

Parent Handbook

Calendar, Program Information & Resource Directory
2022-2023



Central Kentucky
Head Start

Central Kentucky Community Action Council

Central Kentucky Community Action Council
Head Start/Early Head Start
Hardin, LaRue, Marion, Meade, Nelson & Washington Counties

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Welcome to the Central Kentucky Community Action Council Head Start/ Early Head Start Family

Dear Parents and Guardians,

Our entire staff would like to welcome you and your family to the Central Kentucky Community Action Council Head Start/ Early Head Start Program! This Head Start/Early Head Start Parent Handbook is designed to provide you with information about Head Start/ Early Head Start and the important role you play in the success of our program and your child’s experience in preschool. Head Start/ Early Head Start believes that you are the most important educator for your child and that you have the primary responsibility for your child's development. You and the staff, working together as a team, will provide the support your child needs to succeed in school and in life.

We hope you find this Parent Handbook useful. We are always open to your thoughts, ideas, and suggestions for improvement and strongly encourage your active participation in the Head Start program.

If you have a question about any aspect of Head Start/ Early Head Start, please call the Program Management Office at (270) 795-4301.

Sincerely,

Central Kentucky Community Action Council Head Start/Early Head Start Staff

Central Kentucky Community Action Council Head Start Central Office Staff

Head Start Director Tammy Stanley	Grant Writer/Compliance Manager Bryan Conover	Quality Assurance Manager Jewell Bartley
Education Manager Ann Pickerrell	Registered Nurse/ Nutrition Coordinator Nicole Burchell	Parent Family Community Engagement Manager Stephanie Harrison
Health/Special Education Manager Stephanie Lee	Administrative Assistant Talia Crabtree	Social and Emotional Manager Ebony Smith
Regulations, Safety and Transportation Manager Tammy Sluder	ERSEA Manager/Child Plus Administrator Melissa Garrett	Cultural/Linguistic Engagement Coordinator Julio Burgos
Lead Education Coach Jessica Cecil	School Readiness Mentor Coach Mary Jewell	School Readiness Mentor Coach Terrell Gerton
School Readiness Mentor Coach Mary Murphy	Center Manager, Elizabethtown Lindsay Seeker	Center Manager, Bardstown Angela Dickerson
Center Manager, West Main Lisa Miller	Center Manager, Larue Co. Chris Cundiff	Center Manager, New Haven/Radcliff Stephanie Talbert
Center Manager, Lebanon Amy Nally	Center Manager, Washington Co. Hannah Coulter	Center Manager, Meade County Brittany Simpson

Our Mission Statement

Central Kentucky Community Action Council, Inc. Head Start will deliver quality education for children and families to be school ready while engaging partnerships and community resources.

Our Values

Quality, Diversity, Dedication

Our Vision

To Teach, To Lead, To Serve



Contact Information 2022-2023

Center Address & Phone Number: _____

Center Days, Hours: _____

Teacher's Name / email: _____

Teacher Assistant: _____

Family Advocate / email: _____

Special Needs Collaborator: _____

Center Manager: _____

Visit our Website: www.centrankyheadstart.org

Central Kentucky Community Action Council Head Start Overview

Head Start is the nation's leading investment in early childhood care and education. Head Start/EHS provides a range of comprehensive education, health, nutrition, parent involvement, and family support services and has primarily served at-risk children and their families since 1965. Currently, Head Start/EHS serves 841,520 children and their families in 17,485 centers throughout all 50 states, including the District of Columbia (Washington D.C.) and the U.S. Territories; including many American Indian and migrant children.

What is Head Start/Early Head Start?

The Head Start/ Early Head Start program includes services to pregnant women, infants, toddlers, and children up to 5 years of age, and their families. Head Start/Early Head Start is unique in its approach to the needs of children and families. Head Start/Early Head Start provides children with classroom experiences planned by qualified staff to promote developmental growth in all areas. Individualized planning ensures that the specific needs of each child are met in a safe, nurturing learning environment. The preschool also offers health, nutrition, and other family support services including opportunities to learn parenting skills. Head Start/Early Head Start's goal is to foster the success of children and families by offering support, services and referrals in order to empower families and to meet the needs of all children. Children participate in a variety of educational activities to develop fine motor, gross motor, cognitive, language, math, discovery, social emotional, and self-help skills. Children also receive health screenings, have healthy meals and snacks provided to them, and enjoy playing indoors and outdoors in a safe setting.

What can Head Start/Early Head Start offer your child?

Head Start/Early Head Start provides children with activities that help them grow cognitively, socially, emotionally and physically. Head Start/Early Head Start recognizes that as parents and guardians, you are the first and most important teacher of your children. We welcome your involvement in our activities and strive to work as partners with you to help your child reach their full potential. All Early Head Start staff will show your child love, acceptance, and understanding each day. Early Head Start promotes school readiness with goals that focus on children's cognitive, physical social-emotional, and language development. It also supports parents as their children's' first and most important teacher. It also promotes positive parent-child relationships to promote family well-being, including health, safety and increased financial security.

For Your Information (FYI)

Attendance- It is very important that children are present each school day. However, there are instances such as illnesses, family emergencies, etc. that prevent children from attending. Please call your center as soon as possible to report your child's absence. If no one is available, please leave a message on the answering machine at the center stating your child's name, date of absence and reason for absence.

Drop Off and Pick Up- When bringing your child to the center, please do not arrive prior to 7:30 a.m. Please remember to always walk your child into the building and see that they make it to the classroom safely and sign in your child. When picking up your child, please arrive no later than 3:00 p.m. **Please walk hand to hand in and out of the building for your child's safety due to vehicles coming in and out of the parking lots.**

Signing In or Out- Anyone arriving or leaving the center is required to sign in and out. Children must be signed out of classroom before leaving. Acceptable persons must be at least 16 years of age and older to receive a child off the bus or pick up.

Visitation- All visitors are required to sign in and out each time they visit the center. Volunteers are encouraged and welcomed at all times! Please ask your child's teacher or call our central office (270) 692-2136 for more information about volunteering.

Inclement Weather- In the event of severe weather, we will follow local public school cancellation policy. Announcements concerning cancellations or delays will be made on local radio and TV stations.

Toys and Pets- Children cannot bring toys or live animals to the center.

Text Messages/Email Messages- We now have an option for group text messages and/or email messages for updates in your child's classroom.

Emergencies- We conduct monthly fire, tornado, earthquake and bus evacuation drills to assure your child's safety at the center.

Information Changes- Please contact your child's Teacher or your Family Advocate to report any changes in address, telephone number, emergency contact information, etc. as soon as possible. **It is very important that we have current and accurate information on your family at all times!**

Accidents- In case of an accident or emergency involving your child, we will attempt to notify you. If we are unable to reach you or another emergency contact, emergency services (911) will be contacted to seek medical attention, if necessary.

Celebration Foods- We are aware that families and children enjoy celebrating birthdays and holidays with special foods and snacks. However, with many nutritional needs present in our classrooms, it can be difficult to monitor items brought from home. **Due to these needs, it is our policy that no food or snacks from home can be brought into the classrooms.**

Federal and State Notices- When visiting the center, please take time to read the Federal and State notices posted on the walls in the classrooms. The notices provide you with valuable information on our centers and inform you of your rights as a Head Start parent or guardian.

No Smoking- Smoking is prohibited in all facilities, school buses, agency vehicles, playgrounds, parking lots or on any Central Kentucky Community Action Council property.

Field Trips- An important part of our preschool is conducting in-house or walking field trips out into the community. The procedure for field trips is as follows:

- The field trip will be scheduled in advance.
- Permission slips will be sent home before the field trip to allow time for permission slips to be completed and returned to the classroom teacher.
- Only children that have returned permission slips to the teacher will be allowed to participate on the field trip. If a permission slip is not received or if permission is not granted, arrangements will be made for the child to remain in the classroom under supervision during the field trip.
- The children that are presently enrolled in Head Start are the only children allowed to participate on field trips. **No siblings or other child relatives are permitted to attend.**
- Adult supervision is always needed on field trips. Please volunteer if you are available!

Extra Clothing- Children participate in activities both indoors and outdoors that may cause clothing to become torn or soiled. If possible, please send an extra complete change of clothing to be left at the center in cases that they are needed. Please label each item of clothing with your child's name, so the classroom staff can identify the clothing that belongs to your child.

Diapering- Head Start provides disposable diapers and wipes for children in the Infants/Toddlers' classrooms and during socialization days. Your child will be changed at regular intervals throughout the day and as needed. Parents may choose to bring diapers to be used just for their child if they want a specific type other than what the program is providing.

COVID-19- Central Kentucky Head Start works hard ensuring safety measures are taken to prevent the spread of disease. Due to the highly contagious disease, there is no way to determine where the disease was contracted. Parents who choose to send their child to Head Start are aware of the highly contagious COVID-19 Disease. If COVID-19 or any infectious disease pandemic occurs the following protocol will be utilized:

In the case of anyone with a fever of 100.4° (38.0°C) or above or other signs of illness during the course of the day, the infected child or teacher will be isolated, advised to seek medical attention and follow the recommendations of their Primary Care Provider. Parents will be contacted. Child must be picked up within one hour. Staff will practice departure guidelines for contactless delivery. Health Manager will contact the Lincoln Trail District Health Dept for guidance.

- It is important to remember that anyone who has close contact with someone with COVID-19 should stay home for 10 days **after exposure** based on the time it takes to develop illness. The health department will provide information and guidance based on exposure risk.
- Anyone who has been diagnosed with COVID-19, Central Kentucky Head Start will report the case to the Division of Regulated Child Care and Lincoln Trail Health Department and will follow recommendations.
- The program will partner with the health department regarding reopening and/or extending dismissal days and seek guidance to determine when students and staff should return to school. Based upon guidance from the Health Dept, if reopening is not an option, the Extended Dismissal Procedure for Remote Learning will be followed.
- We will follow the Community Level Map for masking as follows:

Community COVID-19 Level Map

Low	Medium	High
No Masks	Highly recommend and consider universal masks use in indoor congregate settings	Masks Required

Go to the following link to determine your community level **DAILY:** <https://govstatus.egov.com/kycovid19>

The Pandemic Safety Protocol may change according to weekly reports from the Kentucky Public Health Department.

Attendance Matters

Head Start is the perfect place to build a habit of good attendance

Let us help in any way we can!



EVERY DAY IS IMPORTANT TO YOUR CHILD'S LEARNING AND DEVELOPMENT

Even missing a day or two a month, can cause your child to suffer academically. We know that things happen, but please do everything you can to get your child to Head Start on time every day.

WHAT DO WE NEED FROM YOU?

1. Set a regular bedtime routine. Lay out clothes and backpack the night before! Make it FUN- Talk about it! Sing About it! Make it an Adventure!!!
2. Have a plan for drop-off and pickup! Make sure your loved ones are able to help get your child to Head Start every day.
3. Contact your Family Advocate or Teacher as soon as you know your child will be absent. Please do this within the first hour of school!

4. Schedule non-emergency doctor's appointments and long trips when school is not in session!
5. Ask other Head Start parents for support and advice. Ask your Family Advocate and Teachers for support and advice! We are all in this together!

Every moment we have with your child is SPECIAL to us

What is Curriculum and which one do we use?

Curriculum is a written plan that includes:

- Goals for children's development and learning
- Experiences through which they will achieve these goals
- What staff and parents do to help children reach these goals

We use **Frog Street Press Curriculum**. Frog Street is a comprehensive, research-based program that integrates instruction across developmental domains and early learning disciplines. The cornerstones of the program are:

- An intensive integration of theme, disciplines, and domains
- Social and emotional development includes Dr. Becky Bailey's Conscious Discipline
- Differentiated instruction, intentional instruction
- Equality of English and Spanish materials and instruction
- Joyful Approach to Learning

BRIGANCE III and Dial-IV -Early Childhood Screenings-These tools are used to identify strengths and weaknesses in language, motor, self-help, social-emotional and cognitive skills as well as identify any learning delays. Brigance is for ages 0-2.5 years old and Dial-IV is for ages 2.6-5 years old.

DECA Program- Devereux Early Childhood Assessment (DECA) Program for Infants, Toddlers, and Preschoolers is designed specifically to screen, assess, and strengthen children's social and emotional competencies. The core of the DECA Program is the Devereux Early Childhood Assessments, nationally standardized, strength-based, reliable, and valid measures of social and emotional competencies in children from four weeks of age through five years old (up to

sixth birthday). Both parents and teachers can complete the DECA, and research-based strategies are used to guide the planning process for both home and school.

Combined with the DECA Assessment Tool, Frog Street Press Curriculum and the Head Start Program Performance Standards, Teachers will utilize the Conscious Discipline Curriculum. This curriculum is an Evidence-Based Approach to Self-Regulation and Social-Emotional Learning. The School Family increases connections between adults and children at all levels, ensuring optimal development and learning for all. A School Family culture is built through consistent modeling of routines, rituals and structures. The seven skills transform everyday discipline issues into teachable moments, equipping children with the social-emotional and communication skills needed to manage themselves, resolve conflict and develop healthy behavior.

As an important component of the overall program, the [DECA](#) is a nationally standardized assessment tool that helps teachers understand how students are progressing with respect to three, key social and emotional skills:

- Developing healthy relationships
- Learning to regulate emotions
- Showing initiative

Completing the assessment tool takes about five minutes and a separate version is available for infants, toddlers and preschoolers. Once the assessment is complete, teachers can select appropriate strategies based on the results for immediate use. In addition, parents can complete the same tool, allowing teachers and parents to work together - ensuring similar strategies are implemented at both home and school which also includes strategies from Conscious Discipline. Start Strong - SEL Foundations and Resiliency in Infants and Toddlers will be utilized for Early Head Start children.

Second Step: Second Step Early Learning is a social and emotional learning program that teaches various social and emotional skills such as emotion recognition and management, empathy, and problem solving. Second Step Learning has been shown to improve children's executive skills (attention, memory, and self-control) which are not only predictive of kindergarten readiness but essential for success outside of the classroom.

Conscious Discipline (Parenting)- Conscious Discipline is a parenting program that is built around the curriculum used in the classroom with our students. The parenting program focuses on problem solving skills, teaching and learning, and empathy. Parents are empowered to see the need underlying their child's behavior and address it.

The Head Start Early Learning Outcomes Framework- Designed to represent continuum for learning for infant, toddlers, and preschoolers. HSELOF: Ages Birth to Five describes the skills, behaviors, and knowledge that programs must foster in all children. The framework is organized into 5 domains: (Approaches to Learning,

Social/Emotional Development, Language and Literacy, Cognitive, Perceptual, Motor and Physical Development). Domains are then differed into sub-domains (Goals, Developmental Progression - Indicators).

Lana The Iguana- The LANA Preschool Program is based on well-established nutrition education and behavior-change theories. LANA helps children learn to eat more fruits and vegetables by:

- Increasing opportunities for children to taste and eat fruits and vegetables
- Providing opportunities for hands-on experiences with fruits and vegetables
- Creating a supportive environment for eating fruits and vegetables
- Providing children with role models who eat fruits and vegetables
- Connecting classroom activities with the home environment

Ready 4K- Ready4K is a research-based text messaging program for families with kids ages 0 to 10. Each week, you'll receive texts with fun facts and tips on ways to help your child learn and grow. You'll also receive information on community resources to support you and your family. Ready4K tips build on your daily routines, like getting dressed, bath time, or preparing a meal. And you'll always get messages that match your child's age.

Teaching Strategies Gold-Teaching Strategies Gold (TS Gold) is an assessment we use on our children who have an Individual Education Plan (IEP). It is an authentic and ongoing observational system for assessing children from birth through kindergarten. It helps teachers observe children in the context of everyday experiences, which is an effective way to learn what the children know and what they can do.

Action Based Learning-Action Based Learning (ABL) is based on the brain research that strongly supports the link between movement and learning. There are 12 foundations of learning readiness that are implemented throughout the school year. Students engaged in ABL show improved memory retention, increased focus, improved academic skills and less behavioral issues.

Philosophy of Discipline

"Education is the most powerful weapon which you can use to change the world"

~Nelson Mandela

Central Kentucky Community Action Council Head Start follows the process of
FLIP-IT and Positive Discipline (DECA and Conscious Discipline)

Classroom rules are established as a group activity with all the children involved in the process of developing the rules. Our commitment to developing a positive sense of self-esteem, independent, responsible, and caring behavior is taught to all our students.

Corporal Punishment is forbidden in Head Start

Fostering Self-Esteem in Young Children

"Self-esteem comes from a sense of belonging, believing that we're capable, and knowing your contributions are valued and worthwhile"

~Jane

Nelson

Positive self-esteem is perhaps the greatest gift we can give to young children. Giving the gift of positive self-esteem requires two basic steps:

- Accepting each child as they are
- Cherishing their uniqueness and potential

Acceptance means embracing a child as is, without judgment, comparison, or condition. Such unconditional acceptance gives the child a sense of peace and security. It says, "I accept you just as you are now, and I will continue to accept you no matter what." When you accept all of a child - the good, the not-so-good, and even the unknown the child learns self-acceptance.

Cherishing a child means fully appreciating his or her uniqueness, special abilities, and potential. Cherishing says, "I think you are a wonderful, marvelous person with special gifts to give. No one else in the world is just like you."

Acceptance plus cherishing, equals love. It is a simple but powerful formula that creates an atmosphere in which a child's self-esteem blossoms. To awaken positive self-esteem in a child is a gift of supreme importance. Truly it is a gift that keeps on giving, for positive self-esteem in the early years provides an essential foundation for healthy development through life.

- **Show affection.** A smile, a wink, a touch, a handheld, a kiss, or a hug; such demonstrations of affection are essential and powerful affirmations of self-worth.
- **Help children acknowledge and be comfortable with their feelings.** Say, "I can see that your feelings are hurt." Guide children in recognizing and appropriately expressing both happy and sad feelings.
- **Encourage each child to be pleased with themselves.** Foster age-appropriate respect and admiration for others. Every child is special and uniquely important.
- **Create a stimulating environment.** A reasonably rich, nonrestrictive environment promotes positive self-esteem. Encourage children to play, move around and explore. A stimulating environment includes age-appropriate opportunities for social interaction. Particularly in the first years of life, young children need to be lovingly talked to by parents, caregivers, and older children.
- **Set and calmly enforce limits.** Children thrive within limits. Make limits known and firmly hold to them.
- **Be realistic in your expectations.** When expectations are reasonable and tailored to a child's individual personality and circumstances, the youngster experiences success. This success brings with it pleasurable feelings of accomplishment. Frequent successes build self-esteem.
- **Give children quality time.** This is particularly important for parents. Regularly give undivided attention to each child. A child's self-esteem thrives on doing fun things with special adults in his/her life.
- **Provide choices and a sense of control.** Give youngsters appropriate choices. "Do you want to build with blocks or draw?" the freedom to choose develops a child's sense of control and forms a partial basis for self-discipline.
- **Channel and encourage a child's developing will.** When a child says NO, acts stubborn, or insists on doing things without your help, do not be put off. Out of these early manifestations of will power comes the latter

development of inner strength. Avoid breaking a child's will. Instead, guide him/her toward constructive and creative expression.

- **Emphasize learning.** Encourage young children to derive more enjoyment from learning than from reaching a performance goal.
- **Go out of your way to be encouraging.** Catch children being good. And let them know you noticed. Practice again and again pointing out specific behaviors that please you. Respond to sincere efforts. Reinforce positive works and actions. Freely express sincere appreciation.

Transition Services

As children develop from birth throughout childhood they move, or transition from one learning environment or setting to a new one. Often these transitions involve a process of change that requires a period of adjustment for the child and family. This process takes time, preparation, teamwork, and planning. Positive outcomes for children and their families can be achieved when transition efforts focus on 4 critical areas:

- Child preparation
- Ongoing communication and coordination
- Involvement
- Continuity of learning, care, and services.

Transitions from one center or option to another may be difficult for children. Transition plans are developed for each child as needed. This allows time for the child to adjust to new staff or centers.

- Transition from infant/toddler to preschool options will begin when the child is 2½ years old. Their plan will include staff from both options and the child's parent/guardian. A written transition agreement is signed by the parent/guardian and staff and placed in the child's file.
- Transition from Head Start to Kindergarten will take place the Spring semester (March-May) before the child begins Kindergarten. Their plan will include staff from both options and the child's parent/guardian. A written transition agreement is signed by the parent/guardian and staff. The transition plan is then placed in the child's file.

Children can benefit by:

- The continuity of language and culture, previous learning, care, and service experiences
- Increased motivation and openness to new experiences, enhanced self-confidence
- A greater sense of trust among children, educators, and caregivers
- Improved relationships with peers and adults

Parents gain:

- Increased confidence in their children's ability to succeed in the new setting
- Improved self-confidence in their own ability to communicate with staff
- A sense of pride and commitment in their ongoing involvement in the education of their children
- A greater knowledge of early childhood programs and services, and an enhanced ability to effectively influence education, care, and service delivery

Programs expect:

- Increased information sharing and an enhanced ability to address individual child needs
- Increased parental and community support
- Access to a larger network of resources and professional support
- Enhanced understanding of other early childhood programs in the community
- Renewed sense of professional pride and commitment in improving outcomes for children and families

Communities win because:

Systems are in place to share information among agencies and programs that serve children and families during expected or sudden transitions.

Services to Children with Disabilities

All Children are welcomed members of the Early Head Start/Head Start Community. The Early Head Start/Head Start Program works to involve children with disabilities and their parents in all aspects of the program. Individualized plans are developed to meet the needs of children with disabilities so they may participate in all activities.

Parents/guardians are encouraged to actively participate in the child's assessment process to ensure that children's needs are addressed through the Individual Family Service Plan (IFSP) or the Individual Education Plan (IEP). Early Head Start/Head Start staff member(s) will attend Admission and Release Committee (ARC) meetings.

1. In Early Head Start/Head Start, the screening and assessment process helps to identify children who may be eligible for a special education program, which would assist with meeting a child's individual needs. First Steps, with written permission from the Parent/Guardian, will provide interventions to our Early Head Start infants and toddlers who showed a potential delay on their developmental screening. The Head Start Special Needs Collaborators (SNC) with written permission from the parent/guardian will provide interventions to our Head Start children who showed a potential delay on their developmental screening.

Special Education Services are available to children ages 0 to 5, who have special needs in one or more of these developmental areas: **Motor Skills, Speech and Language Skills, Self-Help Skills** (Such as feeding or dressing themselves), **Partial or Total Loss of Vision or Hearing, Social and Emotional Skills, Cognitive Skills.**

If you have questions or need further information, please contact your child's teacher, Family Advocate, Special Needs Collaborator, or the Health/Special Education Manager.

Child and Parents' Rights

Pursuant to KRS 199.898 Rights for children in child-care programs and their parents, custodians, or Guardians.

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

- (a) The right to be free from physical or mental abuse;
 - (b) The right not to be subjected to abusive language or abusive punishment; and
 - (c) The right to be in the care of adults who shall meet their health, safety, and developmental needs.
- (2) Parents, custodians, or guardians of children specified in subsection (1) of this section shall have the following rights:
- (a) The right to have access to their children at all times the child is in care and access to the provider

caring for their children during normal hours of provider operation and whenever the children are in the care of the provider;

(b) The right to be provided with information about child-care regulatory standards, if applicable; where to direct questions about regulatory standards; and how to file a complaint;

(c) The right to file a complaint against a child-care provider without any retribution against the parent, custodian, guardian, or child;

(d) The right to obtain information from the cabinet regarding any type of licensure denial, suspension, or revocation of an operator, and cabinet reports that have found abuse or neglect by any child-care provider or any employee of a child care provider. Identifying information regarding children and their families shall remain confidential;

(e) The right to obtain information from the cabinet regarding the inspections and plans of correction of the day-care center, the family child-care home, or the provider or program receiving public funds within the past year; and

(f) The right to review and discuss with the provider any state reports and deficiencies revealed by such reports.

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

Below is the Parent/Community Complaint Form. If a parent has a complaint, they may complete this form and turn it into the center manager. If the parent does not feel comfortable turning into the center, they may send the form to Central Office at P.O. Box 830 Lebanon, KY 40033.

**Central Kentucky Community Action Council
Head Start
332 Hood Avenue, PO Box 830
Lebanon, Kentucky 40033**

PARENT/COMMUNITY COMPLAINT FORM

Name: _____
(Please list full name) (County of Residence) (Telephone Number)

Address: _____
(Street and/or Box Number)

_____ (City) (State) (Zip Code)

Please state the nature of your complaint in detail. If additional space is needed, please use a separate sheet of paper.

Please provide the name, position title and working address below of the staff you believe discriminated against you or your child, or treated you or your child inappropriately. Please list all staff members involved in the alleged act.

Name	Name	Name			
_____	_____	_____			
Title	Title	Title			
_____	_____	_____			
Address	Address	Address			
_____	_____	_____			
City	County	City	County	City	County

The date the alleged act occurred: _____

Time of day the alleged act occurred: _____

Recognizing and Reporting Child Abuse 1302.47

Policy and Procedure

Topic:	Safety Practices - Child Abuse and Neglect Reporting
Part:	1302 - Program Operations
Subpart:	Subpart D - Health Program Services
Related Standards:	1302.47(b)(5)(i), (4) (K)
Responsible Key Staff:	Administrative Team
Monitoring:	Referral Form
Monitoring Responsibility:	Center Manager, Safety Manager, Mental Health Manager, PFCE Manager
Responsible Team:	Head Start Personnel

Performance Objective: Central Kentucky CAC Head Start employees are mandated and trained on reporting of suspected or known child abuse and neglect, including that staff comply with applicable federal, state, local, and tribal laws.

Child Abuse and Neglect Reporting

1. All staff is mandated reporters of suspected or known child abuse/neglect. Staff must report suspicions of child abuse and/or neglect as Federal, State, and local laws and as the Performance Standards

require.
a. This obligation is legal and may not be transferred to someone else
b. CKCACHS complies with applicable regulations, including 45 CFR 1301.31 Appendix A Identification and Reporting of Child Abuse and Neglect, a portion of which is reprinted here:
c. "Harm or threatened harm to a child's health or welfare" can occur through: Non-accidental physical or mental injury; sexual abuse, as defined by Stare law; or neglectful treatment or maltreatment, including the failure to provide adequate food, clothing, or shelter. Provided however, that a parent or guardian legitimately practicing his religious beliefs who thereby does not provide specified medical treatment for a child, for that reason alone shall not be considered a negligent parent or guardian; however, such an exception shall not preclude a court from ordering that medical services to be provided to the child, where his health requires it.
d. Staff may seek assistance from management or leadership if needed.
2. Staff members suspecting child abuse and neglect inform the Center Manager and document on the Referral Form.
3. Staff reports to Child Protective Services for interpretation of circumstances.
Program Requirements for Reporting Child Abuse
1. Annual training to all Head Start staff in identifying, reporting, and preventing potential cases of child abuse and neglect.
2. All staff is trained in child abuse reporting during orientation training.
3. CKCACHS has written child abuse policy and reporting procedure in place and posted in each center that includes phone numbers to call to report.
4. Child Abuse and Neglect Reporting Policy are included in the program's Parent Handbook which is available to parents via website (or at the center) and explained at the time of enrollment by staff.
5. Parents are informed at enrollment that all Head Start and Early Head Start staff are mandatory reporters of suspected or known child abuse and neglect.
6. Staff may seek assistance from Management or leadership (Center Manager, Safety Manager, Mental Health Manager, PFCE Manager).
7. If parent/guardian inquire about reporting source they will be directed to administration office.

Child Pedestrian Safety

Children are particularly vulnerable to accidents because they are exposed to traffic threats that exceed their cognitive, developmental, behavioral, physical and sensory abilities. This is worsened by the fact that parents often overestimate their children's pedestrian skills. Children are impulsive and have difficulty judging speed and distance. Audio/Visual acuity, depth perception and proper scanning ability develop gradually and do not fully mature until at least age 10. This is why safety suggestions listed below are vital to keeping your child safe.

1. Cross the street at the corner or at a crosswalk if there is one and obey all traffic signals.
2. Walk on a sidewalk; if there is no sidewalk; walk on the left side of the street, facing oncoming traffic.
3. Walk with an adult until you are at least 10 years old.
4. Only cross in front of a school bus when the driver says it is safe. Do not cross behind the bus or where the driver cannot see you.
5. Hold an adult's hand when you cross the street. Look left, right and left again before you cross and keep looking both ways until you reach the other side.
6. If you walk when it is dark, wear light-colored clothing or clothing with reflective material so drivers can see you. A flashlight is also a good idea.
7. If a toy or pet goes out into the street, ask an adult for help getting it back.
8. When you are outside playing, play in a backyard or playground away from the street or parking lot.

HEALTH

Your child's health impacts his or her total development and ability to benefit from the Head Start experience. Our program's goal is to ensure that each child is in the best possible health, that preventative health measures are taken, and that follow-up treatment and services are obtained for any health condition detected. In order to ensure all children are healthy and ready to learn, Head Start requires that each child has a complete physical exam, and an up-to-date immunization record, vision exam, blood lead test with results. Infants will be required to receive Well-Baby exams according to the state EPSTD guidelines.

With the parent's permission, each child will receive the following as part of our program:

- Hearing Screening/observation
- Growth Assessments (height/weight)
- Speech Screening/observation
- Dental Exams
- Vision Screening (does not take the place of a Vision Exam)

*Other screenings may be necessary based on local community health problems. Health screenings and dental exams will be discussed with the parents or guardian prior to and after the service is performed.

Child Health - an up-to-date health and medical history must be kept on every child. Current immunization certificates, physical exam, dental exam, and vision exam forms must also be on file in each child's records.

Medication - Head Start is not allowed to give any non-prescription medication such as aspirin, cough medicine, or apply topical ointments including diaper rash and sunscreen without a prescription from a physician. If it is necessary for staff to give medication at the Center; we must follow label instructions and have proper consent from the parent or guardian as well as the physician prescribing the medication. All medication must be kept locked up and monitored by a staff person. Medication cannot be sent to school with children; it must be brought to the center by an adult and proper paperwork must be completed and signed daily. Parent or guardians of children that require medication with special instructions will train staff in administering the prescription as needed.

Lead Testing-If a child is unable to obtain a lead test from their primary physician there will be a Registered Nurse program wide to obtain the lead test. There will be permission and screening forms completed before the lead test is obtained.

Health and Illness-

Children are sent home if they have any of the following:

- Nausea/vomiting/diarrhea (at least 2 times)
- Fever 100 degrees or higher
- Severe headache
- Convulsions
- Inflammation or discharge of fluid from eyes or ears (example: Pink eye)
- Skin eruptions, skin infections, or rash with fever
- Contagious skin disease or parasites (live lice, scabies, impetigo)

Sick Child - When your child is sick, you will be asked to take the child home with you. Please refrain from bringing your child to school if he or she has a fever or is showing signs of contagious disease. Germs travel easily from one child to another.

Children may return when:

- Fever, nausea, vomiting or diarrhea has stopped and fever free for **24 hours.**
- The contagious stage has passed according to a physician or health care provider (Dr. statement required)
- Child has been under Dr.'s care and has been given permission for the child to return to the center (Dr. statement required)
- After having chicken pox and the sores have healed
- First treatment for impetigo has been taken and a health care provider has given permission (Dr. statement) for child to return
- Scabies treatment has been completed
- Head Lice has been treated and child is free of live bugs

Tooth Brushing:

- When a toddler is able to spit toothpaste out without swallowing it, an adult will assist the child to brush their teeth once a day.
- Parents will receive oral health education at parent meetings

MEDICATION POLICY

1. **No Prescription medication** may be given in the classroom by teachers, assistants, or other staff, unless there is written permission from both the child's doctor and from the parent/guardian.
2. **Each prescription must be in the original container and have specific directions for giving** the medication including the name and amount of the medication, time/times medication is to be given, and any counter indications.
3. **Each medication must have permission to administer**, that is, permission for one medication will not serve as permission for a second medication. Also new permission must be obtained from doctor and parent if the dosage is changed.
4. **All medication must be kept** in a locked storage area and out of reach of the children.
5. **It is the responsibility of the parent/guardian** to see that the medication (original container) is delivered to the teacher or educational assistant.
6. **A medication log will be kept on all medication given.** Medication logs will be signed daily by parent and staff as well as dated the time that the medication was given. If there is more than one medication, a separate log will be kept for each one. One month per log.
7. **All permission forms and directions for medication are to be on file** in the child's classroom file.

HEAD LICE POLICY

- Children will be checked on a regular basis for nits and lice by Head Start staff.
 - If any child is determined to have nits, the parent/guardian will be notified so that treatment can be administered as soon as possible.
 - If live lice are found, staff will contact the parent to pick the child up for treatment.
 - Treatment can be provided to the parent along with instructions on how to use the treatment and how to eliminate lice and their eggs in the home.
 - Children may return to the Head Start center after treatment is completed and the lice are gone.
 - If lice become a persistent problem, staff will contact the Health Manager for advice.
-

Nutrition

Pleasant meal times help set the stage for sensible eating habits. Meal time is also an important learning opportunity for children. Healthy breakfast, lunch and snack are provided to the children. Menu and meals include:

- Low fat, low salt and low sugar foods, as well as a wide variety of foods.
- Meals are served at regularly scheduled times with 2 ½ to 3 hours between meals.
- Children, staff and volunteers eat together family style to the fullest extent possible.
- Hand-washing is done before and after meals.
- At least 20 minutes is allowed for breakfast and at least 30 minutes for lunch.
- Children learn self-help and socializing skills through family style meal service.
- Each child serves their own food and passes it to others. An adult may give reminders of how to handle utensils if necessary, but do not dish food up for them.
- Children are encouraged to try a variety of food through staff modeling.
- Food is not used as a reward or withheld as a punishment.
- Children are encouraged to develop appropriate table manners.
- Adults set a good example by a pleasant, positive attitude; trying new foods; using appropriate table manners and conversing pleasantly about topics of interest to children.
- Children learn about being responsible by helping to set tables, serving themselves and cleaning up after themselves.

A Registered Dietician works with our program to review and approve healthy menus. The Health and Nutrition Manager reviews your child's height and weight. Staff will review the nutrition assessment completed by the parent or guardian and work with the Nutrition Manager for any concerns or diet requirements. If you have any questions or concerns about your child's nutritional needs or if you would like additional resources on eating behaviors, developmental eating skills or food safety, please contact your Family Advocate or Teacher.

CACFP Nondiscrimination Statement:

"In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases will apply to all programs.)

Persons with disabilities, who require alternate means of communication for program for information (e.g., Braille, large print, audio tape, American Sign Language, etc...) should contact the responsible State or local Agency that

administers the program the USDA's and TARGET center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additional program information is available in languages other than English.

To file a complaint alleging discrimination, complete the USDA Program Discrimination Complaint Form, AD-3027 found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or write a letter addressed to USDA and provide all the information requested in the form. To request a copy of the complaint form call (866) 632-9992. Submit your completed form or letter to USDA by:

Mail to U.S. Department of Agriculture,
Office of Assistant Secretary for Civil Rights
1400 Independence Avenue, S.W., Washington, D.C. 20250-9410

Fax (202) 690-7442

Email at program.intake@usda.gov.

This institution is an equal opportunity provider.

Mental Health Services

What is Mental Health in childhood?

Reaching developmental and emotional milestones, and learning healthy social skills, and how to cope when there are problems. What we can do to help foster these skills:

- Unconditional love from other members of the family
- Modeling of self-control and positive social skills
- The opportunity to play safely with other children
- Safe and Secure surroundings
- Encouraging teachers and supportive caregivers
- Appropriate guidance and consistent discipline
- Create a routine and set clear boundaries
- Physical wellness

Early Head Start/Head Start promote good mental health wellness in many ways. Classrooms are prepared to meet the social and emotional needs of children according to their development age. The curriculum is designed to stimulate and encourage learning as well as reflect positive behavior and well-being.

Screening and Assessment

With parental permission, children are screened in all areas of development within 45 days of enrollment. Central KY Head Start uses the Brigance III and DIAL IV screening instruments, Frog Street, and DECA assessment tool. These instruments measure development in the Social/Emotional and Self-help domains. For children whose scores indicate there may be a concern, parents will be consulted to determine the most appropriate next step. With parental permission, the Mental Health Professional may conduct an individual observation.

Consultation

A Mental Health Professional is available in each center to discuss and identify any concerns and offer intervention or referral if needed.

The Mental Health Professional performs classroom observations, parent/staff training, and is available to consult with parents or staff members about areas of concern.

Sometimes, it is helpful to have the Mental Health Professional conduct an individual child observation. He/She can then offer strategies to support the child within the home and/or classroom setting. Further, the Mental Health Professional can support enrolled families through referral to other mental health professionals.

If you have concerns about your child's mental health or would like more information; you may talk with your child's physician, Family Advocate, classroom Teacher or the Social and Emotional Manager.

FAMILY & COMMUNITY PARTNERSHIPS

"The only rock I know that stays steady, the only institution I know that works is the family"

~Lee Iacocca

Head Start, a comprehensive preschool, always operates within the context of the child's family and his or her community. Head Start emphasizes the need for ongoing attention to creating an environment that is receptive and inclusive to each family throughout its program experience. Head Start staff plays critical roles in promoting and sustaining supportive family partnerships. Family Partnership Agreements are the foundation for Head Start's success and are characterized by mutual respect, trust, acceptance, objectivity, flexibility, personalized attention and cultural awareness. The family partnership agreement process is individualized, strength based, family driven, and staff supported. Each family determines the direction of its partnership and works with Head Start staff to achieve identified goals.

The Family Advocate works with families to provide the following services:

- Recruitment and enrollment of children
- Inclusion of parents in School Readiness Planning
- Partnering with families to set goals, responsibilities, available community resources, plan of action and target dates
- Partnering with parents in interactions such as parent meetings, parent training activities, center and home visits to enhance family self-reliance
- Partnering with families to set individual child education goals
- Referrals for job training, employment, money management, health & nutrition concerns or other services families request
- Provides information about Community Outreach
- Provides emergency and/or crisis intervention
- Advocates the well-being of families
- Monitors, documents, and celebrates family progress

- Coordination of case management to ensure an efficient and timely delivery of services to families and children
- Establishing and working toward goals to enhance family growth and facilitates the accomplishment of the plan that were made for the family

Central Kentucky Community Action Council Head Start is here to assist you in successfully meeting your goals!

Parent Involvement and Leadership

Policy Council - The Policy Council provides a formal means of involving parents, agency, and community partners in decisions affecting the operation and management of the Head Start program. The committee is made up of a minimum of 51% current Head Start parents that meet monthly in various locations within the Central KY Head Start service area. Each Head Start center is represented by a Policy Council representative and alternate.

Health Services Advisory Committee (HSAC)- The Health Advisory committee is an advisory group that brings together staff, parents, and local health care providers to talk about planning, operation, and evaluation of the health services in each Head Start preschool.

ERSEA Committee - The ERSEA committee consists of parents and community partners that meet annually to review and revise the policy and procedures for eligibility, recruitment, selection, enrollment, and attendance.

CECC (Community Early Childhood Council) - The CECC is a local group of early childhood professionals and parents whose focus is on quality school readiness for ages 0 to 5 years of age.

School Readiness Committee - The School Readiness Committee consists of early childhood professionals and parents whose focus is on-going planning to ensure alignment with the Kentucky's Kindergarten Readiness standards for all Head Start students.

Parent Committee Meetings- Parent Committee Meetings are held monthly at the local Head Start centers. The committee is made up of the Head Start preschool children's families. Elected officers work with Head Start staff to plan the meetings according to parent input.

Best Practices for a Great Meeting

Attend meetings regularly

Arrive on time

Know the rules to follow at a meeting, i.e. by-laws, parliamentary procedures

Actively participate

Stay informed about the groups' purpose, plans and progress

Discuss issues, not personalities.

Ask questions when you do not understand

Consider all information before voting

Stick to the agenda
and staff

Be courteous to other members

Be positive and constructive in your thoughts and words to build a better organization.

Speak out about ideas or motions that you favor or do not favor. Silence may be misconstrued.

Always remember that others have the right to be heard, no matter what their opinion may be. We will attempt to make every effort to provide childcare for younger siblings during the parent meetings in order for you to fully participate.

**As a Head Start parent, joining any of the parent committees allows your voice to be heard!
*You can make a difference!***

Family Literacy Parent Activities

Kids repeat everything they hear. Make sure you give them words worth listening to.

“Good Values Make Great Kids”

We encourage you to:

- See yourself as your child’s first and most important “teacher”
- Promote reading by having books/printed materials for children in the home
- Spend time reading to your child each day –even five minutes will make a difference
- Use daily routines and activities as learning experiences
- Have rich conversations which help add new vocabulary and enhance language development
- Seek out learning experiences as parents to model the idea of lifelong learning for the whole family
- Seek out training and employment opportunities that would enhance the financial stability of the family

Ideas & Activities

Take advantage of teachable moments and expand that moment into other fun and educational ways to bond and grow with your child.

- Balance TV time with active play time
- Read aloud to your child often
- Write notes of encouragement to your child daily
- Let your child help you with making the grocery list and shop

- Write a book about a family experience and share with others
- Write down a favorite recipe and make it together
- Most libraries have a reading program for children ...find out what your local library provides for reading fun!
- Make your own book about your child's favorite subject

You play an important part in helping children develop a love of reading. There are many simple things that you can do at home to provide your child experiences that will help.

- Get a library card and check out books and other materials regularly
- Make up stories together
- Look at books and magazines and then discuss them
- Point out things you see and share the names; in the car, at the store, etc.
- Learn some rhymes. Rhymes help children identify things that sound alike. Sing simple songs
- Play a "word of the day" game. Let your child pick a word and try to use the word all day, or pick a word that is different and use it as many ways as possible

Beginning Math

- Counting isn't the only math skills that preschoolers need to master. They also need to learn math vocabulary such as smaller, bigger, more, less, shorter, taller, longer, and heavier. They will also learn shapes and patterning. You can talk about these concepts with your child while driving in a car, at the grocery store, at the park, at home, anywhere!

Note: The activities can be counted on the in-home activities sheet the teachers send home for parents and children. If more are needed, contact your child's teacher.

Fatherhood Initiative

"It doesn't matter who my father was; it matters who I remember he was".

~Anne Sexton

Fathers play a critical role in the development of their children; however, many fathers are uncertain about the responsibilities and privileges associated with this role. Children need fathers who love and care for them on a consistent basis. The latest research indicates that fathers who are actively involved in raising their children can make a positive and lasting difference in their lives. In contrast, this same research reveals a number of potentially negative outcomes for children whose fathers are not involved. Listed below are 20 reasons why your child needs you to be an active father. Being an active father will:

1. **Let your child know that you love him or her.** Love involves more than saying the words, "I love you." Fathers who love their children demonstrate their love by spending quality and quantity time together. Children who feel loved are more likely to develop a strong emotional bond with their father and a healthy self-esteem.
2. **Provide your child with greater financial resources.** Research clearly indicates that families with an active father are "better off" financially. This means that children with active fathers will be more likely to have access to resources that facilitate healthy development (e.g., food, clothing, shelter, quality medical care).
3. **Provide your child with a positive male role model.** Children, regardless of gender, need positive male and female role models. Children tend to model behavior (positive and negative) that they

witness on a consistent basis. Active fathers can promote positive behaviors by setting a proper example for their children.

4. **Provide your child with emotional support.** In addition to financial support, children also need emotional support from their parents. Active fathers listen and support their children when they experience joy, sadness, anger, fear, and frustration. Fathers who support their children emotionally tend to raise children who are more in-tune with the needs of others.
5. **Enhance your child's self-esteem.** Self-esteem refers to how a person feels about himself. Children with high self-esteem tend to be happier and more confident than children with low self-esteem. Active fathers promote their children's self-esteem by being fully involved in their lives and letting them know that they are highly valued.
6. **Enhance your child's intellectual development.** Children who are raised with actively involved fathers tend to score higher on measures of verbal and mathematical ability, and also demonstrate greater problem-solving and social skills.
7. **Provide your child with guidance and discipline.** From infancy, children need proper guidance and discipline. Active fathers play an important role in teaching their children proper behavior by setting and enforcing healthy limits.
8. **Give your child someone to play with.** One of the primary ways that fathers bond with their children is through play. According to researchers, there are qualitative differences in the ways fathers and mothers play with their children. Fathers tend to use a more physical style of play (e.g., wrestling) that offers a number of benefits to children, including enhanced cognitive ability.
9. **Provide your child with someone to talk to when he or she has questions.** Young children are full of questions. This natural curiosity helps them learn about their environment. Active fathers can be a valuable source of information for children who are seeking answers to life's important questions.
10. **Increase your child's chances for academic success.** Children whose fathers are actively involved in their lives are more likely to achieve academic success than children whose fathers are not actively involved. These academic benefits appear to extend into adulthood.

11. **Provide your child with an alternative perspective on life.** Research indicates that men and women often differ in their parenting styles; however, one style is not necessarily better than the other. Instead, it can be healthy for children to be exposed to different perspectives on life, such as a father's.
12. **Lower your child's chances for early sexual activity.** Children with actively involved fathers are less likely to engage in early sexual activity, thus reducing their chances for teen pregnancy and sexually transmitted diseases.
13. **Lower your child's chances for school failure.** Children with actively involved fathers are less likely to drop out of school than children with uninvolved fathers.
14. **Lower your child's chances for youth suicide.** Children with actively involved fathers are less likely to commit suicide than children with uninvolved fathers.
15. **Lower your child's chances for juvenile delinquency.** The benefits of having an active father throughout a child's early years extend into the teen years as well. Children with active fathers are less likely to commit juvenile crimes than children with inactive fathers.
16. **Lower your child's chances for adult criminality.** The chances that a child will commit crimes as an adult also diminish when he grows up with an actively involved father.
17. **Provide your child with a sense of physical and emotional security.** One of the major benefits that fathers can provide to their children by being actively involved is a sense of security (physical and emotional). By being actively involved in a child's life, a father promotes a trusting relationship. The child does not have to worry about being abandoned.
18. **Facilitate your child's moral development.** Children need a moral compass to guide them when they face difficult moral choices. Fathers, like mothers, help children to develop a sense of right and wrong that serves as a foundation for establishing moral character.
19. **Promote a healthy gender identity in your child.** Boys and girls benefit from having healthy role models from both sexes. Research points to the fact that mothers and fathers socialize their children in different ways. Fathers can help their children, especially boys, to develop a healthy sense of what it means to be a male.

20. **Help your child learn important life skills.** Most of the essential life skills that children need to survive are learned within the home. Fathers have a unique opportunity to teach their children valuable skills that will enable them to grow up to be healthy and productive adults. Fathers, your children need you! Make a commitment to be an active father. Your children will greatly benefit from your involvement in their lives.

Source: Wade F. Horn, David Blankenhorn, and Mitchell B. Pearlstein (Eds.), *The Fatherhood Movement: A Call to Action*. New York: Lexington Books

WATCH D.O.G.S.(Dads of Great Students) focuses on education and safety in school settings by using the positive influences of fathers and father-figures to provide a fathering presence and perspective and to add a positive and active role-model for students. Ways to be involved include reading to children, assisting with monitoring school property, and planting the seeds of success in the lives of children.

Did I hear you say you want to volunteer?

“Research has shown that people who volunteer often live longer”

~Allen Klein

Head Start encourages, enlists and embraces volunteers to the fullest extent possible. A volunteer is defined as a person who is 16 years of age or older who provides regular assistance in the classroom and meets certain criteria, such as completion of a background check and Tuberculosis (TB) screening. Once a volunteer packet and training have been completed and approved, volunteers will be permitted to share their time and talents. Please contact your child’s Head Start center if you would be interested in volunteering.

Ways to get involved:

Volunteer in the classroom

Offer to make things for your child’s
classroom

Tell stories about your childhood

Give breaks to the teaching staff

Research topics for parent committee meetings

Serve on advisory parent committees

Garden with the children

Help set up for parent committee meetings

Help with Science experiments

Attend parent committee meetings

Paint items

Plant flowers

Make simple crafts

Help serve meals to the children

Share music and stories of other cultures

Read a book to the children in the classroom

What is In-Kind and why we need your help?

***“I am only one, but still I am one. I cannot do everything, but still I can do something;
I will not refuse to do something I can do.” ~Helen Keller***

When you become part of our program, one of the words you will begin to hear is In-kind. What is it? Head Start is funded by the federal government, but only to a certain point. Head Start receives funding for up to 80% of the total cost needed to effectively run and operate. Federal regulations require that we must raise the remaining 20% of our funds through community support that is known as in-kind.

In-kind can be described as anything given to Head Start that would normally be paid for and is an allowable expense, such as donated time, materials, services, space, etc. The 20% is mandatory. If we do not raise it, the federal funding that we receive will decrease. As a parent or guardian, you can assist us in effectively preparing children for kindergarten through your involvement. Not only will your service help the program achieve this goal, but your service will also be counted toward the annual in-kind goal set by the federal government.

At home activities are an important part of in-kind. These activities are suggested by the teacher to align with their weekly curriculum theme. These activities can be individualized to meet your child's school readiness goals. Examples may include reading with your child, going on a nature walk, baking, and any other educational activities (letters, numbers, shapes, etc.).

You will be asked to complete an in-kind sheet each time that you donate services or material to Head Start. If you have any questions, please ask your child's teacher, or contact central office at (270) 692-2136. Please consider becoming involved with Head Start because the time you spend will not only benefit you and children, but it will benefit the preschool. You will have fun, make new friends, expand your skills, and most of all show your child that you care about their education and well-being.