at SCCD Inc., parents/guardians are required to act in a manner that fosters this ideal environment. This code of conduct includes, but is not limited to:

- ☐ Swearing, or other offensive language
- ☐ Threats to employees, children, or other parents or adults
- ☐ Physical altercation with children or adults
- ☐ Smoking, including outside the building up to the public sidewalk
- ☐ Being under the influence of drugs or alcohol
- ☐ Mental or emotional impairment

Any violation of this code may result in limited or restricted access to South Central Child Development Head Start may and be reported to law enforcement authorities.

Fatherhood/Male Involvement

The fatherhood program was established to better support men to be involved in the education of their child. The Fatherhood Initiative helped to empower and encourage male role models to become active in the day-to-day activities of their child. By promoting fatherhood, more dads, grandfathers, uncles, or other supporting males have attended the Head Start meetings, volunteer activities in the classrooms and PALS, home visits, field trips, and other opportunities to participate with their child. It has been the goal of the HS program to welcome fathers to participate both formally and informally in their child's education. Research has shown that by having an involved father or father figure in the life of the child, children will grow up to be well-adjusted, happier, and successful children. Studies also reveal that children with supportive fathers do better in school, have less delinquency, and grow up to be more productive adults.

A minimum of one formal fatherhood event takes place. These events are planned by each local parent group, and they reflect the activities that each individual parent group has chosen to do.

Parents are their children's first and most influential teachers. The early childhood years are crucial for children to fully develop for success in school and in life. The intent of the Head Start Parent/Volunteer Handbook is to help families to better understand what the Head Start program is, and how to identify what their role both as a parent and volunteer in the program involves. As parents/guardians, you are the primary educator of your child, and it is our desire that Head Start helps to enhance and support the goals that you have for your child and family.

South Central Child Development, Inc. offers Head Start services in a sixteen-county area in South Dakota. The service options include the home-based option, the center-based option, and the LDO option. The primary goal of Head Start is to make sure that each child and their families are ready for the transition into school.

Emergency and Severe Weather Instructions

If the weather conditions cause public schools in your school district to be closed:

- Center Base-Head Start classes will be closed that day. When public schools are running two or more hours late, Head Start will close morning classes for that day.
- Home Base-Head Start PALS/Youth Socialization will also be cancelled that day. If the public schools are running two or more hours late, Head Start will cancel clusters/socializations for that day.

PLEASE LISTEN TO YOUR LOCAL RADIO, TELEVISION STATION OR CHECKOUT OUT
FACEBOOK SITE FOR SCHOOL CLOSINGS

Pedestrian Safety Tips

- ☐ Teach kids at an early age to look left, right and left again before crossing the street. Then remind them to continue looking until safely across.
- ☐ It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. If there are no sidewalks, walk facing traffic as far to the left as possible.
- ☐ Teach kids to make eye contact with drivers before crossing the street.
- ☐ Children under 10 need to cross the street with an adult. Every child is different, but developmentally, most kids are unable to judge the speed and distance of oncoming cars until age 10.
- ☐ Encourage kids to be especially alert for cars that are turning or backing up.
- ☐ Teach kids not to run or dart out into the street or cross between parked cars.
- ☐ Teach kids to put phones, headphones and devices down when crossing the street. It is particularly important to reinforce the message with teenagers.
- ☐ If kids need to use a cell phone, teach them to stop walking and find a safe area to talk.
- ☐ When driving, put cell phones and other distractions in the back seat or out of sight until your final destination.
- ☐ Be especially alert and slow down when driving in residential neighborhoods and school zones. Be on the lookout for bikers, walkers or runners who may be distracted or may step into the street unexpectedly.



School Bus Stops

SCHOOL BUSES ARE THE SAFEST WAY TO GET TO SCHOOL.

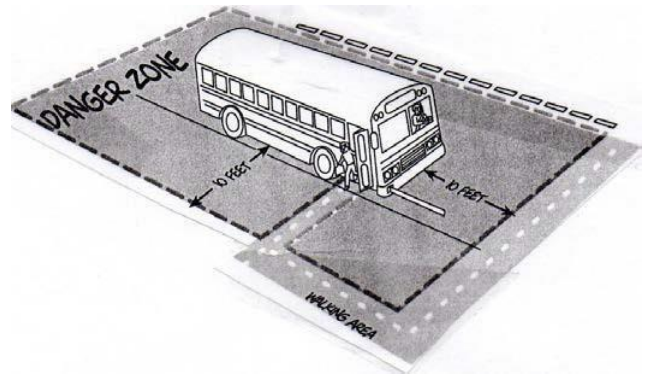
- ☐ School buses are nearly 8 times safer than passenger vehicles. But children must take care when boarding or leaving the bus. They are hit in the “danger zone” around the bus, either by a passing vehicle or by the school bus itself. It is illegal for a vehicle to pass a bus with its red light flashing.

YOUNG CHILDREN ARE MOST LIKELY TO BE HIT BECAUSE THEY:

- ☐ Hurry to get on or off the bus
- ☐ Act before they think and have little experience with traffic
- ☐ Assume motorists will see them and will wait for them to cross
- ☐ Don't always stay within the bus driver's sight or
- ☐ Drop something as they get off the bus and run into the path of the bus to pick it up.

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

- ☐ When getting on the bus, stay away from the “danger zone” and wait for the driver's signal. Board the bus one at a time.
- ☐ When getting off the bus, look before stepping off the bus to be sure no cars are passing on the shoulder (side of the road). Move away from the bus.
- ☐ Before crossing the street, take five “giant steps” out from the front of the bus, or until the driver's face can be seen. Wait for the driver to signal that it's safe to cross.
- ☐ Look left-right-left when coming to the edge of the bus to make sure traffic is stopped. Keep watching traffic when crossing.



SAFETY STEPS YOU CAN TAKE:

- ☐ Supervise children to make sure they get to the stop on time, wait far away from the road, and avoid rough play.
- ☐ Teach your child to ask the driver for help if he/she drops something near the bus. If a child bends down to pick up something, the driver cannot see him/her, and the child may be hit by the bus. Have your child use a backpack or book bag to keep loose items together.
- ☐ Make sure clothing and backpacks have no loose drawstrings or long straps to get caught in the handrail or bus door.

LEARN AND FOLLOW SCHOOL BUS STOP LAWS:

- ☐ Laws exist to protect children getting on and off the bus AND protect you from a tragedy. Check with your school or police department for more information and your state's laws.
- ☐ Vehicles must stop when the bus displays flashing red warning lights and extends the stop signal arm.
- ☐ Vehicles may not pass until the flashing red lights and signals are turned off.
- ☐ Vehicles traveling in the same direction as the bus are always required to stop. In some states vehicles moving in the opposite direction on a divided roadway are also required to stop. Check the law in your state.
- ☐ Never pass on the right side of the bus where children enter or exit. This is illegal and can have tragic results. Violation of these laws can result in a citation and fine. In many places, school bus drivers can report passing vehicles.

Center-base Transportation

Transportation to and from the Head Start center for children enrolled in a center may vary from community to community, depending on where the boundaries are set. An authorized adult must escort into and out of the classroom all children who ride the bus or who are dropped off or picked up. The child and parents need to be ready to escort their child to the bus when it stops at their home. Hand to hand contact is mandatory when the child enters and exits the bus. Both the bus monitor and the parent need to ensure the safety of the child. Note, the bus driver cannot leave the bus unattended to assist children as they leave the bus. If bus transportation is not needed for the day, parents are to contact the designated person or center and let them know. If the parent or caretaker is not home to meet the bus, the child will be taken back to the center. If an emergency contact person cannot be reached, the center teacher will call their area manager, who will call Child Protection services or the local Law Enforcement Agency to report to them that they have a child in need of supervision.

Walking or Parent Transported: NO CHILD WILL BE ALLOWED TO WALK TO OR FROM THE CENTER ALONE.

***DO NOT DROP YOUR CHILD OFF IN THE PARKING LOT OR LEAVE THEM AT THE DOOR. All children will arrive at starting time and be picked up at the end of class.

Transportation Rules

- ☐ The Bus Driver oversees ensuring bus inspections and safety laws and rules are followed related to child safety and bus operation. Bus monitors and bus drivers must work together to ensure the safety of the children and compliance with Head Start transportation standards.
- ☐ The bus will pick the child up at approximately the same time every day. It is the parent's responsibility to have the child dressed and ready to board the bus immediately. The driver will wait no more than 3 minutes at each stop. If no one appears at that time, the bus will go and will not return. Within the 3 minutes, the bus monitor will call or message the parent if, they do not get an answer the monitor will make attempts to call, text, or approach the door to get a response.
- ☐ State law mandates that under no circumstances is the driver allowed to leave the bus. It is the parent's responsibility to see that the child handed off safely to the bus monitor and to do a hand-to-hand exchange.
- ☐ If a child is absent, it is the parent's responsibility to call the Head Start Center/Teacher or designee.
- ☐ If a family moves or changes day care providers, parents must notify the teacher immediately. All transportation changes must be made with your child's teacher or the designated bus service. Parents are reminded that moving out of a boundary line or changing day care providers may affect their child's enrollment.
- ☐ In case of a known emergency, the parent must notify the teacher and/or the designated busing service by phone to transport a child to a different location other than the agreed upon pick-up or drop-off location.
- ☐ Head Start staff will only release children to individuals 18 years or older who have been authorized in writing by the child's parent/guardian and has proper identification.
- ☐ No toys or food will be allowed on the bus at any time.
- ☐ All children will remain seated and safety belts attached while the vehicle is in motion.

Emergency Contact/Permission to Release Child

Only authorized people that are listed on the Emergency Contact/Permission to Release Child form or a written release signed by the parent/guardian will be able to pick a child up from the center. The bus will not be able to release an enrolled child to anyone that Head Start does not have written permission for. The forms can be changed or updated upon the request of the

parent or guardian. Teachers, Family Advocates or Area Leaders will be able to assist with this process if necessary. If a staff member has reasonable cause to suspect that any person picking up a child at the center or attending socialization at a site is under the influence of alcohol/drugs or is physically, mentally, or emotionally impaired in any way and may endanger a child the staff member will ask the parent/guardian if they will allow you to call someone else to pick up the child. If unable to reach the parent or emergency contact, law enforcement may be called.

Children will only be released to:

Your emergency contact person who must be over the age of 18 years old.

Someone with proper authorization (on your emergency consent form).

Children will never be released to:

Anyone suspected of being under the influence of drugs or alcohol.

Anyone without proper identification, (unless on your emergency consent form)

Anyone that is legally restrained from contact with your child.

Anyone that is under the age of 18.

Family Services

Family Advocates work with families to create a partnership between Head Start and each family while providing support and guidance to parents. The family service component at Head Start strives to assist parents in achieving their personal goals for themselves and their family. Together, with your Family Advocate, you will complete a Family Assessment, and Family Outcomes and are encouraged to establish a written plan of Family Goal(s) and take steps toward achieving your goals.

Referrals

Head Start staff provide parents with information regarding community services such as financial assistance programs, food pantries, educational, health/mental health, and employment opportunities. All referrals are followed up to ensure that you receive the necessary assistance or information.

Emergency Assistance

Head Start staff provide support and advocacy for families in crisis by connecting them with appropriate agencies for emergency assistance. Follow-up services ensure that the families' needs have been met.

Positive & Goal-Oriented Relationships			
Equity, Inclusiveness, Cultural and Linguistic Responsiveness			
PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership	Program Environment	Family Well-being	Children are:
Professional Development	Family Partnerships	Positive Parent-Child Relationships	Safe
Continuous Learning and Quality Improvement	Teaching and Learning	Families as Lifelong Educators	Healthy and well
	Community Partnerships	Families as Learners	Learning and developing
	Access and Continuity	Family Engagement in Transitions	Engaged in positive relationships with family members, caregivers, and other children
		Family Connections to Peers and Community	Ready for school
		Families as Advocates and Leaders	Successful in school and life

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

Head Start Parent, Family and Community Engagement Framework Engaging Families Prenatal to Age 8

Parent and family engagement in Head Start is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PF&CE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PF&CE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole – across systems and service areas – to promote parent and family engagement and children’s learning and development.

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families. These are strategies that support the PF&CE.

Parent Engagement

Parent engagement is the process of engaging families to become leaders and decision makers within the Head Start Program. This opportunity is presented to home base, center base and locally designed option families. Because Head Start is a family focused program, staff works with both the child and family to develop goals that will help support them in achieving personal goals. The process of parent engagement begins when the head start application is taken, followed by acceptance and enrollment and completing the necessary paperwork. The health requirements such as the well child physical and dental appointment are also completed by the parent/guardian. Upon enrollment, each family is offered the opportunity to complete a Family Service Assessment and a Family Partnership Agreement. This helps the family to not only identify their needs but to also look and build on the strengths of the family. Setting goals and identifying resources is an ongoing process throughout the entire Head Start year. The Parents as Teachers curriculum is a family focused and relationship-based program that supports the family’s goals and provides individualized resources.

Head Start Attendance Procedures

SCCD, Inc., encourages all families to have their children attend all class days as scheduled. Studies show that children who are chronically absent (missing more than 10% of class) (EXAMPLE: just 3 days out of 30 days) have a lower academic success in kindergarten and first grade and are less likely to read at grade level in third grade.

These children stay behind throughout school and are less likely to graduate. There are many benefits for children who regularly attend school. Some benefits include but are not limited to exposure to language and language development, math and reading skills, and getting along with other children (social skills). If families are having challenges bringing their child to school, SCCD, Inc. Head Start will make all efforts to assist families in maintaining regular attendance.

If Your Child is Absent:

- ☐ Call your teacher and bus driver (if your child rides a bus). Leave a message if there is no answer.
- ☐ Tell them why your child is absent.
- ☐ If child is absent due to an appointment for Head Start business ie: medical, dental, assessment, referral please let us know in advance so we can excuse the absence and obtain the follow-up paperwork.
- ☐ Tell them when your child will return to class.

Attendance Becomes a Concern When:

- ☐ There are absences without family contact.
- ☐ There are frequent absences during an extended period of time.
- ☐ There is an absence pattern (for example, if a child misses every Monday).
- ☐ There are frequently canceled home visits.

When your child is unexpectedly absent, please contact us within the first half hour of your child's center start time. This is necessary to ensure your child's well-being.

When Attendance Becomes a Concern:

If there is no contact after 2 or more unexcused consecutive absences, your Family Advocate or Area Leader will attempt to meet with you to create a plan to re-establish regular attendance.

This process may require the completion of an attendance plan. The attendance plan will be reviewed from the time it was created with the Family Advocate at each home visit. If repeated attempts to contact you fail, a letter will be sent to your last known address advising that you need to contact your Family Advocate with 7 calendar days and complete an attendance plan to remain in Head Start. Continued poor attendance may result in the child's withdrawal from the program.

Pre-arranged Absence Procedure:

Head Start families may prearrange absences for up to two (2) weeks during the program year by contacting the Leader or Family Advocate /Teacher. Longer periods of absences may be authorized on a case-by-case basis by the Area Leader for reasons that include but are not limited to serious health issues or family emergencies.

Parents must contact the Area Leader or Family Advocate to make arrangements if the child does not return to school on the scheduled return date, Program staff will attempt to contact the parents or guardians. If they cannot be contacted, the child will be withdrawn from the program upon 30 consecutive days of absence and placed on a waiting list.

Attendance Plan:

An attendance plan is to be written if the child continues to miss visits and/or if there is a pattern (i.e. every Monday). The Family Advocate or Home Visitor will attempt to meet with the parent to create a plan to re-establish regular attendance. This process may require the completion of an attendance plan. The attendance plan will be reviewed from the time it was created with the Family Advocate or Home Visitor at each home visit. If 4 consecutive no-shows for visits are documented, the Area Leader will send a certified follow-up letter to the family with a copy to be uploaded in Child Plus. This letter will emphasize the importance of the child's attendance in the program and if a response is not received within 7 days of the date on the letter, the child will be either dropped from the program or placed back on the waitlist (at the discretion of the ERSEA Coordinator). No child will be removed from attendance until the Area Leader notifies employees that the child has been dropped.

Make-Up Visits:

If a home visit is canceled for any reason, it is the responsibility of the home visitor to contact the family and reschedule the visit. This is to ensure that a minimum of 32 home visits are provided for each family. Rescheduling home visits is for the benefit of the family. Home visits should not be scheduled to meet the needs of the home visitor. If a home visitor cancels a home visit they must notify their Area Leader for the reason, the potential make-up date and time, and document the reason in ChildPlus.

No Nit Protocol

Our program has a no nit protocol. This means that if a child is found to have nits or live lice they will be sent home. The child will be able to return to program services once the child has been treated and has been cleared by Head Staff to return. If a family has an ongoing reoccurrence of head lice the staff can request that the family see their family physician and provide documentation that they are free of lice and/or nits and are cleared to return to services.

Immunizations:

Health is the foundation of School readiness. To help children thrive, Head Start staff will assist parents to make sure that their children are up to date on their immunizations as recommended by the Center for Disease schedule, as shown in the back of this handbook.

Medication Policy

No medication will be administered during Head Start services unless it is prescribed by a physician and is required during Head Start. A child health plan is required for children to receive medication at Head Start. For additional information please refer to the medication policy.

Health Emergencies

Head Start staff are certified in CPR/First Aide. Health emergency procedures are posted at centers and socialization sites. Health emergency procedures relate to emergency medical & dental plans, dental emergencies procedures & CPR/First Aide.

Short Term Exclusion Policy

Please use the following guidelines to keep your child home:

1. Has a fever or rash or both
2. Your child may return when they have been fever free for 24 hours without the use of fever reducers.
3. Has diarrhea or has vomited within the past 24 hours. Your child may return 24 hours after the illness is over.
4. Has strep throat, impetigo, or pink eye and had not been on medication for 24 hours.
5. Has head lice and nit (eggs) are present. Children must be treated and “Nit Free” to return. Our program has a no-nit protocol. This means that if a child is found to have nits or live lice, they will be sent home. The child will be able to return to program services once the child has been treated and has been cleared by Head Start staff to return. If a family has an ongoing recurrence of head lice the staff can request that their family see their family physician and provide documentation that they are free of lice and/or nits and are cleared to return to services.
6. Please do not send a child who is ill or getting ill. If a child arrives or becomes ill, parents will be notified to pick up their child. If the parents cannot be reached, the emergency contact will be notified to pick up the child. Only in cases of extreme emergency will Head Start staff take a child home.

Mental Health

- ☐ Mental health resources, education, and referrals help to support a program-wide culture that promotes children’s and family mental, social, and emotional well-being. By providing support for effective classroom management and a positive learning environment, staff are better able to work with children that exhibit challenging behaviors and other social, emotional, and mental health concerns.
- ☐ Upon enrollment into Head Start, parents complete the Ages and Stages Social Emotional (ASQ-SE), questionnaire on their child. Using the information from the ASQ-SE, parent information, and observations, a determination for a mental health referral is made. Parents, Teachers, Area Leaders, and the Mental Health Coordinator discuss the child’s behavior and determine the need for completing a behavior log on the child. Behavior logs take into consideration the types of behaviors that are being exhibited as well as what part of the day behaviors are most prevalent. After completion of the behavior logs, the parent, teacher, Area Leader, and Mental Health Coordinator make the most appropriate referral for the child and family to receive services. Emergency referrals for children or family members are made by the Mental Health Coordinator if there is immediate well-being at risk either at home or at school. The Mental Health Coordinator and staff will work closely with local Mental Health Centers and School districts to provide two-way information, on-going communication, and support with collaborative services for the child and family. When families determine that services are necessary for their child due to challenging behaviors, staff can readily assist them with referrals and other Mental Health information.

Our Agency provides the Conscious Discipline in Centers and at PALS that supports and

creates a learning environment in which resilience and social skills grow and achievement thrive. Conscious Discipline transforms the educational culture and the adult mindset before seeking to implement directly with the children. It is an adult first, trauma responsive curriculum that integrates resilience, self-regulation, a healthy school culture and brain based discipline practices. It is based on natural consequences, safety and service to each other. The behavior of an adult directly impact that of our children.

Program Options

Home-Base Option:

The home base option is a family-focused service delivery that advocates for parents to be their child's first and most influential teacher. The Parents as Teachers curriculum (PAT) and Head Start share this philosophy. The early years are so important to the well-being and development of the child, weekly home visits are scheduled to support the parent as the child's "teacher", and the child as the "learner". The PAT curriculum offers parent/child activities that involve parents as partners and build on parents' knowledge and development. The home visitor is a parent educator who assists families to serve as the primary educator of their child. The implementation of the PAT model is a relationship and strength-based approach which focuses on three main areas:

1. Parent-Child Interaction
2. Development Centered Parenting
3. Family Well-Being

Research has proven that the strength-based approach to learning guides the home visitor to help families with protective factors which promotes positive development in children.

- The curriculum used in the Head Start Home-Base option is Parents as Teachers (PAT) Parents as Teachers promotes the optimal early development, learning, and health of young children by supporting and engaging their parents and caregivers. The internationally recognized evidence-based home visiting model is backed by years of research-proven outcomes for children and families.
- Home-Base families will receive a weekly home visit scheduled for a day and time that is best for the family and two socialization experiences each month.
- Home Base Socializations named PALS (Play and Learn Session). SCCD, Inc. provides at a minimum, 16 socializations over the year. Your home visitor will provide a monthly calendar with the scheduled dates and also discuss PALS during your home visit.
- PALS are generally held twice a month for 1 ½ hours and are held on a day selected by the parents and the home visitor. Children are exposed to a variety of activities to increase their social, emotional, language, intellectual and physical development and to promote school readiness goals.

Parents/guardians are encouraged to attend socializations with their child and encouraged to volunteer and participate in activities while there. Children learn best through playing with equipment and materials, other children, and with adults as well. Free-play forms the core of socializations. Children may choose what they want to do, who they want to work with, and what materials they want to use. This type of play fosters creativity, independence, and self-motivation. Other learning activities include those planned by the home visitor and parent. A snack or meal is provided and is served family style.

A developmentally appropriate learning environment is one where the children most often:

Create..... rather than duplicate

Make the lines.rather than color in the lines

Talk..... rather than listen passively

Initiate..... rather than imitate

Raise questionsrather than always having the teacher's question

Solve their own problems..... rather than the teacher solving the problem

Make art..... rather than do crafts
Emphasize the process..... rather than the product

Center Base Option:

In the center base option children attend a center site. Parents are encouraged to visit their child at the center and to participate in activities. Parent engagement in Head Start is encouraged through volunteering, attending parent meetings, getting involved in Policy Council, attending family functions and engaging in the necessary paperwork required of the Head Start program.

The curriculum used in our Head Start centers is ***The Creative Curriculum for Preschoolers***, it's designed to meet the basic needs of the children. It offers strategies for building positive relationships, helping children develop self-regulation, and responding to challenging behaviors. It shows teachers how to guide children's learning during daily routines and everyday experiences. The daily schedule gives children choices and a role in determining how they learn. This curriculum helps children acquire social competence and the skills they need to succeed as learners. Your child will be introduced to many new experiences in Head Start, activities are designed to increase their social, emotional, physical, and intellectual development.

Examples may include

Social.....sharing, taking turns, listening, cooperative play, and dramatic play
Emotional.....self-concept, expressing needs, and self-help skills
Physical Large motor – climbing, hopping, balancing, running, and block play
Fine Motor cutting, pasting, drawing, printing, and painting
Conceptualname, color, & letter recognition; shapes, language skills, memory, and counting

- ❖ Activities may be messy. Please send your child in washable play clothes that you don't mind getting soiled.
- ❖ Since the children have outside play activities most days (weather permitting), please make sure your child is dressed appropriately for the weather (boots, hats, mittens, snow-pants, etc.). Shoes will be worn in the classroom.
- ❖ A bag or backpack is not required but helpful for bringing home newsletters, menus, artwork, and other handouts.
- ❖ ITEMS FROM HOME - There are many toys and activities for your child to enjoy while at the Head Start center.
Please do not allow your child to bring items from home to the center. This includes toys, jewelry, books, gum, candy, and other items.
- ❖ Cultural diversity is very important in the Head Start Program. Different cultural beliefs and practices are respected. Holidays are celebrated in a seasonal approach.
- ❖ Birthdays are recognized in the classroom but not celebrated. This means NO invites or treats.

Center Base full-day option – children attend the center 4 days per week Monday through Thursday and 1 Friday per month for 7 hours per day (total of 1020 classroom hours per year).

Center Base half-day option – children attend the center 4 days per week Monday through Thursday for 3.5 hours per day.

Locally Designed Option:

Children attend a center classroom 2 days per week for 3.5 hours per day and each family receives 2 home visits per month. The center days and hours vary depending on the location.

Head Start Early Learning Outcomes Framework: Ages Birth to Five

The Framework is intended to guide Head Start programs in their ongoing assessment of the progress and accomplishments of children. It describes the skills, behaviors, and knowledge that programs must foster in all children. The Head Start Early Learning Outcomes Framework (HSELOF) is grounded in a comprehensive body of research about what young children should

	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

know and be able to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. The information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes. Head Start programs use the HSELOF to guide their choices in curriculum and learning materials, to plan daily activities, and to inform intentional teaching practices. Aligning the early learning outcomes in the Framework to curriculum, assessment and the SD Early Learning Guidelines will promote successful learning in all children. Head Start also uses HSELOF with families to help them engage in their children's learning.

School Readiness

Head Start's approach to school readiness means that all children are ready for school, families are ready to support their child's learning, and schools are ready for children. Head Start encompasses a strong, clear and comprehensive focus on all aspects of healthy development including physical, cognitive, social and emotional development. Head Start has established school readiness goals which include the expectations of children's progress across the HSELOF domains of approaches to learning, social and emotional development, language and communication, cognition, and perceptual motor and physical development. Each child's school readiness goals will improve readiness for kindergarten ensuring skills, knowledge and attitudes necessary for success in school and for later learning and life.

Developmental Screening

All children will be screened using developmental, social, emotional, hearing and vision screening tools within 45 days of enrollment or prior to enrollment into the Head Start program. Your input is very important in the screening process. The results of these screenings will be shared with you at a home visit or parent teacher conferences. If you have any concerns about your child's development please visit with your child's teacher, Area Leader or Family Advocate.

Disability Services

Head Start Program Performance Standards (HSPPS) state programs must reserve at least 10% of their enrollment slots for children with diagnosed disabilities. Head Start programs ensure the individualized needs of children with disabilities are being met and all children have access to and can fully participate in the full range of activities and services. Our program partners with all programs serving your child, including local school districts. We work with and assist families through the process of screening, referral, evaluation, and possible implementation of individualized education plans (IEP). Talk to your child's teacher if you have any concerns or questions about your child.

Field Trips

Field trips support classroom educational experiences, the current curriculum, each child's individual developmental level and the cultural background of all children. Field trips will be pre-planned, supporting all children's engagement in learning experiences and activities.

Parents and volunteers are encouraged to accompany classroom staff on field trips to ensure adequate supervision. However, no enrolled center child will be excluded from the field trip based on the child's parent being unable or choosing not to accompany him/her on the scheduled trip. In the home base option, a parent is required to accompany the child on all field trips.

Opportunities for Trainings

SCCD Inc. provides opportunities for training and technical assistance and resources for training parents/guardians at local parent meetings, workshops, in-services and through newsletters. Parent education topics planned and offered by the program include the areas of parenting skills, education and child development, mental health, nutrition and oral health.

The Career Development Committee (CDC), which identifies program training needs and develops those needs, has a representative from Policy Council members, center and home visitors, teacher assistants, disability tutors, office staff, and Area Leaders.

In-Kind Contributions and Documentation

What is in-kind and how is it documented?

Head Start receives their funds from the federal government, but 20% matching contributions must come from what is called non-federal or in-kind contribution of time, resources, material and services. For example, for every federal \$1.00 spent we need to generate \$.25 of in-kind.

Volunteer means an unpaid person who is trained to assist in implementing ongoing program activities on a regular basis under the supervision of a staff person in areas such as health, education, transportation, nutrition, and management.

The time you volunteer in the classrooms helps raise the needed in-kind. Volunteering in the classroom gives you an excellent opportunity to see what really is happening, to see how your child relates to other children and to share ideas with the teacher on the needs of the child.

For volunteer services to be counted as in-kind:

1. The service provided by the volunteer would have to be otherwise purchased or provided by salaried personnel.
2. The duties of the volunteer must be controlled by the organization.
3. The value of the service performed by the volunteer must be measurable and material to the Head Start Program.
4. The value must be based on the nature of the service the volunteer provides.

In-kind is collected on a weekly basis and comes from activities that parents do with their children. The activities that are done and tied to and supported by the School Readiness Plan and help to reinforce the goal the parents set for their child. For example, if a parent/guardian spends ¼ hour with their child, then only ¼ hour of parent time is counted as in-kind. Another form of in-kind is material contributions to the Head Start Program. For example, if a parent/guardian contributes the ingredients for a nutritious snack, the cost of the items can be used as in-kind.

- In-kind is a 20% match for our Head Start funding
- In-kind is collected each week. It must be reviewed, signed, and dated
- In-kind is based on activities and materials

In-kind is very important to our program and needs to be done in order for our program to operate. If you have any questions, teachers, family advocates, and area leaders will be glad to help you with filling out the in-kind forms.

Child's Name _____ Unit _____

For the Week of _____ (WEEK # _____)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
A. Social-Emotional <i>Mark completed activities with an X and circle the amount of time you spent on these activities (15 or 30 minutes).</i>	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min
1. Talk or activity about feelings.							
2. Activity with sharing and cooperation.							
3. Activity with taking turns.							
4. Talks about self, likes/dislikes.							
5. Talks about families and stories.							
B. Approaches to Learning <i>Mark completed activities with an X and circle the amount of time you spent on these activities (15 or 30 minutes).</i>	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min
6. Practice bedtime routine.							
7. Draw a picture of your family.							
8. Making/playing with friends.							
9. Visit community sites and events.							
10. Visit a neighbor.							
11. Activities that encourage pretend play.							
C. Physical <i>Mark completed activities with an X and circle the amount of time you spent on these activities (15 or 30 minutes).</i>	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min
12. Move or dance to music. / Make up dances							
13. Ride and steer a trike/bike/wheeled toy/etc.							
14. Balance on one foot. / Walk on line or beam.							
15. Catch, bounce, throw, kick object.							
16. Crawl, walk, run, hop, jump, gallop, skip.							
17. Exercise with others.							
18. Walk up and down steps.							
19. Writing/drawing. / Draw with crayones, markers, etc.							
20. Snips with scissors. / Use scissors and glue. / Make collage: torn/cut nature objects.							
21. String beads or objects.							
22. Finger play. / Play with playdough.							
D. Language/Communication <i>Mark completed activities with an X and circle the amount of time you spent on these activities (15 or 30 minutes).</i>	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min
23. Talk with child about interests.							
24. Play travel games, ie. "I Spy".							
25. Expand vocabulary with poems/songs.							
26. Let child "read" to you.							
27. Discuss sequence of daily activities/stories.							
28. Encourage dramatic play with props.							
29. Take a walk & talk about what you see.							
30. Talk about the foods you eat.							
31. Show and tell using describing words.							
32. Include child in situation where they can hear English.							
33. Sing repetitive songs and fingerplays.							
34. Daily conversation so child has lots of input to hear sounds of English.							
35. Use repetition with words so child can make connections between words & objects.							
36. Introduce new vocabulary daily.							
37. Play games saying the words and doing the actions.							
38. Make up songs or stories.							
E. Literacy <i>(Mark completed activities with an X)</i>	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min
39. Read books connected to the weekly lesson plans & Emergent Literacy Program.							
40. Play with writing tools and paper.							
41. Have child retell a story or experience.							
42. Have child dictate story to go with picture.							
43. Make and mail cards for others.							
44. Draw and/or follow recipe for cooking.							
45. Recognize letters and sounds in name.							

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
F. Cognitive / Math / Science Mark completed activities with an X and circle the amount of time you spent on these activities (15 or 30 minutes).	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min
46. Sort and/or match objects.							
47. Discuss how items are different/alike. / Make comparisons (more/less, large/small, etc.)							
48. Count objects.							
49. Play with puzzles and/or building toys. / Play games with Shapes							
50. Play board and/or card games.							
51. Recall sequence of events:1st,2nd,next,last.							
52. Recognize and name colors.							
53. Memorize name, address, phone number.							
54. Talk about family, holiday, or culture.							
55. Help with family chores.							
56. Dramatic play with community jobs.							
57. Make a large play map of your community.							
58. Identify traffic signs.							
59. Self portrait with body parts.							
60. 1 to 1 Correspondence, ie. setting table.							
61. Measure: cups/spoons, weight, length, non-standard.							
62. Play games with more/less, greater than/fewer than.							
63. Play and extend patterns, AB, ABC, etc.							
64. Play games with over, under, top, bottom, etc.							
65. Make a graph.							
66. Compare objects using 1 attribute.							
67. Cause & effect (mix colors, empty/full wagon, cooking, etc.).							
68. Take seasonal walks and make collage/collection.							
69. Make a food item. Use all your senses.							
70. Practice proper hand washing/talk about germs.							
71. Supervise brushing teeth/talk about dental health.							
72. Make mystery box: texture, shape, smell, sound.							
73. Tasting party: sweet, salty, spicy, sour, etc.							
74. Do simple investigations: predict, observe, test, etc.							
75. Experiment with paint and paper.							
G. S.M.A.R.T. Activities Mark completed activities with an X and circle the amount of time you spent on these activities (15 or 30 minutes).	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min
76. Alligator Crawl							
77. Pencil Roll							
78. Balance Beam							
79. Popcorn							
80. Superman							
H. Teacher Recommendations Mark completed activities with an X and circle the amount of time you spent on these activities (15 or 30 minutes).	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min	15 min 30 Min
Total Hours (3hrs Maximum per Day)							
Total for the Week							

Volunteer Signature: _____ Date: _____

HBT/CT Signature: _____ Date: _____

Reviewed & Approved by: _____ Date: _____

Playground Safety

Playgrounds and outdoor play equipment offer children fresh air and exercise, so it's important to make sure that the play equipment is safe and students are not engaged in unsafe behavior.



SWINGS

- ◆ Sit on your bottom
 - ◆ Wait your turn
 - ◆ No jumping off the swings
-
- ◆ Swing straight and face front. Do not swing sideways or twist the chains

SLIDES

- *Go down feet first on your bottom
- *One person at a time can go down



- *Move out of the way when at the bottom for the next person to have a turn
- *Only go down, do not walk or run up the slide

PLAYGROUND EQUIPMENT

- ⇒ No running or tag games near the play equipment
- ⇒ No jumping off the play equipment
- ⇒ Safe shoes when climbing or running – not flip flops

PLAYGROUND MANNERS

- ◇ Use equipment for its intended purpose
- ◇ Take turns and share equipment
- ◇ Running is best on the grass
- ◇ Use polite language
- ◇ Invite others to play
- ◇ Line up when given the signal
- ◇ Respect fellow students, adults in charge, school property and the property of others
- ◇ Keep hands to yourself...no grabbing, pushing, or pulling others



POSITIVE LANGUAGE ALTERNATIVES

to tame a child's tantrum

Calm down.	→	How can I help you?
Stop crying.	→	I can see this is hard for you.
You're ok.	→	Are you ok?
Be quiet.	→	Can you use a softer voice?
Don't hit.	→	Please be gentle.
Stop yelling.	→	Take a deep breath, then tell me what happened.
Don't get upset.	→	It's ok to feel sad.
Thats enough.	→	Do you need a hug?
I'm over this.	→	I'm here for you.



WHAT IS WIC?

WIC is a special supplemental nutrition program funded by the U.S. Department of Agriculture and administered by the South Dakota Department of Health. Services include:

NUTRITION EDUCATION & COUNSELING

- Selecting and using nutritious foods
- Changing eating habits/lifestyles
- Improving overall health
- Answering food and nutrition questions

BREASTFEEDING

- Providing support and referrals for breastfeeding
- Explaining the benefits of breastfeeding
- Providing breast pump information
- Breastfeeding Peer Counseling (limited)

HEALTHY FOODS BASED ON INDIVIDUAL NEEDS

- Milk
- Whole Grains
- Fruits & Vegetables
- Eggs
- Canned Fish: Tuna, Salmon, Sardines
- Yogurt
- Infant Formula, Foods, Cereal
- Cereal
- Juice
- Peanut Butter
- Dried & Canned Beans/Peas

REFERRALS TO

- Doctors/Nurses
- Community Services
- Health Agencies
- Social Service Agencies such as Medicaid, SNAP (Food Stamps), or TANF

IMMUNIZATIONS

- Available if needed or referral



WHO CAN BE ON WIC?

To benefit from WIC, you must have an infant, have a child younger than five years old or be a woman or teenage girl:

WOMEN & TEENS

- Pregnant
- Up to 6 months after pregnancy
- Breastfeeding up to 12 months after birth

INFANTS

- Birth up to first birthday

CHILDREN

- Up to age 5

FOR MORE INFORMATION ON WHERE TO APPLY

Call Toll Free **1.800.738.2301**
or visit our website: www.sdwic.org

WHAT TO EXPECT AT YOUR WIC APPOINTMENT

AN APPLICANT MUST

- Provide family income information
- Provide identity and residency information
- Answer questions about past/current health
- Have height and weight taken
- Have a blood test taken
- Visit with health professional about nutrition education and health needs
- Receive eWIC card with food benefits to purchase at authorized WIC Stores

WHEN DO I GET MY BENEFITS?

Will receive benefits at the time of your WIC appointment.

HOW DO I KNOW IF I AM ELIGIBLE?

AN APPLICANT MUST

- Be a South Dakota resident
- Nutrition or health risk determined at WIC appointment
- Meet income guidelines



Your child needs vaccines as they grow!

2024 Recommended Immunizations for Birth Through 6 Years Old

Want to learn more?

Scan this QR code to find out which vaccines your child might need. Or visit www.cdc.gov/vaccines/tool/child.html



VACCINE OR PREVENTIVE ANTIBODY	BIRTH	1 MONTH	2 MONTHS	4 MONTHS	6 MONTHS	7 MONTHS	8 MONTHS	12 MONTHS	15 MONTHS	18 MONTHS	19 MONTHS	20–23 MONTHS	2–3 YEARS	4–6 YEARS
RSV antibody	Depends on mother's RSV vaccine status						Depends on child's health status							
Hepatitis B	Dose 1	Dose 2			Dose 3									
Rotavirus			Dose 1	Dose 2	Dose 3									
DTaP			Dose 1	Dose 2	Dose 3				Dose 4					Dose 5
Hib			Dose 1	Dose 2	Dose 3			Dose 4						
Pneumococcal			Dose 1	Dose 2	Dose 3			Dose 4						
Polio			Dose 1	Dose 2	Dose 3								Dose 4	
COVID-19					At least 1 dose of updated (2023–2024 Formula) COVID-19 vaccine									
Influenza/Flu					Every year. Two doses for some children									
MMR								Dose 1						Dose 2
Chickenpox								Dose 1						Dose 2
Hepatitis A								2 doses separated by 6 months						

KEY

- ALL children should be immunized at this age.
- SOME children should get this dose of vaccine or preventive antibody at this age

Talk to your child's health care provider for more guidance if:

1. Your child has any medical condition that puts them at higher risk for infection.
2. Your child is traveling outside the United States.
3. Your child misses a vaccine recommended for their age.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

FOR MORE INFORMATION

Call toll-free: **1-800-CDC-INFO (1-800-232-4636)**

Or visit: www.cdc.gov/vaccines/parents



American Academy
of Pediatrics 30

DEDICATED TO THE HEALTH OF ALL CHILDREN®



What diseases do these vaccines protect against?

BIRTH–6 YEARS OLD

VACCINE-PREVENTABLE DISEASE	DISEASE COMPLICATIONS
RSV (Respiratory syncytial virus) Contagious viral infection of the nose, throat, and sometimes lungs; spread through air and direct contact	Infection of the lungs (pneumonia) and small airways of the lungs; especially dangerous for infants and young children
Hepatitis B Contagious viral infection of the liver; spread through contact with infected body fluids such as blood or semen	Chronic liver infection, liver failure, liver cancer, death.
Rotavirus Contagious viral infection of the gut; spread through the mouth from hands and food contaminated with stool	Severe diarrhea, dehydration, death
Diphtheria* Contagious bacterial infection of the nose, throat, and sometimes lungs; spread through air and direct contact	Swelling of the heart muscle, heart failure, coma, paralysis, death
Pertussis (Whooping Cough)* Contagious bacterial infection of the lungs and airway; spread through air and direct contact	Infection of the lungs (pneumonia), death; especially dangerous for babies
Tetanus (Lockjaw)* Bacterial infection of brain and nerves caused by spores found in soil and dust everywhere; spores enter the body through wounds or broken skin	Seizures, broken bones, difficulty breathing, death
Hib (Haemophilus influenzae type b) Contagious bacterial infection of the lungs, brain and spinal cord, or bloodstream; spread through air and direct contact	Depends on the part of the body infected, but can include brain damage, hearing loss, loss of arm or leg, death
Pneumococcal Bacterial infections of ears, sinuses, lungs, or bloodstream; spread through direct contact with respiratory droplets like saliva or mucus	Depends on the part of the body infected, but can include infection of the lungs (pneumonia), blood poisoning, infection of the lining of the brain and spinal cord, death
Polio Contagious viral infection of nerves and brain; spread through the mouth from stool on contaminated hands, food or liquid, and by air and direct contact	Paralysis, death
COVID-19 Contagious viral infection of the nose, throat, or lungs; may feel like a cold or flu. Spread through air and direct contact	Infection of the lungs (pneumonia); blood clots; liver, heart or kidney damage; long COVID; death
Influenza (Flu) Contagious viral infection of the nose, throat, and sometimes lungs; spread through air and direct contact	Infection of the lungs (pneumonia), sinus and ear infections, worsening of underlying heart or lung conditions, death
Measles (Rubeola)[†] Contagious viral infection that causes high fever, cough, red eyes, runny nose, and rash; spread through air and direct contact	Brain swelling, infection of the lungs (pneumonia), death
Mumps[†] Contagious viral infection that causes fever, tiredness, swollen cheeks, and tender swollen jaw; spread through air and direct contact	Brain swelling, painful and swollen testicles or ovaries, deafness, death
Rubella (German Measles)[†] Contagious viral infection that causes low-grade fever, sore throat, and rash; spread through air and direct contact	Very dangerous in pregnant people; can cause miscarriage or stillbirth, premature delivery, severe birth defects
Chickenpox (Varicella) Contagious viral infection that causes fever, headache, and an itchy, blistering rash; spread through air and direct contact	Infected sores, brain swelling, infection of the lungs (pneumonia), death
Hepatitis A Contagious viral infection of the liver; spread by contaminated food or drink or close contact with an infected person	Liver failure, death



**South Central
Child Development Inc.**
Providing Start, Preschool & Family Services

Dental Exam or Treatment Payment Authorization
South Central Child Development, Inc.
401 Walnut Ave, Wagner, SD 57380
Office # (605) 384-3683 / Fax # (605) 636-6445

Participant (Child) Name: _____

Provider Name: _____

Provider Address: _____

Provider Fax (Required): _____

Provider Email (Optional): _____

Services needed on: _____ (appointment date)

☐ Exam / Estimated Cost: _____

☐ Treatment / Estimated Cost: _____

Description of Treatment that needs to be completed: _____

South Central Child Development, Inc. will not issue any payments to any providers without prior written approval.

Provider Signature _____

South Central Child Development, Inc. Review and Authorization

☐ Payer of last resort documentation on file

Health Coordinator / Designee Authorization _____

☐ South Central Child Development, Inc. will pay up to \$_____ if billing is received within 30 days of the date of service.

Fiscal Administrator Authorization _____

Center Teacher / Parent Agreement

UNIT: _____

DATE: _____

Center Teacher Agreement

- I will be present and engaged during class with your child.
- I agree to communicate with parents regarding schedules, events, meetings, and child progress reports throughout the school year.
- I agree to notify the family in a timely fashion if there are any changes to your child's weekly schedule.
- I will maintain confidentiality and ethical practices when working with children and families.
- I will respect the family, its culture and ensure that all members of the family are treated with respect.
- I agree to provide two Parent/Teacher conferences and two home visits during the program year.

Parent Agreement

- I agree to notify the teacher if my child is unable to attend Center or if my child will be late.
- I agree to contact the bus driver and/or staff if there are changes to my child's schedule.
- I agree to walk my child to and from the bus where I will hand him/her off to the bus monitor to properly assist my child.
- I agree to have my child dressed and ready to ride that bus at their designated time.
- I understand that it is Head Start's policy to only release children to individuals 18 years or older who have been authorized in writing by the child's parent/guardian.
- I understand that I will be contacted in the event of an unexcused child absence.
- I agree to be physically, mentally, and emotionally present during the two Parent/Teacher conferences and two annual home visits.
- I agree to turn off and limit the use of my cell phone when volunteering in the Head Start classroom.
- I agree to complete the required medical and dental exams, as well as any follow-up that may be required.
- I agree to complete the weekly in-kind activity form that helps to fund my child's education in the Head Start program. I understand the importance of In-kind and how it is my contribution to the Head Start Program.

CONFIDENTIALITY AGREEMENT

This is to certify that I, _____, as a volunteer with South Central Child Development, Inc., am aware of the Head Start Standard of Conduct, the rules of confidentiality, and child abuse and neglect as outlined in the Parent/Volunteer Handbook of the Head Start Program. I am aware that any information written, verbal, or observed, regarding a child and/or family is considered to be confidential and is not to be shared outside this Agency or with other parents and volunteers.

Parent/Guardian Signature: _____

Teacher Signature: _____

Breadcrumbs: Teacher completes at first contact. Teacher keeps form in teacher file.

Home Visitor / Parent Agreement

UNIT: _____ **DATE:** _____

Home Visitor Agreement

- I will be present for the agreed-upon time of the home visit and let the parents /guardians know if I will not be able to do so.
- I agree to notify the family in a timely fashion if I am unable to attend the visit or need to reschedule.
- I will offer other time options for home visits if we need to reschedule.
- I will maintain confidentiality and ethical practices when working with families.
- I will respect the family, its culture and ensure that all members of the family are treated with respect.
- I agree to turn off and/or limit the use of media such as cell phones during the home visit.
- I will work with the parent/guardian to be the primary educator of their child.
- I agree to provide a family focused visit that will benefit both the parents and the child.

Parent Agreement

- I will be home for the weekly home visit, but in the event of a need for a schedule change or other circumstances, I will promptly notify the home visitor.
- I agree to let the home visitor know if my child is or is not able to attend bi-monthly PALS.
- I will be present and in attendance at all times during the home visit.
- I agree to be physically, mentally, and emotionally present at the home visits. I will actively engage in all the activities.
- I agree to turn off and/or limit the use of media such as cell phones, texting, TV, computer, and other electronic disturbances during my scheduled visit.
- I agree to complete the required medical and dental exams, as well as any follow-up that may be required.
- I agree to complete the weekly in-kind activity form that helps to fund my child's education in the Head Start Program. I understand the importance of In-kind and how it is my contribution to the Head Start Program.

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Parent/Guardian Signature: _____

Teacher Signature: _____

Breadcrumbs: Teacher completes at first contact. Teacher stores form in teacher file.