

Important Names and Numbers

Center Name: _____ **Rm. #** _____

Center Phone #: _____

Teacher or Home Visitor: _____

Teacher Assistant: _____

Family Advocate: _____

Nurse: _____

Bus Driver: _____

Bus Monitor: _____

Arrival time: _____

Pick up time: _____

Bus Phone #: _____ **(508) 675-2151, ext. 239**

QUESTIONS OR CONCERNS:

When you have questions or concerns, please contact your assigned Family Advocate, Home Visitor, Nurse, Teacher, Bus Driver or Monitor. If you feel a Supervisor is more appropriate, please contact the Coordinator from the department most likely to provide assistance on your matter. (Refer to page 3 for a list of our Leadership Team.)

Head Start is licensed to operate by the MA Department of Early Education and Care (EEC). EEC's Taunton Regional office located at One Washington Street, Suite 20, Taunton, MA 02780, may be contacted at 508-828-5025, for information regarding our program's regulatory compliance history.

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Our Head Start & Early Head Start Leadership Team

Main Office
427 Robeson Street
Fall River, MA. 02720
Phone: (508) 675-2151
Fax: (508) 324-7501

Director	<u>Pamela Wildnauer</u>
Assistant Director	<u>Dotty Caron</u>
Disabilities & Mental Health Coordinator	Donna Avylla
EHS Child & Family Services Coordinator	Kerra Grudnek
Facilities & Transportation Coordinator	Marc Antone
Health & Nutrition Coordinator	Gloria Jackson
HS <u>Child & Family Services Coordinator</u>	<u>Lynn Lanza</u>
Operations Assistant	Diane Vazquez
<u>Recruitment & Enrollment Coordinator</u>	<u>Carol Medeiros</u>

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CFC Head Start and Early Head Start

Citizens For Citizens, Inc. or CFC is a private, non-profit, community based, anti-poverty agency offering a wide variety of services and programs. Programs and services include: Fuel Assistance, Weatherization, Heating System Repair, Family Planning, Senior Aides and Foster Grandparent Programs, Income Tax Assistance, Emergency Service Assistance, Food Pantry, SNAP, and Day Care.

CFC Head Start and Early Head Start are federally funded and provide services to a variety of children, including but not limited to those of low-income families and/or with disability. A maximum of 10% of the families serviced may be above the federal low-income guidelines.

Head Start and Early Head Start are comprehensive child development programs with main focus on the child and family. Our comprehensive services include focus on Education, Health, Mental Health, Disabilities, Nutrition, Family Services, and Family Engagement.

Mission Statement

CFC Head Start & Early Head Start's mission is to foster safe, nurturing, and developmentally appropriate services to children. We aim to empower families to meet their goals, and prepare for self-sufficiency. We strive to mobilize our community to provide the necessary resources ensuring comprehensive, integrated and supportive services.

Philosophy of Education

Head Start/ Early Head Start promotes the school readiness of children ages birth to 5 by enhancing their cognitive, social, emotional, and physical development. We use an individualized and developmental approach to early childhood education that builds upon the child's strengths, their needs, and their interests. The children learn through exploration and discovery and through their own experiences to ensure that learning concepts are meaningful to the children.

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Multicultural Statement

We respect the beliefs and practices of the various ethnic groups and cultures we serve. No child/family shall be discriminated against because of race, religion, cultural heritage, political beliefs, marital status, disability, national origin, and or sexual orientation.

Enrollment

Our **Early Head Start Home Based Program** is designed to service expectant families, pregnant women, and families with children from birth to 2.9 years of age. Our **Head Start Program** is designed to service three to five year olds. Both programs aim to serve families that are at an economic disadvantage. Eligibility is determined by the child's age, family income, and need. Toilet training status is not an eligibility requirement for enrollment. Children with disabilities are welcome and serviced. All selections for program participation are determined by established eligibility criteria. Several program options are available. Best placement for your child is determined by the child's and/or family's individual needs. Head Start Options include, center based, home based and full day for families receiving PACE Child Care Vouchers. Early Head Start offers a home based option.

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Program Options

Your child, may be enrolled in one of the following options:

1. **Center Based-Part Day-** Children ages 3-5 attend a preschool environment for approximately 4½ hours per day, Monday through Friday, 9 months per year, at no cost to the family.
2. **Home Based-** is for Pregnant Women/ Expectant Couples and Children ages 0-5. A family focused educational experience where the parent, child and home visitor meet once a week for 90 minutes in the home. In addition, each family participates in a weekly socialization/discovery day with other home-based families, at no cost to the family.
3. **Full Day-PACE Child Care Voucher-** Payments for childcare are required on the Friday before the week of service provided. Tuition for first and last weeks of childcare are due upfront before childcare can begin. Checks drawn should be made payable to “C.F.C.”. Payment for the week is required regardless of your child’s attendance, or if the center is closed for a Holiday. There will be no fee charged when the program is closed for inclement weather. C.F.C. Head Start reserves the right to recommend termination of your child care voucher for full day care for non-payment of any and all fees.
4. **Center Based -Extended Day** – Children ages 3-5 attend a preschool for 6 hours per day, Monday through Friday, 43 weeks per year, at no cost to the family.

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School Readiness

Head Start defines School Readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. School Readiness means that a child is ready to enter a social environment that is focused on education.

What Can Parents Do to Help Prepare Children for School?

- **Be actively involved with your child’s classroom.**
- **Read books to and with your child (visit the library).**
- **Create a routine within your home.**
- **Encourage and answer questions from your child.**
- **Familiarize your child with the alphabet and with numbers.**
- **Encourage children to accept responsibility and build competence through simple chores such as putting toys away.**
- **Play games finding objects that begin with a certain sound.**
- **Read nursery rhymes, sing songs, or clap along with rhymes.**
- **Allow your child to play imaginary games both inside and out.**

Throughout the year, we will focus on different areas of school readiness each month. All program options will be focusing on the same goal; it will also be one of the focus topics at our monthly parent meetings called “Morning Mingles”. Parents/Guardians will receive information each month about the **School Readiness** goal and activities that parents, as their child’s primary teacher, can do at home to encourage this goal.

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School Readiness Goals

Domain / Areas	Early Head Start (Age 0-3)	Head Start (Age 3-5)
1. Language and Literacy	<ul style="list-style-type: none"> • Develop receptive language • Develop expressive language • Participate in conversations • Enjoy books and being read to • Show an awareness of pictures and print • Experiment with drawing and writing 	<ul style="list-style-type: none"> • To use Language appropriately to express thoughts and needs, and when interacting in a group (i.e. taking turns in talking, listening to peers, asking questions and waiting for an answer) • Demonstrate knowledge of print and its uses • Demonstrate emergent writing skills
2. Cognition and General Knowledge	<ul style="list-style-type: none"> • Understand how objects can be used • Show a beginning understanding of cause and effect • Show an understanding that things can be grouped • Use problem-solving strategies • Engage in pretend play 	<ul style="list-style-type: none"> • To use symbols and images to represent something not present • Children will use math regularly and in everyday routines to count, compare, relate, identify patterns and problem solve • Demonstrate logical thinking by using classification, comparing, measuring and repeating patterns • Children will use observations, ask questions, make predictions and develop hypothesis to gain a better understanding of information and activities in their surroundings
3. Approaches towards Learning	<ul style="list-style-type: none"> • Sustain attention • Show eagerness and curiosity as a learner • Become intentional and persistent in their learning and discovery 	<ul style="list-style-type: none"> • To maintain interest in activities and continue projects and activities to completion • Demonstrate inquiry skills and eagerness to learn • Ask questions and seek new information
4. Physical Well-Being and Motor Development	<ul style="list-style-type: none"> • Demonstrate basic gross motor skills • Demonstrate basic fine motor skills • Use their senses to guide and integrate their interactions • Use personal care skills 	<ul style="list-style-type: none"> • Develop gross motor skills for navigation, traveling, and balance • Develop fine motor skills for drawing, writing, and manipulating small objects • Understand and practice hygiene and safety measures
5. Social/Emotional Development	<ul style="list-style-type: none"> • Trust known caring adults • Regulate own behavior • Manage own feelings • Respond to others' feeling with growing empathy • Play with other children • Learn to be a member of a group 	<ul style="list-style-type: none"> • To regulate their own emotions and behaviors, and have the ability to recognize and label emotions • Establish and sustain positive relationships and cooperate with peers as well as have the skills to resolve conflicts • Have age appropriate independence in a range of activities, such as removing/putting on jacket, toileting, cleaning up materials

Parent and Family Engagement

Head Start and Early Head Start are committed to our families and believe that you, the parent, are the primary educator of your child. Head Start & Early Head Start encourages your role in your child's education in the following ways:

- Decision making at all levels.
- Participation in the classroom and all other areas of the program as paid employees, volunteers or observers.
- Training, educational, recreational, social and parent activities which you help to develop.
- Sharing the responsibilities with staff working with your children both in the center and at home.
- Community activities that include serving on community boards and committees. Planning and/or participating in various community projects.
- FaceBook – find us “CFC Head Start Fall River”.
- Bloomz (classroom app)

Parents receive phone calls, emails, texts, newsletters, flyers and monthly calendars informing you of scheduled parent meetings, activities, field trips and educational workshops, etc. Bulletin boards are located at each center and information is posted and updated as needed. Parents are always welcome to come to the center for friendly conversation. Taking time to meet other parents and relax, helps relieve the stress that most parents feel at times.

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Parent and Family Engagement Outcomes

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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 and Head Start 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.

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Ways for parents to engage in their child's Head Start/Early Head Start experience:

VOLUNTEERING

All volunteers must attend a volunteer training. Volunteers will not have unsupervised contact with children. All volunteers must be in direct visual supervision of an EEC qualified educator at all times. You are always welcome to visit the classroom. We urge you to volunteer in your child's classroom as much as possible. Trainings will be held frequently throughout the school year. Siblings are not allowed in the classroom while parents volunteer. A Parent Appreciation Banquet is held at the end of the program year.

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TEAM MEETINGS/ PARENT CONFERENCES

Throughout the year, your team (Teacher, Teacher Assistant, Nurse and Home Visitor or Family Advocate) meet to discuss your child's progress along with your family goals and objectives. Parents/guardians are invited to attend these team meetings.

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CENTER COMMITTEES / PARENT MEETINGS "MORNING MINGLES"

All parents who have children enrolled in the program are members of the Center Committee and are encouraged to become involved and participate in morning mingles, usually held on site. Morning Mingles are informal and fun. Parents enjoy meeting each other, sharing ideas and skills, planning social activities, attending training workshops, and doing family activities to promote school readiness goals. Agendas will be listed on your monthly calendar. The Center Committee elects parent representatives to our Policy Council.

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POLICY COUNCIL

The Policy Council is a formal structure in which parents participate in the process of making decisions about the operation of the program. It is comprised of at least 50% parents elected from the Center Committee whose children are currently enrolled in the program. Another 50% may be community representatives, including former Head Start and Early Head Start parents.

Some examples of Policy Council activities are:

- Review and approve Federal grants.
- Interview and approve the hiring of new staff.
- Participate in major program decisions.

The Policy Council usually meets one Wednesday per month. Dress is casual, childcare is available, a light meal is served and mileage reimbursement is available or transportation arrangements can be made upon request.

HEALTH ADVISORY/MENU REVIEW COMMITTEE

Parents, staff and representatives from community agencies meet twice a year. This committee plans, implements and evaluates the health, nutrition and mental health services for our program and the local community. Menus served at Head Start and Early Head Start are reviewed. Contact your Family Advocate, Home Visitor, Nurse or Gloria Jackson, our Health and Nutrition Coordinator at (508) 675-2151, ext. 207 for more information.

PARENT ACTIVITY COMMITTEES

Parents get together at various times throughout the year to plan and implement activities that are of interest to them. These committees have in the past, planned and implemented yearly, children's dances, family events and family fun nights, parent awards banquets, picnics, etc. Contact your Family Advocate, Home Visitor, Child & Family Services Coordinator, Lynn Lanza, at 508-675-2151 x 216, or Early Head Start Child & Family Services Coordinator, Kerri Grudnek, at 508-678-2961 x 204 for more information.

Parent's Rights

Parents have the right to make unannounced visits to the center and their child's room while their child is present. Visits that exceed a 1/2hr., more than once a week, would be considered regular volunteering and would need to follow volunteer procedures. There is a procedure for allowing parental input in the development of center policy and programs. Explanation is provided when a parent makes suggestions as to the program/policy of a center should the program not adopt the suggestions. If a parent requests a written response, we shall respond in writing.

We prepare written progress reports of each child's development every 3 months and we provide a copy of each report to the parent(s). We shall bring special problems or significant developments to the parent's attention as soon as they arise and we shall make the staff available for individual conferences with parents at parental request.

Information contained in a child's record shall be privileged and confidential. The program shall not distribute or release information in a child's record to anyone not directly related to implementing the program plan for the child without written consent of the child's parent(s). Parents will be given the annual notice regarding PII (Personal Identifiable Information) and parental rights at their first home visit. We shall notify the parent(s) if a child's record is subpoenaed.

The child's parent(s) or guardian shall, upon request have access to his/her child's record at reasonable times. In no event shall such access be delayed more than two (2) business days after initial request without the consent of the child's parent(s). Upon such request for access the child's entire record regardless of the physical location of its parts, it shall be made available. A permanent written log is maintained in each child's record indicating any person to whom information contained in a child's record has been released. Each person disseminating or releasing information contained in a child's record, in whole or in part, shall, upon each instance of dissemination or release enter into the log the following: his name, signature, position, the date, the portions of the record which were disseminated or released, the purpose of the record which were disseminated or released, and the signature of the person to whom the information is disseminated or released. Such log shall be available only to the child's parent(s) and center personnel responsible for record maintenance. There are no charges for copies of any information contained in the child's record. The parent/guardian shall have the right to add information, comment on data or any other relevant materials to the child's record.

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- Deleted: or call our Family Services Coordinator, Carol Medeiros at
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A child's parent(s) shall have the right to request deletion or amendment of any information contained in the child's record. Such a request shall be made in accordance with the procedures described below:

1. If such parent (s) is of the opinion that adding information is not sufficient to explain clarify or correct objectionable material in the child's record, he shall have the right to have a conference with the program to make his objections known.
2. Our program shall, within one (1) week after the conference, render to such parent(s) a decision in writing stating the reason or reasons for the decision. If the decision is in favor of the parent(s), we shall immediately take steps as may be necessary to put the decision into effect.
3. Upon written request of the parent(s), our program shall transfer the child's record to the parent (s), or any other person the parent(s) identifies, when the child is no longer in care.

Comprehensive Services

EDUCATION

Education programs are designed to meet each child's individual needs. Children are offered a variety of learning experiences allowing them to explore and discover. Our basic philosophy of learning through doing is carried out in all phases of the child's day. For example, meals are served family style, children brush their teeth, build with blocks, create their own art work, and go on field trips, to learn through their experiences. Below is a schedule of a typical Head Start day for our center-based option. Every part of the planned day is important to his/her school readiness and social development. Our full day and extended day options involve more gross motor activities, a rest time and an afternoon snack. In the full day and extended day option, children need to rest for a minimum of 30 minutes. Children not sleeping are provided a quiet alternative activity. Children rest on individual mats that are labeled with their name. We ask that parents provide small blankets and machine washable toys for the child to use at nap time. Blankets will be laundered weekly and toys will be sent home monthly to be washed and dried.

TYPICAL HEAD START CENTER BASED DAY:

Children Arrive:	Greet children, hang up coats, bathroom hygiene, take attendance
Breakfast:	Served family style.
After breakfast:	Brush teeth, wash hands, toileting
Circle Time:	Large group gathers to sing songs, hear a story, and discuss scheduled activities
Outdoor Play Gross Motor Activities:	Children go outside to play using tricycles, slides, climbing structures, or the class goes for a walk in the neighborhood or indoor gym equipment may be used, in the case of inclement weather.
Free Play:	Children play and explore in the classroom learning area of their choice. Teaching staff move from area to area guiding the children and stimulating children's learning experiences.
Transition:	Toileting, hand washing, story time, and children help with lunch time setting
Lunch:	Served family style.
Children Depart:	Quiet activities such as table toys, puzzles, and books are offered until parents or school bus arrives.

Times are flexible to allow for children's needs.

Classrooms are divided into separate learning areas: blocks, dramatic play, table toys, art, sensory tables, library & writing, math & science. You may find a foster grandparent and/or other trained community volunteers helping in the classroom on a regular basis to help support our program goals and we encourage parents to volunteer also. (Refer to "Volunteering" section on page 8 to learn more on how you can volunteer in the classroom.)

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Curriculum: Activities are carefully planned to foster the intellectual and social/emotional development of your child in preparation for their future schooling. Opportunities for your participation and input into the curriculum and classroom activities will occur on home visits, at the center, and at our monthly Morning Mingles. **Parent**

participation and input is always welcome. Children’s progress in Cognitive, Physical, Social/Emotional and Language Development is regularly assessed by your child’s Teacher or Home Visitor and completed Progress Reports are reviewed with parents three times in the program year.

Home Visits: Your child’s teacher and Family Advocate will make two home visits in the program year. The first visit is done at the beginning of the year so your family and child can become acquainted with his/her teacher(s) and Family Advocate on familiar ground. At this time, the Teacher will ask you about your child’s likes and dislikes, your child’s development and any concerns or special accommodations needed. The Family Advocate will ask about your family’s strength and needs. Second home visit is scheduled toward the end of the program year to review your child’s and family’s overall progress through the year. For our Early Head Start program, Early Head Start Home Visitors are required to attempt 46 home visits with our families per calendar year.

Parent-Teacher Conferences: Teachers will ask Head Start parents to attend two parent-teacher conferences to review your child’s and family’s progress within the program year.

TYPICAL EARLY HEAD START & HOME BASED DISCOVERY DAY:

Arrival / Hand Washing /Breakfast Family Style

Free play – Parent & Child

Circle Time - Hello Song / Finger Play / Story / Good Bye Song

Parent Group

Children Explore Discovery Room & Play Yard

Hand Washing

Family Style Lunch

Tooth brushing

Departure

Infants and toddlers sleep, are diapered or toileted and fed on demand throughout the day.

HEALTH

Head Start & Early Head Start offer a comprehensive health program supporting the child’s total physical and emotional development. A Licensed Practical Nurse works with each family and child to provide health services to ensure that every child has up-to-date immunizations, physicals and screenings including vision and hearing. Each child is required to have a dental examination, blood tests that include hemoglobin and lead test. We have Diman LPN and UMASS RN nursing students shadow and assist the Head Start Nurses with the screenings. Parents are informed and asked to consent to screenings and are encouraged to work with the staff and consultants regarding any abnormal screening results. Referrals and/or follow-up are provided when necessary.

NUTRITION

The focus of our Nutrition Program is to provide your child with 1/2 to 2/3 of his/her daily nutritional needs. This is accomplished by serving nutritious, well balanced, culturally diverse meals that are prepared in our own kitchen. Healthy eating habits are encouraged. Meals are served family style allowing children to serve themselves giving them latitude to make decisions on the quantity they want. This helps foster positive attitudes toward food, develops healthy eating habits, motor coordination and self-help skills. Children are never forced to eat but will be encouraged to try new foods. Menu suggestions from parents are encouraged. Menus are posted at each center and made available to families. If your child has an allergy or special dietary need, we will need your doctor to fill out our diet modification form so we can make the necessary accommodations. No outside food is allowed.

FAMILY SERVICES

Each Head Start/Early Head Start family is assigned a Family Advocate or Home Visitor to assist with concerns, issues, or obstacles. Family goals as well as personal goals will be assessed focusing on family’s strengths. Your Family Advocate or Home Visitor will advocate on your behalf and assist you and your family in any situation including times of emergencies/crisis. Assistance and/or referrals to community agencies are available to help

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you obtain food, clothing, counseling, educational services or other necessities. Please call them for assistance whenever necessary.

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DISABILITIES

Head Start/Early Head Start is committed to enrolling children with disabilities. We accept children with significant disabilities when we can accommodate the needs of the child and parent and when other service providers feel that we are an appropriate placement. Our Disabilities Coordinator helps arrange services for children and their families with disabilities. Additional testing and evaluations will be arranged as soon as possible so that the best possible program may be developed for each child. An important benefit of our disabilities services is for all of our enrolled children and families to become sensitive to the fact that we all have individual needs.

MENTAL HEALTH

Our program recognizes the importance of providing mental health and psychological services to children and their families while making necessary referrals to encourage their emotional and social development. A behavioral screening is completed on all children. Mental Health professionals provide training to parents and staff so that a child's special needs along with family issues are identified early. Feel free to contact our Disabilities Coordinator, your Family Advocate or Home Visitor for assistance when seeking mental health services.

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Screenings & Referral Services

1. Parents are informed, asked to consent to screenings, and are encouraged to work with our staff and consultants on screening results.
2. A Developmental Screening is done within 45 days of each child's entrance into our program. The screening is reviewed with the parent and the parent receives written notification of the results. A signature is required. If screenings warrant further evaluation, the parent is informed and a Parental Consent for Referral form is signed. A referral is made to the appropriate agency. In the case of a Special Education referral, the name of the special education liaison is given to the parent and State Mandated Procedures are followed.
3. Health Screenings **which include vision and hearing** are done 45 days of each child's entrance into our program. **Parents are given a copy of the results.** Dental, height and weight measurements are also done.
4. Behavior screenings **and Social-Emotional questionnaires** are done on each child within 45 days of entry into our program. If concerns are shown on the screening, parents are asked to fill out a parent **checklist**. A meeting is scheduled and classroom and home goals are created with parent and teacher. **If concerns are noted on the social-emotional questionnaire, a referral may be made to our Mental Health Consultant or Early Intervention.**
5. When staff has any other social or mental health concerns throughout the year, a behavior chart may be used to record the child's behavior. The parent may be contacted, a meeting may be scheduled and a Statement of Concern is written.
6. For Dual Language learners – the Preschool Language Scale-5 is administered.
7. For newborns, the Brazelton Neonatal Behavioral Assessment is completed by the EHS nurse within 2 weeks of birth.
8. The Edenburgh is completed by the EHS nurse in all pre & post natal moms.
9. A Community Resource Booklet is given to all parents. This includes the contact person for Special Education, Early Intervention Programs, **and counseling agencies.**
10. When a parent informs us that their child is already receiving special education services from an Early Intervention Program or from their Local Education Agency, we ask the parent to sign consent for release of all applicable records to include the Individual Education Plan (IEP) or Individual Family Support Plan (IFSP). Our Disabilities and Mental Health Coordinator then contacts the Director of the Early Intervention Program or the Special Education Department of the Local Education Agency to inform the program or agency that our program is serving the child.

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Requirements for Referrals

1. Staff provide the parent with a written statement including the reason for recommending a referral for additional services along with a brief summary of our programs observations related to the referral, and any efforts our program may have made to accommodate the child’s needs.
2. Staff will assist the parent in making the referral to an appropriate agency. A parental consent form will be signed before a referral is made as well as a release of information form.
3. CFC has a Statement of Concern / Incident and a Parental Consent for Referral on an NCR duplicate form and shall maintain a copy of them in the child’s record.
4. Staff will make follow-up to these referrals within two (2) weeks. If no services are warranted, staff shall review the child’s progress at least every three months to determine if another referral is necessary.

Our Center Locations

We have a total of 6 center locations.
5 of these centers are located in Fall River:

Center:	Address:	Telephone
Aldrich School	295 Harrison St	508-324-7509
Bennie Costa Plaza	300 Amity St.	508-324-7521
Heritage Heights	100 Green St.	508-324-7513
Maple Center	881 Maple St.	508-324-7520
Early Head Start/ Home Based Sullivan Center	571 Second St.	508-678-2961
Voucher full day classes are located at the Aldrich Center	295 Harrison St.	508-324-7509 508-324-7529 - fax

1 center is located in the following surrounding town:

Ocean Grove Center	439 Ocean Grove Ave., Swansea	508-324-7512
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- EHS & HB provide services for families living within our service area (Fall River, Berkley, Dighton, Lakeville, Freetown, Rehoboth, Seekonk, Somerset, Swansea and Westport).

Arrival & Pick-up Policy

Early Head Start & Home Based Arrival: Discovery Days start at 9:00 a.m. Should you be unable to arrive by 9:15 a.m., we ask that you contact the Sullivan Center at 508-678-2961.

Head Start Arrival and Pick Up time by Center:

Center	Arrival Time	Pick Up Time
Aldrich rooms 2,3,4 & 5	8:15 a.m.	1:00 p.m. Doors will open at 12:45
Bennie Costa	8:20 a.m.	1:00 p.m. Doors will open at 12:45
Heritage Heights	8:20 a.m.	1:00 p.m. Doors will open at 12:45
Maple Center	8:20 a.m.	1:00 p.m. Doors will open at 12:45
Ocean Grove	8:20 a.m.	1:00 p.m. Doors will open at 12:45
Aldrich rooms 7,8,9,10 & 11	8:15 a.m.	2:30p.m. Door opens up at 2:15p.m.

Children will not be dismissed during school bus dismissal times 12:30-12:45.

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Children arriving after 9:00 a.m. need to call the school by 8:30a.m. to make staff aware.

For safety purposes, children **must** be brought **into the classroom upon arrival** where there is **proper supervision, parents must notify the teaching staff of their arrival and sign their child in on our arrival and pick-up sheet at the start of the day**, and parents are asked to do the same at the end of the day.

Children will not be dismissed during school bus dismissal times 12:30-12:45.

Whether you walk or transport your child to school or if our program should provide your child with bus transportation to school, only you or a designated adult listed on your **Parent Agreement Form** who is at least **16 years of age** with a **picture ID** may pick up your child from the classroom or bus stop (please see our Transportation Management Plan section for more information on school bus transportation).

At least **two responsible contact persons and their phone numbers** (besides that of the parent/guardian) **must** be listed on the Parent Agreement Form. **Parents are responsible for keeping this information current.** Staff must be notified of any changes. Parent/guardian who request that release of a child **not** be made to a non-custodial parent **must provide legal documentation** such as a court order or DCF authorization to the center staff.

Children should be picked up no later than the designated time specified on their Parent Agreement Form.

- **First Time late for Pick-up:** Parents picking up their child late will be addressed by their Family Advocate.
- **Second Time late for Pick-up:** Parent will meet with the center's Education Specialist and their Family Advocate and an Attendance Action Plan will be completed.
- **Third Time late for Pick-up:** A meeting will take place to decide if Head Start is the appropriate placement for the child. A decision may be made to change child's program option or to refer the family to another program more suited to the family's needs.

When a parent or emergency contact must be reached to remind them to pick-up their child and attempts to reach someone within a reasonable time period are unsuccessful, then the Police or the Department of Children and Families may be contacted.

Attendance in Head Start

Most children function better when their routine is consistent. The federal government recognizes this and requires that all Head Start programs have at least 85% of the children present on a daily basis or part of our grant money may be cut. Therefore, Head Start takes **attendance seriously and requires regular attendance** of all children.

Our goal is to keep your child enrolled throughout the school year however; a child may be dropped from our program or offered another program option due to chronic absenteeism. Family Advocates and Teachers will assist you in resolving attendance problems.

It is mandatory for parents to notify the center each time their child is absent. If a notification is not made, center staff will be reaching out to verify absence.

If your child is out for reasons other than **sickness, hospitalization of parent/child, planned vacations, homelessness of family, death in family**, your child's absences will be considered **unexcused**. Head Start reserves the right to request documentation for absences. If you do not contact the Teacher to inform them of the reason for absence and we are unsuccessful in our attempts to reach you, the absence will be considered unexcused.

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Regarding Absences:

- The teachers will report all **absences** to their Family Advocate who will then address parent and an Attendance Action Plan if situation warrants.
- For families with child care vouchers, PACE, Inc. will be contacted and voucher may be terminated for full day care services.
- When staff is **unable to contact** a parent, the Family Advocate will send a letter to the home. If there is no contact by the parent/guardian after 5 days from the date the letter was delivered, the child will be withdrawn and/or offered another program option, if appropriate and/or available. For families with child care vouchers, we must report to PACE if child is absent for more than 10 days (excused or unexcused) in a 30 day period.
- For Part-day and Extended day families, when **unexcused absences total 30 days** within the **9** month period starting from the day of enrollment, the child will be offered another program option if appropriate and/or available or the child will be withdrawn.

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The program reserves the right to make exceptions on a case by case basis

Attendance in Early Head Start & Home Based

- Early Head Start & Home Based **require** that each family complete one **90 minute home visit per week** and a Socialization/Discovery Day.
- Discovery Days are **an** important **part of your child’s school readiness goals** and are offered 3 times per month. They are a time when parents and children come to the center to learn and socialize with other children in a safe, developmentally appropriate environment. It is also time for parents to come together and meet new people and participate in both fun and informational activities.
- When the parent/guardian misses **3 consecutive home visits**, the home visitor will send a letter to the parent/guardian requesting immediate contact. If no contact is made, the child will be put on the waiting list.
- Parents and guardians should notify, **in advance**, their home visitor of any cancellation of a home visit. **When possible home visits should be rescheduled for another day and/or time.**

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Child Guidance Policy

Staff members provide guidance to children in a positive and consistent manner based on:

- o A knowledge of children’s development.
- o A respect for the individuality of each child, in the context of their family and culture.
- o An understanding of how children learn and think.

Our program’s Child Guidance goals are to help children with the following:

- ❖ To develop trust and bonding
- ❖ To become more independent
- ❖ To develop school readiness skills
- ❖ To develop self and emotional regulation skills
- ❖ To develop friendship skills

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General Principles:

- Creating a caring community and having a consistent routine in the classroom is one of the most effective ways for addressing these goals as well as children’s basic needs for physical and emotional comfort.
This is done by:
- Welcoming children to the classroom every day upon arrival.
- Arranging the environment so it is quiet and peaceful for babies.
- Keeping babies warm, comfortably swaddled and cuddling closely and gently.
- Keeping rituals and routines simple, consistent, and soothing for babies to include singing soothing songs.

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- Preparing a stimulating educational environment with plenty of age appropriate materials for toddlers and preschoolers.
- Establishing with the children what the classroom rules are, reviewing the rules daily, and discussing the reasons for the rules.
- Modeling appropriate behaviors and positive attitudes.
- Exchanging and discussing topics with children throughout the day.
- Helping children relate positively to others.
- Providing clear, age-appropriate expectations and applying them in a consistent way.
- Teaching children to solve problems and resolve conflicts peacefully.

➤ Staff members allow time for the children to learn how to use materials in the classroom and teach the children what is expected of them in each of the classroom areas. Staff explain the areas, where children can find materials, and where the materials go after they are done playing with them. Staff show children how to help themselves to materials and supplies; e.g. do they sit at the table to play in this area; do they need to sit and listen. Staff remind the children of the expectations.

➤ Staff members help children learn how to recognize their own feelings and the feelings of others, how to calm themselves down when they are angry using coping techniques like: deep breathing, taking a break, encouraging big muscle movement, or encouraging laughing out loud. Staff also teach children how to give feedback to others about their feelings to develop positive conflict resolution skills.

➤ To reinforce children's appropriate behaviors, children are praised and acknowledged for their cooperation, positive actions, and acceptable self-expression. Praise can be given individually, to small groups, or to the whole class.

➤ Staff members give children ample notice of transitions in their daily schedule to prevent hurriedness or waiting, giving children time to relax and enjoy activities.

Methods of Child Guidance:

▪ Staff members enter each discipline situation as if it is the child's first time and respond immediately when rules are broken. Staff must quickly intervene when children are physically aggressive with one another.

▪ Staff members establish face-to-face contact at eye level with the child and use a calm, firm, friendly tone of voice when addressing discipline issues. Staff will recognize the child's feelings when addressing their unacceptable behavior with them. The Staff member explains the concern for the behavior clearly and simply and reminds the child of the rule. (e.g. "You feel angry but hands are not for hitting.")

▪ If rules are still not being followed after giving one chance, the staff member removes the child from the area and redirects him/her to another activity of his/her choice.

▪ The Staff member may keep the first area closed to the child for 10 minutes, a half-hour, or the rest of the morning, depending on the child and the frequency of the behavior.

▪ If after several re-directions a child is still having difficulty-controlling himself/herself, then the child will be directed to a table for a quiet activity. This can be done with a small group, if possible. The child may choose the activity or the staff member can choose for him/her. If other children are at the table, the staff member may need to stay within close proximity and intervene if necessary.

▪ Should children take their anger out on an area, they will be directed to use anger management techniques, in the Feelings/Quiet Area whenever possible. Staff allow children to appropriately express their anger by talking about their feelings, pushing on the wall with their hands, playing with play dough, doing an angry walk, or other appropriate technique.

▪ The Staff member may direct or escort the child to the area by taking the child's hand or guide the child with hands on the child's shoulders, if necessary, and stay with the child to comfort and support him/her.

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After the child has calmed down and regained self-control, he/she must go back and pick up the area that he/she disrupted because of his/her anger. When the area is clean, the child will be re-directed to another area of his/her choice.

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If the child resists redirection and cannot regain composure, staff should remove anything in the physical environment with which the child could harm themselves or others. Staff shall continue efforts to calm the child.

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Conflict Resolution Techniques:

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Staff may utilize the following interventions when there are disagreements between children:

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a) Ignore Undesired Behavior: Children will repeat behavior that receives attention so it is appropriate to ignore undesired behavior when children are demanding attention and when conflict is not harming either child physically or emotionally.

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b) Change the Environment: Remove items, add items, or change the way they are arranged when conflict can be eliminated by the restructuring.

c) Redirect Children's Behavior: Tell the child specifically what to do in place of what is being done, when the situation is unsafe, the child is unable to make an appropriate choice, the child has few social skills, and/or the child needs "how to" information.

d) Offer Choices: Decide what the child can do instead of what he/she is doing. Offering choices is appropriate when the situation is safe and the educator has time to help the child follow through.

e) Encourage Problem Solving: Let the children identify the problem and then ask questions to help them figure out alternatives. Have them select an idea to try out. Compliment them and remind them that if their idea does not work out, there are other solutions. Problem solving is appropriate when children have had some decision making experience, have good listening skills, have good verbal skills and are able to generate and evaluate ideas.

f) Teach Children How to Give Feedback to Each Other: Teach children how to express their feelings to one another; e.g. "I feel sad when you take my toy." Teach the child to wait for a response. Then teach the child to tell the other what they need for positive resolution; "Next time, please ask me for the toy."

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Progression of Child Guidance:

Staff will document continued displays of challenging behavior on a daily basis to help track the behaviors. This will help determine different techniques to implement that may work better for the child.

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Staff are to inform the Education and/or Disabilities/Mental Health Coordinator of any child's behavior that is unsafe and/or atypical. Documented behavior will be shared weekly with the Disabilities/Mental Health Coordinator. The Coordinator or a Resource Teacher may come to the classroom to observe the child and to assess classroom arrangement, transition times in the daily routine, area activities, staff and child interactions, in order to provide recommendations to help correct behavior. A Resource Teacher may be assigned to the classroom to help implement the recommendations.

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Recommendations may include tangible rewards in addition to praise for being in control of behavior. Tangible rewards may include a high five, doing something the child likes to do, reading a special story, or choosing special equipment to bring outside.

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Should the behavior persist, then a meeting with the parent/guardian will take place to include the Education and/or Disabilities/Mental Health Coordinators. An Incident Action Plan will be completed to document the behavior concern. Further recommendations and modifications will be suggested, which will include a referral to the program's Mental Health Consultant.

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- Should behavior continue to persist after suggestions have been implemented, a review meeting will be held with the parent/guardian. At that time, a referral to an outside agency may need to be initiated.

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Child Emergency Response Plan:

- Should the behavior of a child pose an imminent risk of serious physical injury either to themselves or others and the child cannot regain self-control, staff are to immediately notify their Supervisor, the Education Coordinator, or the Disabilities/Mental Health Coordinator so that the situation may be assessed. Situations will be assessed to consider the child's safety and the safety of the other children in the group. The Supervisor or Coordinator may determine that the child's parent must be called to immediately pick the child up from school.

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- Should supportive holding need to be considered, supportive holding must only be sustained long enough to remove a child from an unsafe environment or to keep him/her from hurting self or others. Supportive holding should only be considered if 1) the child's safety is at risk; 2) the safety of other children or adults is at risk; 3) the child must be moved in order to be safely supervised; 4) the child demonstrates a sustained behavior that is highly disruptive and/or upsetting to other children necessitating moving the child.

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- The goal is have the child regain self-control in the least restrictive way. Staff are to address the child's behavior in a prompt and caring manner and remain with the child to help the child regain self-control. Remaining staff in the classroom assist in keeping the rest of the children safe.

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- A meeting with the parent/guardian must take place before the child is able to return to school. This meeting will include the Education and/or Disabilities/Mental Health Coordinators as well as the Mental Health Consultant if possible. A "Statement of Concern" will be completed to document the behavioral incident. Recommendations and modifications will be suggested and documented (which could include reducing the child's days or hours at school or evaluating whether the program is the right placement for the child.) A referral to an outside agency will be recommended to the parent.

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- If any other child shows stress from a behavioral incident, the families of these children will be notified.

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Child Guidance Prohibits:

- Spanking or corporal punishment of children.
- Cruel or severe punishment, such as humiliation, verbal or physical abuse, neglect or abusive treatment including any type of physical hitting inflicted in any manner upon the body, shaking, threats, or derogatory remarks.
- Depriving children of outdoor time, meals or snacks; force feeding children or otherwise making them eat against their will, or in any way using food as a consequence.
- Disciplining a child for soiling, wetting, or not using toilet; forcing a child to remain in soiled clothing or to remain on the toilet, or using any other unusual or excessive practices for toileting.
- Confining a child to a swing, high chair, crib, playpen or any other piece of equipment for an extended period of time in lieu of supervision.

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Community Supports for Child Guidance:

- Local Early Intervention Programs for infants and toddlers with special needs;
- Local Community Mental Health Agencies for educational testing, counseling and support services, emergency crisis, therapy and/or behavioral consultation;
- Local Education Agency/School Dept. (LEA) for children over three years of age for information regarding Special Education Services and evaluations for a child;
- Local Child Care and Resource and Referral agency for information about customized child care searches and placement information for parents of children with special needs;

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- [MA Department of Early Education and Care Mental Health Consultant Grantee for assessments of children with challenging behavior in child care programs:](#)
- [MA Department of Public Health Community Support Line, open Mon – Friday 9:00 a.m. – 5:00 p.m., 800-882-1435](#)

*The Head Start/Early Head Start staff will make every effort to cooperate, nurture, and support the parents/guardians. Open communication will be met at all levels. Should a parent/guardian refuse to cooperate with the staff in this process and the safety of the child, other children, or staff members are being compromised, then Head Start/Early Head Start reserves the right to terminate the child from the program. (Refer to our Termination Policy).

Transition Plan

Transitioning from one environment to another is an important milestone for any child. For some children, the change is no more than a new face to encounter, for others it is traumatic. Therefore, it is Head Start/Early Head Start’s plan to help acclimate the child to his/her new surrounding in the most positive manner possible. One way to do this is to bring both the child and parent to the environment prior to the actual stay. An explanation prior to the visit and discussion afterwards also helps alleviate anxiety. Transition takes place:

- when a child comes into the Head Start/Early Head Start Program
- when a child transfers from one classroom to another
- when a child transfers from the Head Start/Early Head Start Program to another program or to the local School Department

For children entering Early Head Start: Refer to Early Intervention for a developmental screening/assessment.

For children leaving Early Head Start: at 2.6 yrs old transition planning happens with the family and child per EHS transition plan. For children going to Head Start, the parent will need to do an updated registration with the registration department.

For children entering Head Start:

- A. At registration, parents sign a release of information so we can retain information from the program they are leaving or agency they have been involved with.
- B. Before starting school, the teaching staff makes a home visit to meet the child and family in their own setting.
- C. An orientation is then scheduled with the family before starting school so the child can see and spend some time in the classroom environment prior to starting their first full day.
- D. For children transitioning from home-based Early Head Start to Head Start or from one Head Start classroom to another, all staff involved meet to share, exchange information and work together on plans for the transition with the family.
- E. Agencies who are involved with our children and families are invited to a team conference to discuss how we can all work together on common goals.

For children entering Kindergarten:

January: We contact the public schools about registration information.

February: We schedule different days for families to complete their online Fall River kindergarten registrations at our Aldrich and Maple Centers.

April: For those families in our other towns, we send reminders of when kindergarten registration is taking place in their town.

May: Teachers begin reading books to the children and having discussion about starting kindergarten to help the children understand what to expect.

June: With parental consent, we send copies of the child’s assessment to the receiving school’s early childhood coordinator. We inform our families about their own communities transition event for incoming kindergarten students.

For children who meet eligibility for disabilities:

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This policy is meant to be a working tool based on:¶

<#>A knowledge of children’s development- emotionally and socially.¶

<#>A respect for the individuality of each child, in the context of their family and culture.¶

<#>An understanding of how children learn and think.¶

The overall goal of Head Start/Early Head Start is to increase social competence. To this end, children must be taught the skills and attitudes necessary to effectively manage their present environment and future responsibilities. The child will:¶

<#>Acquire a sense of confidence about one’s abilities.¶

<#>Take pride in one’s heritage/culture and family.¶

<#>Experience a sense of belonging and learn to trust others.¶

<#>Be flexible and willing to take risks necessary for continued growth.¶

<#>Recognize and respect differences.¶

<#>Contribute to establishing and maintaining of classroom/community rules.¶

<#>Solve problems in non-violent ways.¶

Creating a caring community in classrooms and homes is one of the most effective strategies for addressing children’s basic needs for physical and emotional comfort. This caring community is built by:¶

<#>Welcoming children to the classroom/community every day upon arrival.¶

<#>Holding daily class meetings to share ideas and discuss issues.¶

<#>Helping children relate positively to others.¶

<#>Teaching children to solve problems and resolve conflicts peacefully so that safety is protected by all.¶

Classroom rules will be established on the first day of school. Rules will be discussed daily with all children in the classroom. All children will be redirected when the need arises.¶

If after several re-directions, a child does not comply, the child will be escorted to the table for a quiet activity.¶

If the child is still having difficulty complying, the classroom staff will go to the child and attend to his/her needs in a positive and firm manner.¶

Should non-compliance continue or temper tantrums begin, the child will be removed to a cleared but quiet area.¶

The behavior needs to be documented by the classroom staff for a minimum of 2 weeks. The Disabilities/Mental Health Coordinator should be informed. Once this happens, a team conference will take place to discuss the problem behavior.¶

Recommendations and modifications will be suggested. If necessary, a conference with the Mental Health Consultant will take place.¶

If behavior persists, after suggestions have been implemented for 2 weeks, an on site observation will take place by the Disabilities/Mental Health Coordinator or Resource Teacher.¶

A meeting with parents will be arranged so that information can be shared. A course of action will be prepared and a behavior modification program may be implemented.¶

A review meeting will be scheduled within the month to discuss progress. At this time, a possible referral to an outside agency may be initiated.¶

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If the child is on an IEP and our program is referring the child/family to public school special needs preschool, we arrange for the parent and child to visit the recommended classroom to help with the decision-making process or transition.

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Termination Policy

There are cases when another program may be more appropriate to service a child or family to better meet the child or family's individual needs. When the determination is made that Head Start or Early Head Start may not be the most appropriate placement, the following procedure will be followed:

1. The Disabilities, Health or Child & Family Services Coordinator is contacted and informed of the concern.
2. A Staff Conference is scheduled to further discuss the child or family and to develop an action plan.
3. A meeting with the parent/guardian will be arranged to share information.
4. A Statement of Concern is completed, suggestions will be given, and a plan will be developed and then implemented.

When unexcused absences total 30 days within a 9 month period starting from the day of enrollment, the child/family will be offered another program option if appropriate and available; or the child may be withdrawn from our program.

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When a parent is unresponsive to our attempts to make contact with them concerning their child's enrollment, or their child's lack of attendance, or regarding another important matter that requires a parent's attention and we cannot make contact; when it seems warranted, the family or child will be terminated from our program with written documentation provided to the family explaining the reason for the termination and any circumstances under which the child/family may return to our program.

For families in our Full Day-PACE Child Care Voucher option:

1. Head Start reserves the right to recommend termination from the full day voucher option for non-payment of all fees, and will transfer the child/family from a full-day slot to a part-day slot to maintain continuity of care.
2. Parents/Guardians with childcare vouchers are expected to notify our program at least two (2) weeks in advance of a planned termination of childcare services.

In all instances of termination, special effort will be made to allow the child and parents to say "goodbye" to their peers and staff to allow the child proper closure. These efforts will be developmentally appropriate, as they are important to a child's feeling of trust and well-being.

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Dressing Your Child

Children should wear washable play clothes to school each day. Children are encouraged to experiment with lots of materials and on occasion may come home with soiled clothes.

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An extra set of clothing must be labeled and sent to school the first week in case of a spill, messy project, or accidental soiling. Children will go outside to play on most days. Be sure to dress your child appropriately for the weather. Sneakers or sturdy shoes are the safest and most appropriate. Dress shoes, open toe shoes, sandals (with or without socks), crocks, jellies, and heels are not acceptable and unsafe. These shoes should not be worn to school. Shoes must be closed in the front and back - SNEAKERS are best.

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Parents should also be aware that clothing with strings, laces or jewelry could become entangled or wedged in playground equipment or present a strangulation hazard, so it's best to avoid use of this type of clothing.

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Please send your preschool child to school in underpants even if he/she is not fully potty-trained. The staff will encourage your child to use the bathroom. Please make sure we have extra clothing on hand for your child. Please encourage your preschool child to use the toilet at home. If he/she is encouraged in both places, potty training will be more successful. Diapers and pull-ups are not to be worn to school. For children with a diagnosed disability or medical condition, potty training will be addressed on an individual basis.

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Head Start/Early Head Start Field Trips & Special Events

Field trips are another meaningful learning experience for our children and for our families. They are used to extend on what the children are learning about at school or in the home. Parents are encouraged to participate and help enhance their child's experience.

Each child that is in our care whenever on a field trip or off the premises, will carry on his/her person; our program name, our address and telephone number.

Head Start Field Trips:

Younger siblings may accompany HS on a field trip along with their parent(s), **however...**

- Only younger siblings who are enrolled in EHS may ride our school bus. Parents planning to bring an EHS sibling on a field trip who want to ride our school bus must RSVP at least 2 days prior to the fieldtrip. An EHS sibling may attend as long as there is space on the bus.
- Two adults (parents/guardians) are welcome to join each child.
- Parents with younger siblings should arrive at the classroom no more than 15 minutes prior to the field trip departure time and plan to leave the classroom once the classroom returns from the field trip.
- Parents must provide an appropriate size car seat for the EHS sibling weighing less than 25 lbs. to ride the bus to and from the field trip.
- Parents must be aware that they must take full responsibility of the sibling while on the field trip.
- Parents may not wander off from the group.
- Profanity, vulgar language or any type of inappropriate adult-orientated conversations are not allowed.
- Parents please dress appropriately for field trip (modest, child-friendly clothing).
- Please do not bring food or drinks from home (EHS may bring baby bottles/sippy cups).
- Please do not use your cell phone during the trip.
- No photos or video recording of children other than your own.
- Parents who do not follow these guidelines may not be allowed to join future field trips.

Early Head Start Field Trips:

Older siblings may accompany EHS on field trips with their parents however:

- Only older siblings who are enrolled in HS are allowed to ride our school bus if there is room on the bus.
- Parents must be aware that they must take full responsibility of their children while on the field trip.
- Parents must RSVP at least 2 days prior to the fieldtrip.

SMOKING IS PROHIBITED DURING ALL FIELD TRIPS AND SPECIAL EVENTS and on all Head Start properties.

Procedure for Emergency Health Care

Emergency contact information, first aid kits, and a telephone or two-way radio are always with the children. Before the start of the school year, parents sign permission slips for immediate emergency medical treatment to be started. Permission slips are always kept with the children. All teaching staff are trained in first aid and CPR.

If a life threatening emergency, staff will call 911 and contact the child's parent immediately. A staff member will accompany your child in the ambulance if parent is not available. When guardian cannot be reached, those listed as emergency contacts will be called. Children seen in an emergency room for treatment must have a note stating the child may return to school.

Destination of area ambulances when called to Head Start or Early Head Start:

- Fall River – St. Anne's Hospital unless specified differently by the parent
- Swansea – Nearest medical facility that is available

PLEASE MAKE SURE STAFF ALWAYS HAS YOUR UPDATED PHONE NUMBER, ADDRESS, AND CURRENT EMERGENCY CONTACT INFORMATION.

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Injury Prevention and Notification

Staff examine and evaluate the physical environments we use for childcare on a daily basis to prevent injuries. Please take note that staff must check children's clothing to ensure that it is free from strings, laces or jewelry that could become entangled or wedged in playground equipment or present a strangulation hazard. When there is an injury at school, an injury report is completed. The teacher will notify the parent of the injury at the end of the day. The report is to be signed by the parent and a copy of the injury report is given to the parent. When a child has an injury while at school that requires emergency care beyond minor first aid and all head injuries, parents are notified immediately.

Management of Infectious Diseases

If your child goes to the doctor for a sick visit or an emergency room for any concern, a permit (doctor's note) will be needed for your child to return to school.

- Children with an elevated temperature, vomiting, diarrhea must be kept home or are sent home if already admitted to the center and children must be symptom free for 24 hours before able to return to school.
- Any child with a serious illness, contagious or reportable disease will be excluded from school until the child has a doctor's note to return to school.
- All guardians will be notified when two or more children have been diagnosed with a contagious illness in the classroom.
- If a child is absent 5 or more consecutive days due to a contagious illness, a doctor's note will be required to return.
- If your child develops a communicable contagious disease, please inform the staff immediately.
- If a child is found to have head lice or nits, parents are asked to pick up their child from school and told that a full treatment of the head and hair with special shampoo is necessary. Children must be nit free before returning to school. Head Start Nurse will check to make sure child is nit free before child can return to school.

Administration of Medication

Whenever possible, arrangements are made with the family and the physician to schedule administration of medications during the time when the child is not at the center. If this is not possible, medication will be given to the child only when we have received a written order from the child's physician listing the medication, the dosage, and any criteria for the medication to be administered and we have retained written parental consent to administer the medication. All medications must be in their original container, with the child's name, the name of the drug, and the direction for administration and storage.

Any medication only to be given as needed with a doctor's written permission will not be given without first calling the guardian. (Exception to this rule is emergency medications – these will be given when needed and then 911 and the parent/guardian will be called). If the parent/guardian is not available, it will be at the discretion of our nurse [and/or Health & Nutrition Coordinator](#).

Plan for Meeting Specific Health Care Needs

Please let our staff know if your child has any allergies or medical concerns. Teachers, Nurses, [Family Advocates](#), Home visitors, [Kitchen and Health & Nutrition Coordinator](#) meet to discuss identified allergies, food restrictions and health concerns. All children with a diagnosed chronic medical condition have an Individual Health Care Plan. This includes the specific measures taken to ensure that the health requirements of children with health concerns and disabilities are met.

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Plan for Evacuation of Centers in an Emergency

Evacuation procedures and escape routes are posted at each exit. When evacuation is necessary, staff take the classroom attendance book with emergency contact information and first aid kit and necessary medications with them to an evacuation site along with two-way radio or telephone and account for all children in their care once safely out of the building then again once the group has reached their evacuation site. Children with physical disabilities are transported in their wheelchairs or carried by staff. Infants are to be carried by their parents or staff.

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Staff use the two-way radio or telephone to notify the office of the emergency evacuation and call the children's parents/guardians or emergency contacts to pick up the children at the site.

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Children will be released to authorized adults once they have arrived at the evacuation site. For safety purposes, children will not be released to parents or authorized adults while on route to the site, you are however welcome to help escort the group to our safe area.

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Evacuations drills are conducted monthly, are held at different times of the program day, and include practicing using alternative exits.

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In the event of a Fire:

- Children and staff will walk to a nearby designated emergency site.
- Once children are at the designated area and accounted for, parent/guardian may sign the child out and leave.

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Head Start Center	Emergency Site	Address	Telephone
Aldrich Center	Health First Family Care Center	387 Quarry St. Fall River, MA	508-679-1111
Bennie Costa	Henry Lord Community School	151 Amity St. Fall River, MA	508-679-1111

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Heritage Heights	Fall River Main Library	104 North Main St. Fall River, MA	5
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Ocean Grove Center	Swansea Council of Aging Senior Center	260 Ocean Grove Ave. Swansea, MA	5
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Maple Center	C.F.C. Head Start (Main Office)	427 Robeson St. Fall River, MA	5
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Sullivan Center	Fall River Housing Authority	85 Morgan St. Fall River, MA	5
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In the event of a Natural Disaster (each center has a battery powered weather radio):

Hurricane:

-Children and staff shall remain indoors until storm passage is confirmed. If necessary, the group will evacuate to their designated emergency site if it is more secure after evaluating safety conditions for doing so. We shall heed evacuation orders from public safety officials.

Tornado or Earthquake:

-Children and staff shall locate to an interior area in the center away from windows and take cover to protect from falling or projected objects.
-Staff are to bring the cordless telephone and/or two way radio with them to the area.
-Staff are to report any injuries or damage to the center.

Flood:

-We shall monitor announcements of Flood Watch and Warnings and close the center or heed evacuation order from public safety officials if needed.

In the event we must Shelter in Place:

-We shall shelter in place in the event of a hazardous materials accident if advised by the fire department or other public safety officials. All doors, windows, and vents have to be closed and air conditioner units turned off.
-We shall contact the local fire department for more guidance when necessary concerning sheltering in place and for how long.

In the event of Loss of Power:

-Staff will safely move children to areas with natural or emergency lighting and use flashlights if necessary.
-Telephone parents to pick up the children

Loss of Heat:

-We will have the children put on their coats, hats, mittens, etc.
-Telephone parents to pick up the children

Loss of Water:

-We shall use bottled water kept in the refrigerator as needed.
-Telephone parents to pick up the children

In the event of receiving a threatening call:

-Calls will be recorded as accurately as possible and reported to the police immediately.
-Staff will also notify a member of the management team to provide assistance.

In the event that a child is missing:

-An initial search of the facility will be made and attempts to confirm location will be made.
-We shall search all areas of the facility and immediate surrounding area.
-We shall notify police of the situation and provide them pertinent information about the child. We shall notify the parent/guardian. The Head Start Director or Assistant Director must be notified and an Incident Report must be completed.

If any emergency requires evacuation away from the center and surrounding area, including a terrorist attack, evacuation arrangements are coordinated with the local fire department or emergency management officials to locate places of safety that can accommodate children. Parents/guardians or emergency contacts will be notified via One Call Now and arrangements for transportation home will be made.

In the event of a fire, natural disaster, loss of power, heat or water while the children are not at the center, all parents will be contacted or notified via One Call Now and local media that the center will be closed until the situation is resolved and it is safe for the children to return.

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Child Abuse and Neglect

If an employee suspects your child has been abused or neglected, our program staff are mandated by law to report the suspected abuse or neglect to the Department of Children and Families (DCF) at 508-235-9800. The Family Advocate or Home Visitor will inform parents or guardians of the report, unless the child is at risk. Our program will offer all the support possible to the family during the reporting process and any investigation that may follow a report.

If a Head Start or Early Head Start employee or volunteer or consultant is suspected to have abused or neglected a child of our program, Pamela Wildnauer, Program Director, is to be immediately contacted at 508-675-2151 x 205. The accused employee will be immediately removed from contact with children. Our Program Director will notify the Department of Children and Families and the Department of Early Education and Care accordingly. Parents will be immediately notified of any allegation of abuse or neglect involving their child in our care. The accused employee does not work directly with children until the Department of Children and Families investigation is completed and for such further time as the Department of Early Education and Care requires.

Transportation Management Plan

Head Start provides transportation to our Fall River Center locations ONLY, to families without access to transportation, or viable means to get their child to school on their own for the Part Day program.

Transportation is not provided for the Full Day program. The need for transportation is assessed at the time of enrollment and is reviewed periodically when necessary. Each parent/guardian is to sign consent for their child's individual transportation plan. Homeless families and children with disabilities are priority. Head Start has the capability of providing transportation to only about 1/3 of our enrollment population and we must provide this service to those families with the greatest need.

When families request transportation: Head Start will confirm that a Parent Agreement form has been completed listing everyone given permission to take your child off the bus. Those granted permission by the parent/guardian must be at least 16 years of age and possess a picture ID. Everyone listed, including parents/guardians must show a valid picture ID before a child is released to them when they are unknown to the monitor, driver, or staff at the main office when child is returned. Working telephone numbers must also be included in order to be able to reach parents/guardians or designated adults or transportation will be suspended. Parents/guardians can make changes and amend their agreement when necessary by contacting their Family Advocate.

When families are approved for transportation:

1. Parents must attend a Transportation Orientation.
2. The family will be assigned a bus stop location nearest to the home with pickup and drop off times. At times it can be difficult for the bus to be right on time for drop off due to traffic, weather, or other circumstances, so we ask for your cooperation as you patiently wait for the school bus to arrive at your location.
3. The bus will stop at each designated location at the assigned times. Children will not be picked up or dropped off without a parent/guardian or designated adult at the bus stop. Bus drivers are not allowed to beep the horn should no one be at the bus stop.
4. Once bus is at a complete stop, we ask that the adult escort the child to the door of the bus and assist the child up the bus steps safely and that the adult assist the child as the child comes off the bus at drop off time. For Safety Purposes, please do not approach the bus until it has come to a complete stop.
5. Parents must follow all safety rules and instructions given by the bus drivers and monitors. Parents are required to take the pedestrian safety class prior to their child starting the bus.
6. Bus Drivers perform daily pre-trip inspections to ensure the bus is safe to use and drive.
7. No backpacks are allowed on our school buses. No food or toys are allowed either.
8. Sneakers or sturdy shoes should be worn for safety.
9. Smoking is not permitted around our school buses.
10. No child is transported more than 45 minutes during any one-way trip.

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11. Monitors and drivers ensure that all children transported are on the correct vehicle and are all delivered safely to their assigned drop-off person. Monitors will maintain attendance as children come on and off the school bus. Children will be released one at a time making face-to-face contact with every parent or adult who is at the bus stop to pick up a child at the bus door. A post trip inspection is performed to ensure no child is left behind.

12. Monitors and drivers are trained to follow our program's [Child Guidance](#) Policy to ensure positive interactions with the children transported.

13. If a child should behave in a disruptive manner or refuses to stay seated with the seat belt fastened, the monitor/driver will notify your child's Teacher or your Family Advocate and the Transportation Coordinator.

14. The Family Advocate will contact the parent about the concerning issues to address and to try to resolve the issue.

15. Should Head Start at any time believe that the family does have access to transportation or has viable means to get their child to school on their own, bus transportation may be concluded.

16. You may contact Marc Antone, our [Facilities & Transportation](#) Coordinator at 508-675-2151 x 239 with any questions or concerns about transportation.

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When your child will not be taking the bus to school:

1. Parent/guardian must call the Transportation Department at our Main Office at 508-675-2151 x239 at 7:30 a.m. or before your assigned pick-up time to inform the Transportation Department that your child will not be taking the bus.
2. Give your child's name, the school bus driver or monitor's name, and the reason why your child will not be taking the bus to school.
3. If the child won't be attending school, parent/guardian must also contact their child's classroom/center.
4. Unexcused absences may result in the termination of transportation.

Note: Should your child still attend school without bus transportation assistance on any given day, you are expected to also pick up your child from school at the end of the day.

Inclement Weather:

1. In bad weather, Head Start classes may be cancelled.
2. School cancellations are announced on local TV stations and radio stations. Parents will receive a call through our One Call Now system.
3. At times, bus transportation must be cancelled even though classes are being held. In that case, phone calls are made to each home.

Should No Designated Adult be at the Bus Stop at Drop-Off Time:

1. Your child will then be transported to our Main Office at 427 Robeson Street – Tel. 508-675-2151.
2. Parent/guardian or other designated adult will be contacted to pick up the child at the Main Office.
3. [Proper ID is required for child to be released.](#)
4. Discussion with the parent/guardian about why there was no adult at the bus stop will take place.
5. Head Start has the right to terminate bus privileges at any time.

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Emergencies:

1. All bus drivers and monitors are certified in First Aid/CPR.
2. Our buses are equipped with first aid kits and other required emergency equipment and two-way radios.
3. Permission slips for emergency treatment are kept on all buses.
4. Information about any identified medical concerns that may assist in the safe transportation of your child is shared with our drivers and monitors.
5. Drivers and monitors are also trained in emergency evacuation procedures.
6. Bus evacuation drills are conducted twice a year with each of our classrooms.
7. Should our vehicle breakdown or be involved in an accident or moving violation, the driver will radio for

the Transportation Coordinator. When needed alternate arrangements will be made.

Field Trips:

1. Classroom staff is responsible for the supervision of the children on the bus during field trips.
2. Parents are asked to sign permission slips for field trips that include where and when the field trip will take place. Head Start school buses are used for field trips.

Our buses are equipped with appropriate child safety restraints. Our bus drivers and bus monitors are trained how to use and monitor assistive devices when needed. Our program will assign an aide to a child with special needs when required.

School Cancellations

In bad weather or emergency situations Head Start and Early Head Start may be cancelled. Announcements will be made on local TV stations and thru the One Call Now system. **You must ensure we have your most current telephone number and email.**

When **public school classes in Fall River** are cancelled or delayed **all** Head Start **part day and Home Based classes** in Fall River and the surrounding towns will be cancelled. Should public school classes stay open, Head Start and Early Head Start may be closed.

When **public school classes in surrounding towns** are cancelled or delayed **all** Head Start **classes in that town** will be cancelled.

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CFC HEAD START
2017-2018
PART DAY SCHOOL CLOSING CALENDAR

Monday, October 9, 2017, Columbus Day CLOSED

Wednesday, October 18, 2017 Professional Development CLOSED

Wednesday, November 1, 2017, Professional Development CLOSED

Friday, November 10, 2017, Veterans Day CLOSED

Thursday, November 23, 2017, & Friday, November 24, 2017, Thanksgiving Recess CLOSED

Friday, December 1, 2017, Staff Preparation Day CLOSED

Wednesday, December 6, 2017 Parent/Teacher Conference, CLOSED @ noon

Thursday, December 14, 2017 Parent/Teacher Conference, CLOSED @ noon

December 25, 2017 through January 1, 2018, Christmas & New Year Vacation CLOSED
(Vacation begins at the close of school on Friday, December 22, 2017, and resumes on Tuesday, January 2, 2018)

Monday, January 15, 2018, Martin Luther King's Birthday CLOSED

Monday, January 29, 2018, Professional Development CLOSED

Monday, February 19, 2018, President's Birthday, CLOSED

Week of February 19, 2018 to Friday February 23, 2018, Winter Vacation CLOSED
(Vacation begins at the close of school on Friday, February 16, 2018, and school resumes on Monday, February 26, 2018)

Thursday, March 1, 2018 Parent/Teacher Conference, CLOSED @ noon

Wednesday, March 7, 2018 Parent/Teacher Conference, CLOSED @ noon

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Monday, April 16, 2018 Patriots Day CLOSED

April 17, 18, 19 & 20, 2018 OPEN

Friday, May 4, 2018 Staff Preparation Day CLOSED

Monday, May 28, 2018 Memorial Day CLOSED

Wednesday, May 30, 2018 LAST DAY OF SCHOOL

Thursday, May 31 & Friday, June 1, 2018 Summer Prep CLOSED

Monday, June 4, 2018 First day of Summer Program OPEN

CFC HEAD START
2017-2018
EXTENDED DAY SCHOOL CLOSING CALENDAR
Aldrich rooms 7, 8, 9, 10 & 11

Monday, October 9, 2017 Columbus Day CLOSED

Wednesday, October 18, 2017 Professional Development CLOSED

Wednesday, November 1, 2017 Professional Development CLOSED

Friday, November 10, 2017 Veterans Day CLOSED

Thursday, November 23, 2017 & Friday, November 24, 2017 Thanksgiving Recess CLOSED

Friday, December 1, 2017 Staff Preparation Day CLOSED

Wednesday, December 6, 2017 Parent/Teacher Conference, CLOSED @ 1pm

Thursday, December 14, 2017 Parent/Teacher Conference, CLOSED @ 1pm

December 25, 2017 through January 1, 2018 Christmas & New Year Vacation CLOSED
(Vacation begins at the close of school on Friday, December 22, 2017, and resumes on Tuesday, January 2, 2018)

Monday, January 15, 2018 Martin Luther King's Birthday CLOSED

Monday, January 29, 2018 Professional Development CLOSED

Monday, February 19, 2018 President's Birthday CLOSED

February 20, 21, 22, & 23, 2018 OPEN

Thursday, March 1, 2018 Parent/Teacher Conference, CLOSED @ 1pm

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Wednesday, March 7, 2018

Parent/Teacher Conference, CLOSED @ 1pm

Wednesday, March 14, 2018

Professional Development CLOSED

Friday, March 30, 2018

Good Friday CLOSED

Monday, April 16, 2018

Patriots Day CLOSED

Week of April 16, 2018 to April 20, 2018

Spring Vacation CLOSED

(Vacation begins at the close of school on Friday, April 13, 2018, and school resumes on Monday, April 23, 2018)

Friday, May 4, 2018

Staff Preparation Day CLOSED

Monday, May 28, 2018

Memorial Day CLOSED

Wednesday, June 13, 2018

LAST DAY OF SCHOOL

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Observing and Volunteering----- 6

Westport Macomber Center	380 Old County Road154 Gifford Rd., Westport	508-324-7514324-7514
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Rehoboth Village Center	139 Bay State Rd., Rehoboth	508-252-4232
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Behavior Management Policy

This policy is meant to be a working tool based on:

- A knowledge of children’s development- emotionally and socially.
- A respect for the individuality of each child, in the context of their family and culture.
- An understanding of how children learn and think.

The overall goal of Head Start/Early Head Start is to increase social competence. To this end, children must be taught the skills and attitudes necessary to effectively manage their present environment and future responsibilities. The child will:

- Acquire a sense of confidence about one’s abilities.
- Take pride in one’s heritage/culture and family.
- Experience a sense of belonging and learn to trust others.
- Be flexible and willing to take risks necessary for continued growth.
- Recognize and respect differences.
- Contribute to establishing and maintaining of classroom/community rules.
- Solve problems in non-violent ways.

Creating a caring community in classrooms and homes is one of the most effective strategies for addressing children’s basic needs for physical and emotional comfort. This caring community is built by:

- Welcoming children to the classroom/community every day upon arrival.
- Holding daily class meetings to share ideas and discuss issues.
- Helping children relate positively to others.
- Teaching children to solve problems and resolve conflicts peacefully so that safety is protected by all.

Classroom rules will be established on the first day of school. Rules will be discussed daily with all children in the classroom. All children will be redirected when the need arises.

If after several re-directions, a child does not comply, the child will be escorted to the table for a quiet activity.

If the child is still having difficulty complying, the classroom staff will go to the child and attend to his/her needs in a positive and firm manner.

Should non-compliance continue or temper tantrums begin, the child will be removed to a cleared but quiet area.

The behavior needs to be documented by the classroom staff for a minimum of 2 weeks. The Disabilities/Mental Health Coordinator should be informed. Once this happens, a team conference will take place to discuss the problem behavior.

Recommendations and modifications will be suggested. If necessary, a conference with the Mental Health Consultant will take place.

If behavior persists, after suggestions have been implemented for 2 weeks, an on site observation will take place by the Disabilities/Mental Health Coordinator or Resource Teacher.

A meeting with parents will be arranged so that information can be shared. A course of action will be prepared and a behavior modification program may be implemented.

A review meeting will be scheduled within the month to discuss progress. At this time, a possible referral to an outside agency may be initiated.

CFC Head Start & Early Head Start Behavior Management Policy PROHIBITS:

Spanking or other corporal punishment of children

Cruel or severe punishment such as:

Humiliation, verbal or physical abuse, neglect or abusive treatment, including any type of physical hitting inflicted in any manner upon the body, shaking, threats, or derogatory remarks

Disciplining for soiling, wetting, or not using the toilet; forcing a child to remain in soiled clothing or to remain on the toilet, or using any other unusual or excessive practices for toileting

Depriving children of outdoor time, meals or snacks; force feeding children or otherwise making them eat against their will, or in any way using food as a consequence

Confining a child to a swing, high chair, crib, play pen or any other place of equipment for an extended period of time in lieu of supervision

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