



PARENT HANDBOOK

Sequatchie Valley Educational Development Agency

Published July 2021



Sequatchie Valley Educational
Development Agency

501 Westfield Place
Jasper, TN 37347

(423) 939-1005



Who is taking care of my child? When? Where?

My Child's Name

Center Leader's Name

Teacher's Name

Family Worker's Name

Assistant Teacher's Name

Center Phone Number

Center Location

Emergency Evacuation Location

Date When First Classes Begin

Morning Drop-Off Time

Afternoon Pick-Up Time

Morning Bus Pick-Up Time

Afternoon Bus Drop-Off Time

Emergency Contact

Emergency Contact

Weekly Schedule for My Child

T W Th F

M T W Th F

7:45am - 3:00pm 8:00am - 1:00pm 8:00am - 3:00pm 9:00am - 2:00pm



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WELCOME TO THE FAMILY!

Welcome to the Sequatchie Valley Head Start Family!

Thank you for **entrusting us with your precious child**. You are your child's first teacher, and we are proud to partner with you to **prepare your child for school and life**. Congrats, you are now enrolled, too!

In the south, we know that **"family looks out for family."** We all need help sometimes, so please do not hesitate to reach out to any of us if you have questions, concerns, or needs.

This Head Start Parent Handbook is designed to provide you with important information about Head Start and Early Head Start. If you prefer to receive an electronic copy of the handbook, please let your family service worker know, and we will email you the link. Otherwise, you may request a printed copy.

Please read the handbook carefully and become familiar with our policies and procedures. **Keep it in a safe place so that you can refer back to it as needed, and be sure to let us know if you have any questions.**

We are here for you!

Please note that anything printed in this handbook is subject to change, specifically our COVID-19 Protocols. As more information and guidelines become available, you will be notified.



Sequatchie Valley Head Start

We are all about children and families!



SVHS PROGRAM INFORMATION

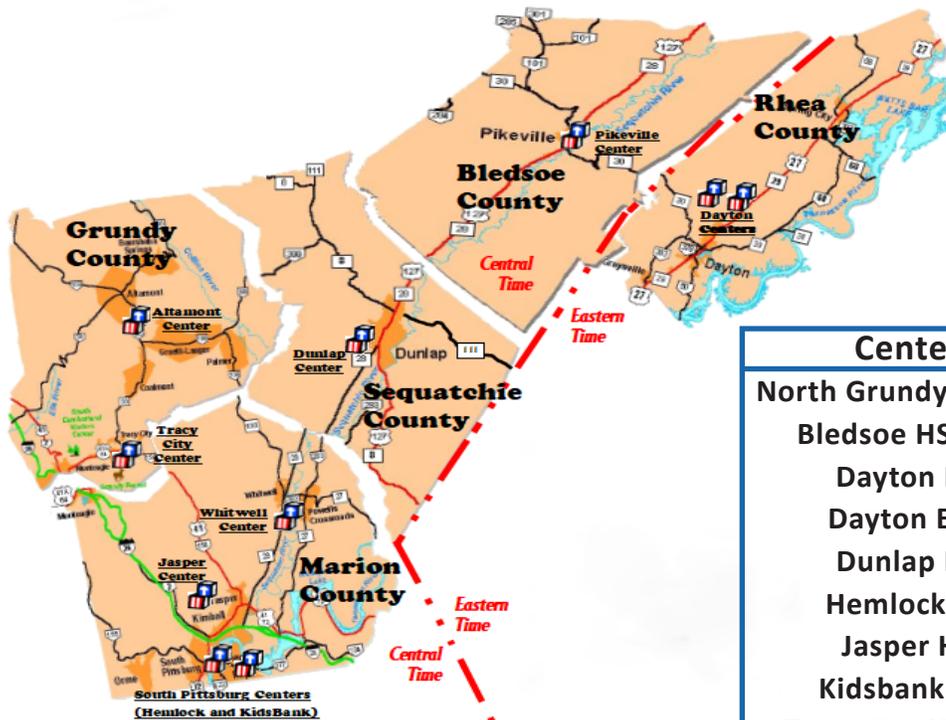
Who We Are & What We Do

Head Start is a **comprehensive child development program** that was created in 1964 under the Economic Opportunity Act. It was designed to provide preschool children with a “head start” on formal education.

Sequatchie Valley Educational Development Agency

Sequatchie Valley Head Start and Early Head Start is operated by the Sequatchie Valley Educational Development Agency, whose board of directors is made up primarily of mayors from the counties and cities in the Sequatchie Valley area. We use the term Head Start to include Early Head Start – a program for infants and toddlers.

We serve more than 400 children and their families from across five counties that cover 1,867 square miles at the southern end of the Appalachian Mountains. The agency operates 29 classrooms in 10 centers located in Altamont, Dayton, Dunlap, Jasper, Pikeville, South Pittsburg, Tracy City, and Whitwell. The central office is located in Jasper, TN.



Center	# of Children
North Grundy HS/EHS	17/8
Bledsoe HS/EHS	30/16
Dayton HS	72
Dayton EHS	24
Dunlap HS	51
Hemlock HS	34
Jasper HS	34
Kidsbank EHS	24
Tracy City HS/EHS	34/16
Whitwell HS	34



SVHS CENTRAL OFFICE TEAM



Meet Our Team!



Elaine Duke
Head Start Director



Christy Vandergriff
Assistant Director



Kayley Forshey
Executive Assistant



Amanda Gass
HR Manager



Dee Hartell
Registered Dietician
Consultant



Debbie Quinn
USDA Specialist /
Receptionist



Paula Garner
Special Populations
Coach



Juanita Hall
Education Manager



Kelly Barrett
Mentor Coach /
EHS Coordinator



Randy Smith
IT Specialist



**HS Team
Leaders**



**EHS Team
Leaders**



Sheila Beard
Mental Health & Wellness
Professional



Amanda Cantrell
Social-Emotional
Mentor Coach



SVHS MANAGEMENT TEAM

The Head Start and Early Head Start Central Office is located at
501 Westfield Place in Jasper, TN.

If you have any questions about the Head Start or Early Head Start Program that our center staff is not able to answer or if you have concerns about the program, please feel free to contact any of the following staff members at firstname.lastname@svheadstart.org or call **1-800-762-8432**.



Julie Tiller
FCP Manager



Jamie Burnett
Health & Safety Manager



James Steffes
Finance Director



Candy Hudson
ERSEA Specialist



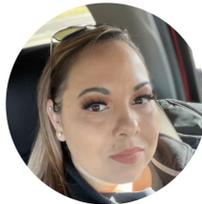
Peggy Long
Accounts Payable /
Inventory Specialist



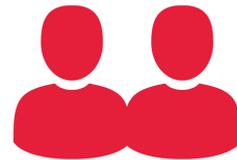
Misty May
Payroll/ Administrative
Specialist



Family Service Workers
Serving 10 Centers



Melissa Moreno
Program Analyst



Glen Roarke & Michael Colvard
Maintenance



SVHS PROGRAM OPTIONS

The mission of Sequatchie Valley Head Start & Early Head Start is to create a nurturing place where children, families, and staff can work through community partnerships to exceed Head Start's national goals.

Most of our classes meet **four days a week, Tuesday through Friday**. Early Head Start classes usually meet five days a week. You will be notified in advance of changes in the schedule for any class.

Look for a **monthly calendar** of class days at each center, as well as in the Parent Newsletter. Daily schedules and lesson plans are available upon request at any time.



Early Head Start

- For children 0-3 years old
- Children attend 5 days per week, 7.25 hours per day
- EHS operates from August through June
- Parents provide transportation for children
- Locations: Dayton, Pikeville, South Pittsburg, Tracy City, & North Grundy (Altamont)



Part Day Head Start

- For children 3-5 years old
- Children attend 4 days per week, Tuesday through Friday, 5 hours per day
- Preschool HS operates from August through May
- Limited transportation is provided based on need
- Locations: Hemlock, Japser, Whitwell, North Grundy (Altamont), Pikeville, Dayton, Dunlap, & Tracy City



Extended Day Head Start

- For children 3-5 years old
- Children attend 5 days per week, Monday through Friday, 7 hours per day
- HS-EDC operates from August through May
- Parents provide transportation for children in most cases
- Parents attending school, working, or who have a child enrolled in EHS are given priority
- Locations: Hemlock, Japser, Whitwell, Pikeville, Dayton, Dunlap, & Tracy City



SVHS CENTER HOURS & LOCATIONS

Center Hours & Important Web Pages:

**Monday through Friday,
8:00am to 4:00pm Central Time
(9:00am to 5:00pm Eastern Time)**

**During June and July,
our Friday hours are 7:00am to 3:00pm
(8:00am to 4:00pm Eastern Time)**

Staff members are frequently available outside of posted operating business hours, but if the phone is not answered, please leave a detailed message.

We'll get back to you as soon as possible!

**Svheadstart.info
Kidcentraltn.com
Eclkc.ohs.acf.hhs.gov/hslc**



Center Locations



Hemlock Head Start

907 Hemlock Circle
South Pittsburg, TN 37380
(423) 837-1101



Pikeville Head Start / Early Head Start

2531 Main Street
Pikeville, TN 37367
(423) 403-7581



Jasper Head Start

3706 Main Street
Jasper, TN 37347
(423) 942-9451



Dayton Head Start

1655 Blythes Ferry Rd
Dayton, TN
(423) 775-7723



KidsBank Early Head Start

650 Cedar Avenue
South Pittsburg, TN 37380
(423) 837-8212



Dayton Early Head Start

585 Richland Street
Dayton, TN 37321
(423) 428-9698



Whitwell Head Start

11057 Highway 28
Whitwell, TN 37313
(423) 658-7544



Dunlap Head Start

173 Jones Drive
Dunlap, TN 37327
(423) 403-7582



North Grundy Head Start / Early Head Start

67 Community Center Rd
Coalmont, TN 37313
(423) 403-7583



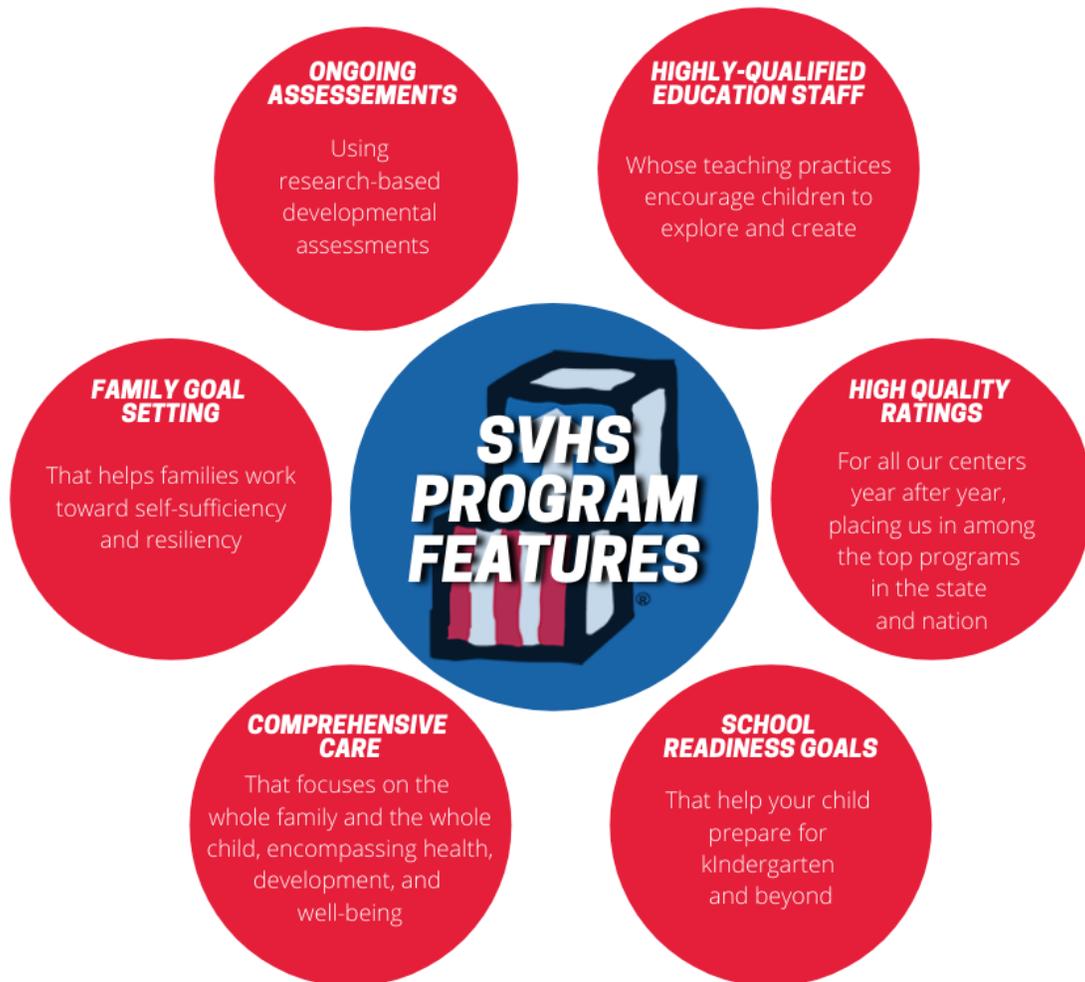
Tracy City Head Start / Early Head Start

13764 US Highway 41
Tracy City, TN 37387
(423) 403-7580



THE SEQUATCHIE VALLEY HEAD START ADVANTAGE

Why should I send my child to Head Start / Early Head Start?



★ Children who attend Head Start are less likely to repeat a grade, more likely to graduate high school, and more likely to attend college.

★ Children who attend Head Start have better language, cognitive, and pre-literacy skills.

★ Children who attend Head Start are less likely to be in poor health, less likely to smoke, and on average have higher earnings.

★ Children who attend Head Start have better social skills, fewer attention problems, and decreased aggression and hyperactivity.



SVHS PARENT CODE OF ETHICS

As a Head Start Parent...

1. **Relationships** – Children’s learning depends on a close, personal relationship between children and teachers, so I will support the teaching staff’s management of the classroom.

2. **Parent Involvement** – Head Start’s success depends on the involvement of parents, so I will speak up when I see issues. If misunderstandings arise between myself and a member of the Head Start staff that we cannot resolve together, I will try to resolve the issue by talking to the staff member’s supervisor. I will always feel free to contact a manager by calling 1-800-762-8432 or emailing info@svheadstart.org.

3. **Positive Behavior Guidance** – Head Start uses positive directions to guide children’s behaviors, so I will not speak harshly to, yell at, spank, or use other forms of physical punishment on my child at Head Start. I will guide or redirect my child to use appropriate behavior.

4. **Respect** – Head Start children are taught to respect one another, so I will not use obscene language or gestures at Head Start.

5. **Role Model** – The abuse of alcoholic beverages and the taking of illegal drugs are harmful to children, so I will not bring alcohol or drugs to Head Start activities nor use them before or during Head Start activities.

6. **Health & Safety** – Protecting the health of all Head Start children is very important, so I will follow all rules of the State of Tennessee’s Department of Health and Environment including:

- a. Not entering areas where food is prepared
- b. Not smoking, vaping, or using any tobacco products anywhere on the Head Start campuses, either within the sight of children, near entryways, bus stops, or pick-up points, including not smoking on field trips.
- c. Following regulations requiring proof of training, good health, and a background check in order to volunteer in some capacities.



ENROLLMENT

SVHS prohibits discrimination on the basis of race, color, sex, sexual orientation, disability, religion, or national origin. Acceptance into the program is based on age, need, and income eligibility, set by Federal Poverty Guidelines that are updated each year. Federal guidelines for eligibility are strictly followed.

Homelessness & Foster Care

Children experiencing homelessness and those in Foster Care will be prioritized for enrollment. These children may even enroll prior to providing all required documentation, but with the understanding that documentation should be provided within 60 days. Families that are doubled up living with family and friends due to money issues may qualify for this category.

Enrollment of Children with Disabilities

Children with special needs can thrive in Head Start and really benefit from learning with typically developing children. Head Start considers each child a unique person with individual strengths and needs and provides an individualized program for the child and family.

We actively recruit and serve children with disabilities. Our centers partner with school systems and early intervention service partners to provide speech, physical, and occupational therapy. Parent permission is required for these services. After the child is referred or evaluated, an individual education plan is developed, hand-in-hand with the parent as a full partner.

SVHS reserves at least 10% of enrollment for children with disabilities and is able to provide quality service to all children in an inclusive environment. In order for your child to get special education services from a Head Start program, he or she must be eligible based on a federal law called the "Individuals with Disabilities Education Act" (IDEA).



Expulsion Policy

- When a child's behavior presents a serious threat that cannot be overcome quickly, even with one-on-one supervision, **a parent conference with professionals will be scheduled after ongoing communication.**

- However, **SVHS does not expel a child for behavior problems or for health conditions.** If a child's enrollment poses a continued serious safety threat to themselves and/or to other children, we may make arrangements to offer the child alternative services.



ENROLLMENT

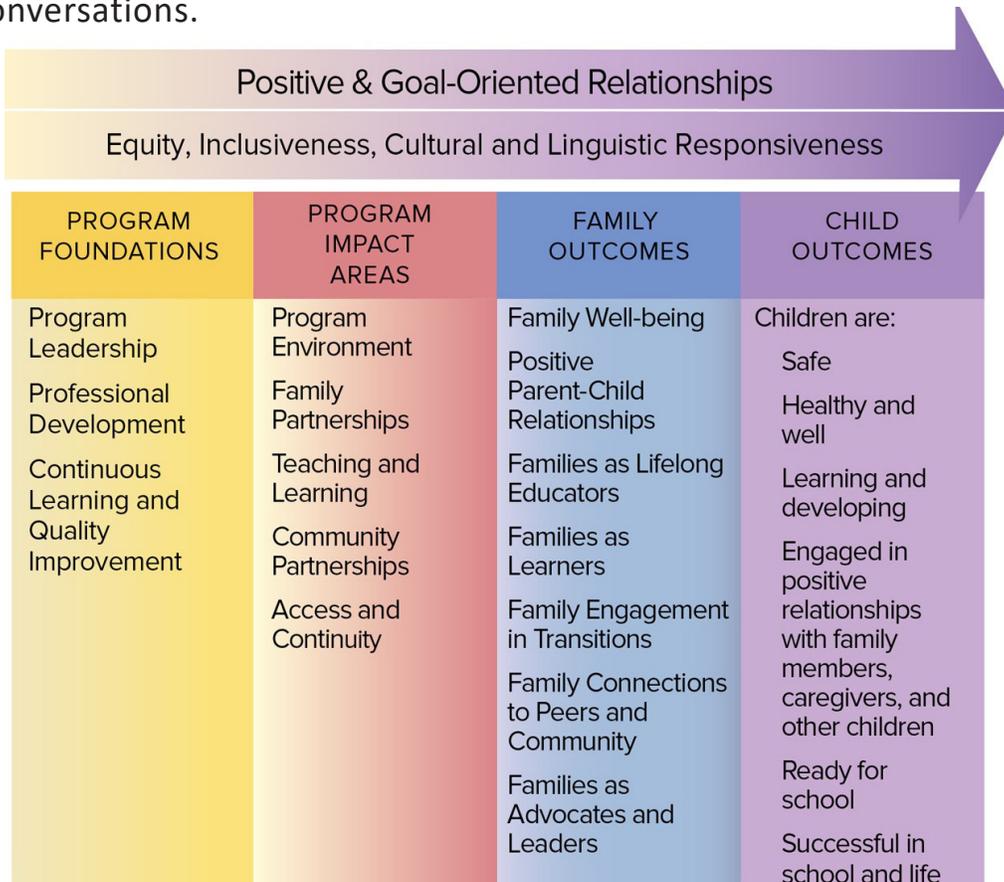
Sharing & Appreciating Cultural Diversity

The cultural, racial, and ethnic composition of our Head Start program becomes more diverse every year!

We teach our children to appreciate differences and individualities because we believe that encouraging appreciation of differences helps children grow up strong, knowledgeable, and empathetic. We want our children to be ready to fully participate in a diverse and changing society. We also want our children to pursue any career or hobby that interests them. **We especially encourage families that speak a language other than English at home to enroll their children in Head Start where they will grow and thrive.** We want children to continue using their home language as they learn to speak English. We also provide translation services as needed.

Head Start and Early Head Start staff work together with families, other professionals, and community partners in ways that promote equality, inclusiveness, and cultural and linguistic responsiveness.

Head Start is committed to nurturing empathetic critical thinkers who will make their communities, and our world, a better place. These resources promote equality in early learning, support positive identity development, and guide parents and caregivers through important conversations.



TRAUMA-INFORMED CARE



The last 10 years have grown our understanding of child development and the developing brain, especially as it relates to trauma.

We have focused much of our attention on the importance of:

- Early Childhood Relationships
- Interactive Growth & Development
- Child Risk & Resilience
- Strategies for Continued Learning
- The Science of Child Development

We have a deeper understanding of the early experience of young children and recognize how much the early years matter. This includes the experience of and recovery from trauma.

The study of trauma has been expanding. The study of trauma now includes:

- **the effects on young children and their families**
- **healing and recovery**

A large number of resources, publications, and interventions are easily accessible.

As a Head Start and Early Head Start program, here is what we are doing to become a more trauma-informed organization:

- **Understanding the impact of trauma on infants, toddlers, young children and their families**
- **Adding strategies relevant to trauma and trauma history**
- **Recognizing trauma signs & symptoms**
- **Revisiting policies and procedures to be sure that they address issues related to trauma**
- **Having guidelines for classroom procedures, daily routines, home visiting, etc. that consider the impact of trauma**
- **Address the individual needs of children and families impacted by trauma**
- **Provide reminders about avoiding unintentionally "re-traumatizing" a child or family in their care**
- **Training staff how to support children and families impacted by trauma**
- **Training and supporting staff to equip them to cope with the challenging work of serving young children and their families impacted by trauma**
- **Building strong relationships with community resources that are also trauma-informed and/or provide trauma related services**
- **Advocating for trauma informed policies and trauma focused services and interventions in your Early Head Start and Head Start community**



DROP-OFF & PICK-UP

For the safety of each child, we keep a record of every person who is allowed to pick up your child. Your child will not be released to anyone who is not listed.

In light of the new COVID-19 guidelines, SVHS will not return to normal pick-up and release guidelines for children, unless otherwise stated. Please see updated guidelines below:



Drop-Off & Pick-Up Guidelines

- **Staff members may ask for photo identification of parents and others, especially at the beginning of the year.** We can help you get a photo ID if you need one.

- **Before a parent can be restricted from picking up a child, court documents must be on file at the center.** If there are custody problems, we are legally bound to honor the wishes of the parent who has legal custody. If no legal documents are on file, state law requires that we consider both parents as having equal right of immediate access to the child.

- **Unmarried parents who have listed the father on the birth certificate need to seek advice as to the status of the father.** In the state of Tennessee, an unmarried mother automatically has both physical and legal custody of the child until the father establishes paternity. However, once paternity is established, the father has the same rights as any father under state law.

- **If a parent or other authorized person arrives to pick up the child and is acting as though they are drug or alcohol impaired (or ill), we will not release the child.** We reserve the right to exclude anyone from your child's pick-up and release list who disrupts our program operation. We will also exclude persons listed on the Vulnerable Persons Registry – a state resource that prohibits sex offenders from being around children.

- **Children must be properly fastened in child restraint devices before the car leaves our parking lot.**



DROP-OFF & PICK-UP

Important Notes

★ Please keep your contact information up to date at your center. **If there are any changes to your contact information or phone number, please notify your center as soon as possible.**

★ In the event that our centers must revert to **our COVID-19 guidelines**, please follow additional guidelines provided by your center, teacher, and Family Service Worker.

Early Arrivals & Late Pick-Ups

- **Children should not arrive before their class begins.** Classrooms have separate schedules, so it is important for your child to arrive at the assigned time.

- Most classes have a 15-minute casual arrival and pick-up schedule **to help avoid congestion and to make the hello and goodbye times relaxing.** If your child's teacher is on the bus route, you will be asked to wait with your child until the bus unloads.

- If you pick up your child, please be on time and use the required center sign-in and sign-out form. **Please avoid last minute calls to send your child to other locations or requests to keep your child at the center.** *Parents who arrive late may be subject to \$1.00 per minute late fee. See next page.*



Sign-In & Sign-Out

- Parents who transport their children to the center **must accompany their child to the door of the building and sign-in their child.** *(Please Note: Some centers allow for parents to come in the building and sign-in their child, while others may require parents to meet teachers at the door, due to limited space and COVID-19 guidelines. Check with your child's center for more specific instructions regarding sign-in and sign-out.)*

- Parents must **hold their child's hand** when entering and exiting the building.

- Please **do not use your cell phone** during these times.

- Parents who pick up their child from the center **must be at the center when classes end.**

- If you will not be able to pick up your child for some reason, you must make alternate plans and **alert the center as soon as possible.**

- Parents must **sign the sign-in/sign-out sheet or check in/out via tablet** before leaving the center.



DROP-OFF & PICK-UP

\$1.00 Per Minute Late Fee

- We are a free program. However, **we do charge a \$1.00 per minute late pick-up fee for every minute a parent is late** picking up their child from the program.

- **Head Start classrooms are required to have two staff members to supervise children** left late at our centers. Teachers supervising late pick-ups have difficulty preparing for the next day and completing basic cleaning tasks.

- **Check with your classroom teacher** to make sure you know when you may begin picking your child up from class.

- **Please remind other family members or friends** who may be picking your child from the program of the \$1.00 per minute late fee.



Phone Calls & Texting

Answering machines are often used to cut down on interruptions during the important time teachers spend with your child.

Please leave a message!

We monitor our answering machines frequently and will call back as soon as possible. Some phone lines may indicate call waiting, so do not be alarmed if no one answers the phone immediately. Please try to call back a minute or two later.

**Contact our central office at
(423) 939-1005 or 1-800-762-8432
if you have problems contacting the
center.**

Many of our staff members “text,” but they are not permitted to check phones while supervising children. They must have extra staff around before they can use their phones, so **calling is the best way to reach a center quickly.**

Please note that all centers have an emergency contact number, posted visibly at the center. **Be sure to make note of your centers’ emergency contact number in the front of this handbook for easy access.** You may also choose to add them here:

Emergency Numbers



ATTENDANCE

Attendance Importance!

Showing up on time every day is important to your child's success and learning from preschool onward.

Missing 10 percent of preschool (one or two days every few weeks) can:

- **Make it harder to develop early reading skills**
- **Make it harder to get ready for kindergarten and first grade**
- **Develop a poor attendance pattern that is hard to break**

The routines your child and family develop in Head Start and Early Head Start will continue throughout school. You can make the most of our program by encouraging your child to attend every day.

If you are going to be late, PLEASE CALL US!

If your child will be absent for any reason, please call us. You may leave a message on the center answering machine if needed. Please state your child's name, reason for absence, and the possible date your child will return.

If we do not know why your child is absent, we are required to contact you within the hour. We may even send staff for a home visit to check in with you.



ATTENDANCE

Center Closings

At SVHS, we generally follow the closing schedule of the county school systems where each center is located.

- If the county school system closes due to bad weather, **Head Start and Early Head Start will provide virtual learning and services.**

- If the county school system is delayed, Head Start will also operate on a delay. All classes will meet from 10:00 am – 3:00 pm. **Your child will be served a Grab-&-Go Snack on delayed days until September 2021.**

- If the county school system closes early due to weather, **we will also close and you may pick up your child up early.**

- If the county school system closes due to illness, we will review our own attendance rate. If a center's attendance rate drops below 75%, management staff may choose to close the center due to illness. **However, if a center is experiencing good attendance, we will remain open to accommodate families.**

Chronic Absenteeism

If your child is repeatedly absent or their attendance drops below 80%, your Family Service Worker will ask you to complete an **Attendance Improvement Plan.**

We want to work with you to keep your child in class. Please let us know if we can be of help.

Extended or repeated absences may force us to drop your child from the program. If your child cannot attend regularly, we must serve another child.

However, if your child is experiencing chronic absenteeism due to illness or hospitalization, your child will not lose their spot in the program.

We only ask that you let us know what's going on so we can best serve your child and family.

Vacation Policy

We request that you please schedule your vacations during regular center closures; if your child is out for more than 2 weeks without any contact, they will be dropped from the program.



CENTER POLICIES

Clothes & Shoes What should my child wear?

Your Child Will Need:

Sturdy clothes with no fancy decorations

Clothes that are easy to wash
and get rid of stains

Pants that easily slide off
for bathroom needs

Cool clothes for the spring and summer

Warmer layers of clothes,
like a jacket and long sleeves, for winter

Hats and gloves on cold days

Spare clothes to be kept at the center
*(we can help with
spares if you need them)*

Preschoolers must wear shoes at all times.
*Sneakers are an excellent choice!
The non-skid soles will help prevent
accidents as well as protect feet and toes
from injury.*

Shoes That Are Not Permitted:

No backless shoes

No flip-flops

Avoid boots



Backpacks, Toys, & Electronic Devices: Please Leave At Home

- **Please leave backpacks and toys at home.** Most centers have limited storage space. Loose items must be secured if children ride the bus; during a sudden stop, a backpack or other unsecured item could land on a child.
- **Please do not send any electronic devices to school with your child.** We offer the use of electronic media in the classrooms at specific times and with specific devices.

Outdoor Play

- **Outdoor Play Each Day** – except when storming, below 32 degrees, or above 95 degrees
- Head Start and Early Head Start children go outside daily, weather permitting. **Children are not allowed outside if the wind chill is below 32 degrees or if the heat index is above 96 degrees.** Teachers are alert to thunderstorms and move children inside quickly at the first sound of thunder.
- Please dress your child for the weather conditions. Proper clothes for winter outdoor play are needed for you child – winter coat, hats, scarves, mittens are all recommended.

Note: **Active play is never withheld from children who misbehave** (e.g., child is kept indoors to help another caregiver/teacher while the rest of the children go outside).



CENTER POLICIES

Diaper Changing Procedure

During classroom hours, **SVHS will provide Cuties Diapers or equivalent, pullups, and wipes at no cost to families.** Cuties Diapers were the winner of the Parent Tested, Parent Approved (PTPA) Seal of Approval and offer exceptional leakage protection.

We are unable to provide specialty diapers; however, if your child requires a special type of diaper, you may send it to the center for use while your child is in our care.

Head Start and Early Head Start will follow the State of Tennessee Diapering Process. **Your child's diaper will be checked at a minimum every two hours.** Soiled diapers and pullups will be changed promptly.

Toilet Training

When children are developmentally ready to begin potty training, **the staff at Head Start will work with families to create a training plan** and encourage children to use the toilet.

Naptime & Safe Sleeping

According to licensing regulations, **all preschool children receiving 6+ hours of care must be offered "appropriate sleep, rest, and quiet periods."** They must be provided with a place to sit quietly, lie down to rest, or begin or continue their night's sleep.

We provide space for quiet play if children are unable to nap. We do not force children to rest for long periods of time. Children who do not fall asleep can play quietly in designated areas of the classroom.

Children in Early Head Start sleep on demand. **Safe sleep practices are followed.** Children under 12 months of age are placed on their back in a crib, and no other items are allowed in the crib with the child. Children over 12 months of age will nap on an assigned cot with a sheet and coverlet, and may have a favorite blanket or "lovey." The "lovey" will be stored during non-nap times.



CENTER POLICIES



At SVHS, **we enjoy celebrating our children and families** for accomplishments big and small! And we love when our families celebrate with us! We especially love to celebrate “Wow” experiences, since our center celebrations do not revolve around any major holidays. “Wow” experiences are special events that can enhance children’s learning, such as having visitors in the classroom, learning about a new food or culture, or learning the sounds of a new instrument. Ask your child’s teacher how you can be involved in these celebrations of learning.

There are many things you can do, **such as sharing your child’s favorite book** with the class in honor of your child’s birthday. **Celebrations should involve children in hands-on activities as much as possible.**

Please note: When food consumption is involved in a celebration, **remember that outside food is not allowed.** Children should be involved in the food preparation at the Center as much as possible. All food must be approved by the Head Start office and meet Head Start guidelines. **We are especially interested in including family traditions and cultures in the classroom.** Please share any ideas with your child’s teacher.

Photographs at Head Start

Informal “snapshot” photos are taken at both Head Start and Early Head Start, and **we want your picture, too! Our pictures (and any you give to the center) help your child feel at home.**

Both Head Start and Early Head Start parents have the opportunity to decline the taking of any photos (including posting on social media) by indicating this on the permission/agreement form.

For the safety of children and staff, classrooms and playgrounds are under continuous camera surveillance. This film is also used for staff training.



Morning Health Checks



In order to keep all children and staff safe and healthy, **staff members do a quick Morning Health Check on your child at drop off, or pick up if your child rides the bus.**

Your child will be observed for obvious signs of illness. **We ask that you share any complaints of illness or change in behavior.** For example: vomiting, diarrhea, matted eyes, rashes, cuts, bruises, sores, cough, running nose, or rash.

We also encourage parents to do their own “morning health checks” prior to attending Head Start and Early Head Start classes. This can consist of checking for obvious signs of illness as well as a quick temperature check. We can loan thermometers to those who do not have one.

????? When Should My Child Stay Home?

If your child develops an illness or condition that is possibly contagious, the center staff will notify you so you can pick up your child or make arrangements to have him/her picked up. **We thank you in advance for your fast action!**

Here are some reasons why your child should stay home or may be sent home:

1. **Fever of 100.4 or higher** in the last 24 hours
2. **Vomiting** in the last 24 hours
3. **Diarrhea** (loose or watery bowel movements) in the last 24 hours
4. **Contagious illness** (pink eye, strep throat, chicken pox, scabies)
5. **Untreated head lice** (Anyone can get head lice; ask for information about how to get rid of them!)
6. You feel your **child should not go outside and play**
7. **Other symptoms of illness** (ear ache, bad cough, wheezing, runny nose)
8. Your child has been in **contact with someone infected with COVID-19**

We assure you that no child will lose their spot in the Head Start or Early Head Start programs due to prolonged illness or hospitalization.



Accidents & Medical Emergencies

Children are active and energetic and accidents sometimes happen at Head Start, though we take careful precautions to make sure they don't happen. If your child has an accident and is injured, you will be notified immediately. Staff will provide first aid if needed, and share a copy of the accident report, if requested.

If your child requires emergency medical service, a staff member will travel in the ambulance to the hospital with your child and wait until you arrive. Several reporting requirements are followed, and **we work hard to prevent accidents and keep your child safe.**

Medication Policy Medical Equipment

If your child is on medication, **we ask that you talk with your pharmacist or physician about scheduling the medicine to be given before or after class, if at all possible.**

We know there will be some instances in which medication will have to be given during class hours, which is why we have created the guidelines on the following page for administering medication at the centers.



In some situations, **medical equipment such as air chambers may need to travel to and from school with a child.**

Please work with staff to make sure the needed device travels to and from school safely. If a child comes to school without one of these necessary devices, you will be contacted immediately to deliver the device to the center or to pick the child up from school. A child required to have a medical device to administer medication cannot be at school if the equipment is not on site. In some instances, the Family Worker may be able to assist the family in getting a second device by contacting one of our community partners such as Goodwill, SETHRA, or TenderCare.

Due to COVID-19, all Head Start and Early Head Start staff are not permitted to use/administer nebulizers at our centers. Please speak with your child's doctor or healthcare provider to discuss alternatives.

CENTER HEALTH & SAFETY



Medication Guidelines During Class Hours



- **Medication permission forms must be filled out by the doctor and the parent** for any prescription medication and by the parent only for any non-prescription medication that is to be given at the center. **Medications cannot be given until the proper forms are completed.** Copies of the forms are available from the Head Start staff.
- **Medication to be given to the child at the center must NOT be transported to or from school in the hands of the child.** The child's parent or other responsible adult must give the medication to a Head Start staff member (a teacher or Family Service Worker).
- **For prescription medicines: A medication permission form completed by the doctor and the parent is required.** Only one day's dose of medicine is to be sent to the center at a time, unless other arrangements have been made. The medicine must be in an original pharmacy-labeled container. Your pharmacist should provide you with an extra bottle and label (with instructions) at your request. The Head Start staff will return the medication bottle to you at the end of the day.
- **If your child uses an EpiPen or device for severe allergic reactions, such as an inhaler, please discuss special procedures with our trained staff.** (Please note, due to COVID-19, all Head Start and Early Head Start staff are not permitted to use/administer nebulizers at our centers.)
- **For over-the-counter (non-prescription) medicines: A medication permission form completed by the parent is required.** These medicines should be labeled with the child's name and kept in the original container. It is not necessary to send only one day's dosage for non-prescription medicines. Non-prescription medicine should be left at the center until the child no longer needs it, rather than sending it back and forth every day. The parent should take the medicine home when it is no longer needed.
- **For topical ointments and creams: The centers will provide diapering ointment and sunblock for your child. With parent permission, we will administer both.** If you prefer a different brand than the one we provide, you must provide the center with it.
- **All medications will be stored in a locked box at the Head Start center** (and on the bus while being transported, if the child rides the bus) and refrigerated if required.
- **The Head Start teaching staff will send home a Daily Medication Parent Communication Form** for each day the medication is given to your child, outlining the time the medication was given and the dosage.



CENTER HEALTH & SAFETY

Discontinued Medication / Child No Longer Needs the Medication

Over time, doctors may no longer require a child to take a certain medication. Parents also have the right to discontinue a medication or a dietary restriction. **If a medication is discontinued, the teacher will place a line through the medication permission form and write “Discontinued on (Date).”** You will be asked to sign your name and the date beside the discontinued note on the medication permission form. The medicine will be sent home with you.

Special Note

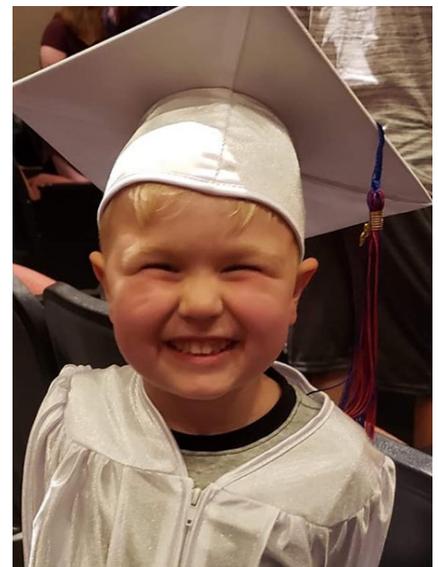
If your child is having difficulty breathing and staff administers rescue medication, you will be called as soon as possible to pick up your child. If your child has an allergic reaction, staff will follow your child’s allergy care plan and will contact you as soon as possible to pick up your child. If a child requires an EpiPen injection, staff will give the injection, call 911, and contact you immediately.

Expired Medication

Make sure all medications are not expired. Parents should schedule a doctor’s appointment promptly to get medications refilled. Expired medications cannot be left at the center and must be returned to the parent for disposal.

Leftover Medication

If your child leaves the program and you do not pick up your child’s medication, staff members will try to reach you by phone and/or attempt a home visit to deliver the medication to you. If in three days the staff is unsuccessful in locating you and the medication is still not picked up, management staff will be notified and we will properly dispose of the medication.



CENTER HEALTH & SAFETY

Food Allergies & Center Nutrition

Each child with a food allergy must have a written care plan that includes:

- Instructions identifying the food(s) to which the child is allergic and steps to be taken to avoid that food
- A detailed treatment plan to be implemented in the event of an allergic reaction, including the names and doses of any medication, and the methods of administering the medications. The plan should include specific symptoms that would indicate the need to administer one or more medications.

Head Start and Early Head Start center staff have annual training on the following:

- Preventing exposure to the specific food(s) to which the child is allergic
- Recognizing the symptoms of an allergic reaction
- Treating allergic reactions

The written child care plan, a mobile phone, and the proper medications for appropriate treatment of an acute allergic reaction will be carried on field trips or transports out of the early child care and education setting.

The teacher or Family Service Worker will notify the parents/guardians immediately of any suspected allergic reactions, as well as the ingestion of or contact with the problem food, even if a reaction did not occur. The teacher or Family Worker will call 911 immediately whenever epinephrine has been administered.

Each child's food allergies will be posted in the classroom and/or wherever food is prepared and served.



Child Abuse & Neglect Reporting

In Tennessee, all persons must report child abuse. “All persons” includes doctors, police, teachers, mental health professionals, child care providers, dentists, family members, and friends. **Head Start employees are required by law to call the Tennessee Department of Children’s Services if they suspect a child has been the victim of abuse or neglect.** Staff will follow state guidelines, and all reports will be confidential.

If a report is made, the child and family will continue to receive service from SVHS. A report to Children’s Services will never affect the participation of any child in the program.

To report child abuse or neglect, call the hotline: 1-877-237-0004.

What is abuse? What is neglect?

Tennessee law defines child abuse and neglect as: “The physical or mental injury, sexual abuse, negligent treatment, or maltreatment of a child under the age of 18 by a person who is responsible for the child’s welfare under circumstances which indicate that the child’s health or welfare is harmed or threatened...”

The most common forms of child abuse and neglect are:

- **Physical abuse**, including acts such as beatings, excessive punishment, or “shaken baby” syndrome in which a baby is brain-damaged when shaken;
- **Neglect**, which means a lack of action, such as failure to provide food, emotional care, or supervision; and,
- **Sexual abuse**, which ranges from fondling (touching the genital area) to exposure and intercourse. Sexual abuse also includes incest and rape.



CENTER SAFETY & CHILD WELL-BEING

Key Pads

Each Head Start & Early Head Start center is equipped with a **key pad for security**. Parents are required to punch in the assigned code to enter the building. **For your child's safety, we ask that you do not share your center's code with outside individuals.** We also ask that you do not hold the door open for individuals you do not know. Please be alert and report any suspicious persons to center staff immediately.

Special Note

Tobacco use is so harmful to children that we must prohibit any tobacco use in and around all Head Start centers, parking lots, and offices. This is called a "tobacco-free campus" and extends to e-cigarettes and "vaping" as well. We require that you not use tobacco in front of Head Start children, even in the center's parking area. Tobacco use is never allowed at any center's main entrance, or at bus stops where smoke can foul the air inside the bus. We also ask that you please not use tobacco when our staff makes home visits.

Firearms

Tennessee State law prohibits firearms and any other weapon from being on the premises of any of our Head Start or Early Head Start centers. Firearms shall not be permitted on the premises of a child care agency, in any vehicle used to transport children, and in the presence of a child. (T.C.A. Rule 1240-04-01.12 (14)(d).

Emergency Preparedness

Every center has a written emergency disaster plan designed to return your child to you or to protect your child at the center when necessary. Each center's plan has been approved by local emergency management personnel. In the event of an emergency that requires an evacuation of the center – or a lockdown inside the center – you will be contacted by telephone.

All centers participate in fire, tornado, intruder, and other drills as required by the State of Tennessee. Each center has a specified secondary location for emergency evacuation (as in the case of a fire).

Your child's class will evacuate to:

_____.

*Please write this in the front of this handbook as well, for easy access.

Every center also has a space for lockdown in the event of an emergency that prevents children and staff from leaving the building. In the event of an outside threat, Head Start and Early Head Start centers may be placed on "lockdown" and no one may enter or exit the building during the duration of the lockdown.

Parents are required to review and sign the emergency response and evacuation plans for the center their child attends during their initial home visit.

Confidentiality

All information pertaining to Head Start children and families is **confidential and must not be discussed with or divulged to anyone.**



MEET THE EDUCATION TEAM



Education Team



1



Juanita Hall
Education Manager



Kelly Barrett
Mentor Coach /
EHS Coordinator

A

2



Sheila Beard
Mental Health & Wellness
Professional



Paula Garner
Special Populations
Coach

B

3



Amanda Cantrell
Social-Emotional
Mentor Coach

C



School Readiness

Head Start is a national program, and its key goal is “school readiness.”

At Sequatchie Valley Head Start, this means children will have the skills, knowledge, and attitude necessary for success in school, for later learning, and for the rest of life. That also goes for the nearly 100 infants and toddlers we serve!

School Readiness Means:

- Children are ready for school
- Families are ready to support their children’s learning
- Schools are ready for children



School Readiness Begins at Birth

Children are born ready to learn, so **school readiness begins at birth** when babies are forming secure attachments and trusting relationships with their families. As children develop strong social and emotional connections with their families and caregivers, they feel safe and secure in **exploring and learning about the world around them.**

Early learning experiences supported by loving adults are critical to healthy brain development needed for future learning and school success. Secure attachments with adults and early learning experiences that **support healthy brain development establish a firm foundation for school readiness.**



EDUCATION PROCESS & GOALS

Sequatchie Valley Head Start's School Readiness Model

Approaches to Learning

Children will show initiative, curiosity, and creativity in their interactions and use of materials. They will demonstrate persistence, interest, and be able to pay attention when working with others in the classroom.

1. Social-Emotional Development

Children will develop the ability to express, recognize, and manage their own emotions as well as recognize the emotions of others. They will learn to follow classroom rules, routines, and directions.

2. Language & Literacy

Children will develop the ability to listen, use, and understand language. They will understand that print carries meaning, and that each word can be broken down into smaller pieces of sound. Dual language learners will continue using their home language while gaining the ability to understand and speak English.

3. Physical Development & Health

Children will develop large and small muscles so they can do increasingly difficult things. Children will identify and practice basic safety habits.

4. Cognitive

Children will use math every day to count and solve problems. They will question their environment to better understand their surroundings. They will draw that understanding to seek solutions to problems. Children will understand individual roles of people in their family and their community.



EDUCATION PROCESS & GOALS

School Readiness Goals

In 2019-2020, we began the process of revising our school readiness goals to better align with the **Tennessee Early Learning Standards (TN-ELDS)**, **Creative Curriculum**, **our assessment system**, and **Desired Results Developmental Profile (DRDP)**, the **Head Start Early Learning Framework (HSELOF)**.

We began conversations with our local school system partners to make sure that our children are arriving at kindergarten **ready to learn and grow**. We conducted parent surveys and had focus group discussions with our education staff to form these goals. We are sharing the goals with our board members and plan to have the goals finalized by the 2021-2022 school year!

Physical Well-Being & Motor Development, Safe & Healthy Learners (PD-HLTH)

Children will demonstrate fine-motor and gross-motor development through play and develop routines related to personal care, safety, and nutrition. Families will work with Head Start staff to make sure their children stay up to date on EPSDT schedules and dental appointments.

Approaches to Learning (ALT-REG)

Children will demonstrate persistence, sustained attention, and interest in a variety of settings. Children will demonstrate the ability to share and properly use materials with limited adult support.

Social and Emotional Development (SED)

Children will develop resilience and empathy in ways to make and maintain healthy relationships. Children will demonstrate positive social and emotional skills, including increasingly confident and cooperative interactions with peers and adults, and an increasing ability to recognize and regulate their own behaviors and emotions, becoming less reliant on adults over time.

Engagement (Family Goal Setting, CCR Surveys, Conference Materials)

Schools are teachers will engage families as partners in a child's physical and mental health while working to support parents as lifelong educators. Families will develop the capacity to advocate for their child's academic, behavioral, and social-emotional needs.

Cognition and General Knowledge (COG, HHS, and VPA)

Children will demonstrate an understanding of math, science, and social studies.

Language and Literacy (LLD and ELD)

Children will develop language and literacy skills. Dual Language Learners will show progress in learning to communicate in English while retaining use and knowledge of their home language.



EDUCATION PROCESS & GOALS

Curriculum & Resources: Creative Curriculum

At SVHS, our curriculum of choice is the **Creative Curriculum**. We also use additional resources, such as ZooPhonics, Kindermusik, and Cognitive Toybox, to support learning and growth.

The Creative Curriculum is a research-based early childhood curriculum that focuses on project-based investigations as a means for children to apply skills. The curriculum **encourages family engagement through special activities and study celebrations**. This curriculum addresses four areas of development: social-emotional, physical, cognitive, and language. **The units of study are designed to support children's natural curiosity and stimulate their creativity.**

The curriculum meets or exceeds all Tennessee state standards, as well as the more rigid Head Start standards. In addition, we encourage parents to suggest activities for which they have special cultural knowledge. For example, our children love to plant vegetables, hear "live" music, or help to prepare a special food at their center. We also provide a variety of books, dolls, toys, dress-up props, pictures, and music that children are not likely to see elsewhere. **Exposure to many cultures helps children appreciate how others live.**



Welcome to Zoo-phonics



Cognitive
ToyBox



EDUCATION PROCESS & GOALS

Opportunities for Physical Activity

SVHS promotes developmentally appropriate active play for all children, including infants and toddlers, **for a minimum of one hour each day.** Children have opportunities to engage in moderate to vigorous activities indoors and outdoors, weather permitting. SVHS is proud to be part of Gold Sneaker – Tennessee. **Gold Sneaker and Head Start have a common goal to better promote active play, healthy eating, and a tobacco-free environment.**



Check out tn.gov/health/goldsneaker to learn more about Gold Sneaker.

Active Supervision

Teachers at SVHS make sure that children are supervised at all times. Our teachers focus on children, actively positioning themselves so they can watch, count, and listen to the children at all times, both inside the classroom and outside on the playground.



Home Visits & Parent Conferences

Home visits are important because they help us get to know you and your child. They give your child's teacher a chance to see your child in their most comfortable place. Children are happier at the center if they have seen you and their teacher together.

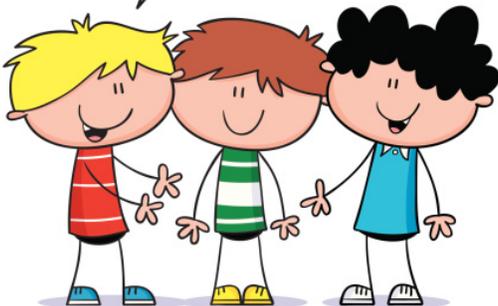
Home visits are not an inspection. **We want to visit all our families, so please think of home visits as a way to get to know each other.** Head Start standards calls for 2 visits per year. An alternate location can be arranged if you wish.



Vocabulary Building at Home



Let's Play
a Vocabulary
Game!



You can use your parent super powers to change your child's future!

Parents who want to encourage vocabulary building in their children can do so **by reading to their child for just 20 minutes a day.**

We know our parents and staff do so much to help our children succeed – we know how much school and life success our graduates have, many of them even work for us today!

Ask your child's teacher or your Family Service Worker for more tips on how to encourage vocabulary building at home. We want to engage our children in ways that encourage a love of learning, especially in reading and vocabulary building.

Five Ways Fathers Support Their Child's Learning Every Day



PLAY

Fathers play with their child to help them learn social skills.



FOLLOW

Fathers follow their child's interests and encourage exploration and discovery.



TALK

Fathers talk with their child about what they are doing and learning.



LISTEN

Fathers listen to their child when they talk about their feelings and ideas.



LOVE

Fathers love their child as a unique and special person.

This document was developed with funds from Grant #90HC0014 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, and Office of Child Care, by the National Center on Parent, Family, and Community Engagement. This resource may be duplicated for noncommercial uses without permission.

For more information about this resource, please contact us: PFCE@ecetta.info | 1-866-763-6481





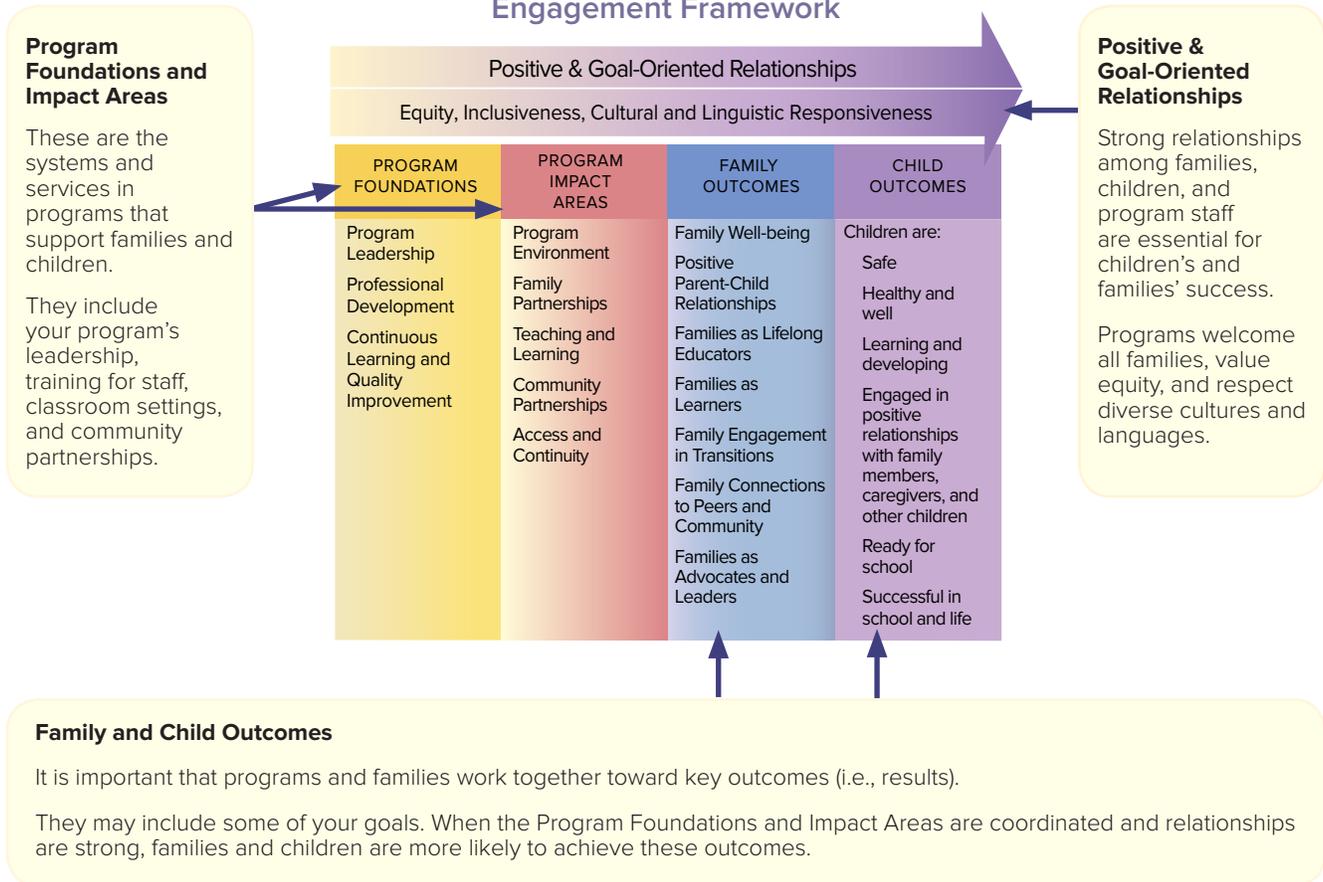
Head Start Parent, Family, and Community Engagement Framework: An Overview for Parents

As parents and family members, you know your children better than anyone else does. You know their personalities, strengths, and challenges. You also know the goals you have for your children and for yourself.

Head Start and Early Head Start programs partner with parents, families, and communities to help you achieve those goals. When you share what you know about your child with us, we can help make your children’s everyday experiences better. Together, we can lay the foundation for their future success.

The Head Start Parent, Family, and Community Engagement Framework is a visual tool that program staff, parents, and families can use to build effective partnerships. It describes how programs, parents, families, and communities work together to promote children’s healthy development and learning, and well-being for families.

Head Start Parent, Family, and Community Engagement Framework



The Parent - Teacher Partnership

This information has been pulled from pbs.org/parents/thrive/the-parent-teacher-partnership. Be sure to visit the link to learn more!

The experts have been polled and the results are in: **a positive parent-teacher relationship contributes to your child's school success.**

"Easier said than done," you may be thinking. After all, there are teachers your child will love and teachers your child may not. There are teachers you'll like and dislike as well. There are teachers who may adore your child, and those who just don't understand him or her. But whatever the case, your child's teacher is the second most important person in your child's life (after her parents, of course). And you can help make their relationship a strong and rewarding one.

Communicating well is a key factor for making this relationship work. But communicating effectively with a busy teacher, who may have up to 30 kids in a class, can be challenging. When's the right time - and when isn't? How can you get his or her attention? How do you create a relationship with someone you may only see a few times a year?

Try these **strategies to build a positive relationship with your child's teacher:**



Treat the teacher-parent-child relationship the way you would any really important one in your life. Create a problem-solving partnership, instead of confronting the teacher immediately with what's wrong.



Sometimes it's good to take a backseat and allow the relationship between your child and their teacher to develop naturally.



Of course you think your child is brilliant, but bragging over his or her many accomplishments may send a message to the teacher that you think they may not be good enough to teach your child.



Your experience at school is likely to affect your attitude toward your child's teacher.



FAMILY & CHILD SERVICES

Kids learn and grow in many different ways. Here are some activity ideas to promote learning and literacy in your home, allowing you to partner with Head Start in getting your child school ready.

Learning at Home: Early Literacy Activities

Find Time to Rhyme

1. Rhyming Ball: It's easier for kids to recognize rhyming words than it is to come up with them. In this game, kids can show the rhymes they know. Sit facing each other a few feet apart and roll a ball to your child. Then say two words. If the words rhyme, your child should roll the ball back to you. If the words don't rhyme, your child should keep the ball until you offer a pair of words that rhyme.

Play with Letters & Sounds

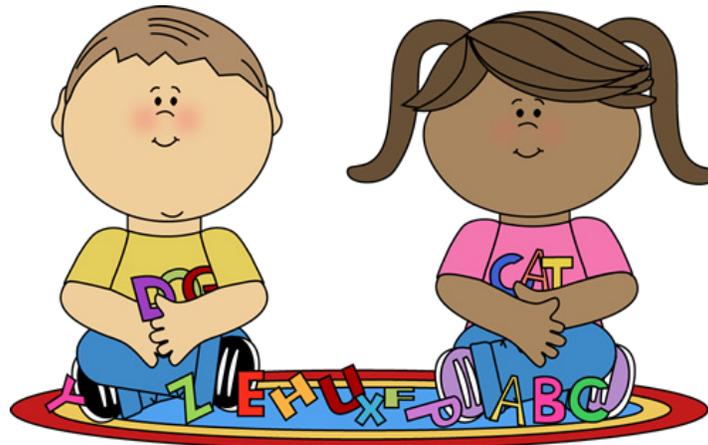
2. Print Hunt: Come up with a list of letters or simple words your child recognizes. Give your child the list and a bag and tell her to fill it with things in your home that start with that letter or word printed on it. To get him or her started, show your child how to find the letter 'A' on a shampoo bottle or something else in your home. When they bring you the full bag, have them write a list of the inventory and compare it to your original list.

Build Vocabulary

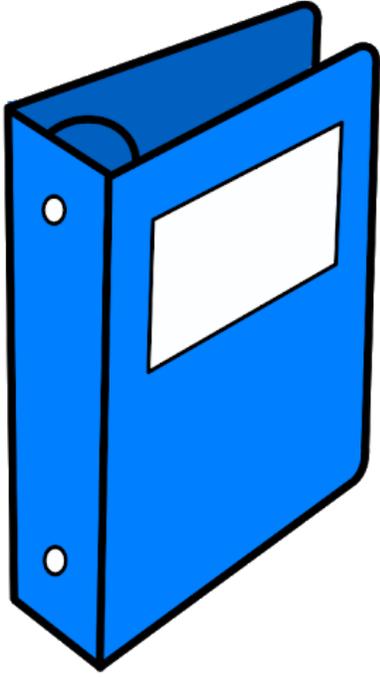
3. Thinking Up Categories: This is a fun game for the whole family. Explain that you are going to play a word game where everyone will have a chance to contribute a word that belongs in a specific category. Start by clapping with a slow beat and chant, "Thinking up cat-e-gories. Such as..." then name your category.

Your category might be something your child is passionate about - dinosaurs, ice cream, ocean animals - or something that he recently experienced - a book about trees or a trip to a farm.

After the chant, offer a word for the category. Then the next player restarts the chant and gives a new word for the category. If a player can't think of a word to contribute or repeats a word already given, he is "out." Or if someone else needs help thinking of a word, they can request hints. Continue playing until no players are able to contribute another word. Then start a new category!



Parent Communication Folder & Book-A-Night



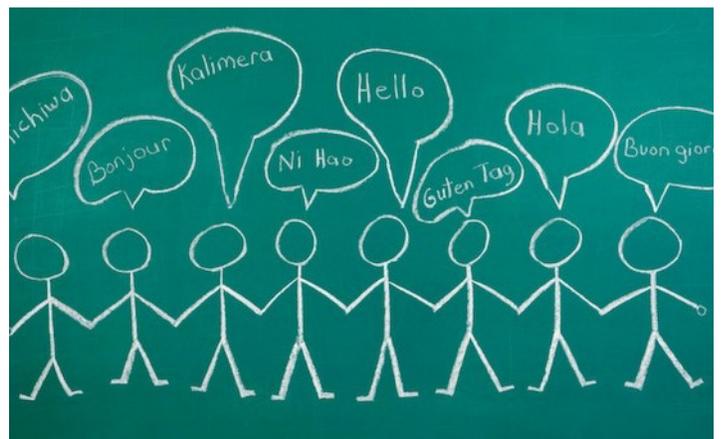
Reading books to your child is one of the most important ways to help your child prepare for success in school. To promote reading, all of our classrooms send home a folder which often includes important papers and messages for parents. **The take-home packets include a “Book-A-Night,”** which your child has selected from our extensive libraries.

Please read the book to your child or have another adult or sibling read to your child. Please mark the time spent reading on the sheet included in the folder. **Any book you read to your child counts, so please record any other time spent reading on our form or any other specific homework activity.** We also encourage parents of dual language learners to read books in both their home language and English to increase learning in both languages.



Dual Language Learners

We make every effort to send an extra book home in the child’s “home” language when that language is not English. Research shows that children learn a second language faster if they are progressing in their “home” language, too. **Children are so lucky to be bilingual – so we use every opportunity to use new words in the home language and English, and we encourage parents to do the same at home.**



CHILD GUIDANCE & BEHAVIOR MODEL

The goals of child guidance are **to assist children in developing self-control** and **to help them learn to engage in socially acceptable behavior.**

At the Centers

Conscious Discipline

Adults will model, coach, and encourage ways to discipline children that are **fair, consistent, and respectful** of children and their needs. **We never use corporal punishment or harsh, unkind language.**

Clear Rules

Simple and understandable rules are established at the beginning of the year with input from children when possible. What we expect from children and their behavior limits are clearly defined below. **Rules are stated so that children hear what we want them to do rather than what not to do** – for example “Walking Feet” rather than “Do Not Run.”

Sample Classroom Rules



CHILD GUIDANCE & BEHAVIOR MODEL

At the Centers

Positive Guidance

Head Start staff will use **positive guidance techniques**, including logical or natural consequences applied in problem situations, redirection, and elimination of potential issues, as well as encouragement of appropriate behavior.

Possible Consequences for Inappropriate Behavior

1. Redirection
2. Choosing from two teacher-directed choices
3. Sit and watch
4. Loss of privileges

**We never use physical activity or food as a reward or punishment.*

Routines & Environments that Support Positive Behavior

Many times, **challenging behavior can be attributed to something in the classroom environment**. When behavior problems arise, program staff will look at the routines, the environment, and the individual needs of the child to help support positive behavior.

Acceptable Behavior

Although great care is taken to safeguard children, behaviors such as hitting, scratching, throwing objects, falling, and biting will occur. **Learning acceptable behavior is part of growing up.** Children who are scratched, hit, or bitten will be comforted, and any injuries will be treated if necessary. Depending on the age of the other child involved, the teacher will talk about not hurting friends, and the child will be “redirected” to acceptable behavior. **The teacher will notify you if your child is involved of any accident or injury.**



CHILD GUIDANCE & BEHAVIOR MODEL

At Home

Model Good Behavior: Get Along

At Head Start, we recognize that all children have a right to privacy. Therefore, **we ask parents to avoid confronting other parents or children**, either verbally or in writing (including social media), about incidents between children.

Parent Support in Dealing with Challenging Behavior

Sometimes children have challenging behavior. If so, **look for the message the child is trying to communicate through their challenging behavior**, especially those who have not yet acquired language and vocabulary skills to tell the adult what the problem is. Maybe the child is tired, hungry, or bored. Maybe the child is NOT developmentally ready to behave in a certain way. Maybe the child and/or family have experienced Adverse Childhood Experiences (ACES). If you need more assistance, **your Family Service Worker can put you in contact with our mental health and wellness professional, Shelia Beard LPC/MHSP.**

Biting

Biting is a typical behavior among children ages 18 months to 3 years. **As children mature, gain self-control, and develop problem-solving skills, they usually outgrow this behavior.** While not uncommon, biting can be an upsetting and potentially harmful behavior.

Why do children bite?

Some children bite instinctively, because they have not developed self-control. **Some children bite because they lack communication skills, and others may lack stimulation.** For example, when a 3-year-old child grabs a doll from a 2-year-old, the 2-year-old's first response is often to bite him/her and grab the doll back. He/She doesn't stop to think about other ways to act or the result of his/her actions. But there are many other reasons why a child may bite.

A child might bite to:

- Relieve pain from teething
- Explore cause and effect (what happens when I bite?)
- Experience the sensation of biting
- Satisfy a need for oral-motor stimulation
- Imitate other children and adults
- Feel strong and in control
- Get attention
- Act in self-defense
- Communicate needs and desires, such as hunger or fatigue
- Communicate or express difficult feelings, such as frustration, anger, confusion, or fear (there are too many people in here and I feel cramped)



CHILD GUIDANCE & BEHAVIOR MODEL

At Home

Positive Guidance at Home

We heard you! New resources are headed your way **all year long!**

In our Spring 2021 Parent Survey, parents asked for help in finding ways to support their child's good behavior and for ways to help improve their response when their child behaves inappropriately.

Below are just a few **tips & tricks from our wonderful parenting curriculum that you can use at home.** Be sure to talk to your Family Service Worker about signing up for free classes, supportive text messages, and special Facebook groups.

Active Parenting: First Five Years

Methods to Encourage Positive Behaviors

<p><i>The Beauty of a Good Rule</i> </p> <p>Feeling out of control? Is your home in chaos? Learn how to set rules and limits for your child to protect them and to save your peace of mind.</p>	<p><i>The ACT Method</i> </p> <p>Does your child have a challenging behavior? The ACT method can help you to replace the behavior with a positive one. Turn that frown upside down.</p>
<p><i>Routines That Say, "I Love You"</i> </p> <p>Always late getting out the door? Trouble getting your kid to bed? Learn to create routines for morning and bedtime along with how to transition your child from one activity to another with ease.</p>	<p><i>The Power of Choice</i> </p> <p>Did you know you can sometimes reduce the number of conflicts with your child by allowing them a choice between two options that are both okay with you? Sneaky, but it works!</p>
<p><i>The "When & Then" Rule</i> </p> <p>Having trouble getting your child to do something that he doesn't want to do? Feel like you have hit a brick wall? The "When & Then" Rule is for you!</p>	<p><i>Supporting Positive Behaviors</i> </p> <p>Tantrums, biting, screaming, Oh my! Learn how to deal with temper tantrums like a pro. Got a biter? Want to know what to do?</p>



CHILD GUIDANCE & BEHAVIOR MODEL

At Home

What can you do in the home to prevent biting?

There are a variety of things that families can do to prevent biting. It helps to:

- **Have age-appropriate expectations for your child's behavior** based on his or her current skills and abilities.
- **Make sure you child's schedule, routines, and transitions are predictable and consistent.** At meal and bedtimes, try to do things in the same way and at the same times. Young children thrive when they know what will happen next.
- **Offer activities and materials that allow your child to relax and release tension.** Some children like yoga or deep breathing. Offer playdough, foam balls, bubbles, soft music, and other stress-reducing items.
- **Use positive guidance strategies to help your child develop self-control.** For example, offer gentle reminders, phrased in a way that tells them what behaviors are expected. "Be sure to hang up your coat on the hook." You can each have a bucket to use in the sandbox. "Put a small dot of toothpaste on your brush. You won't need much to get your teeth clean."
- **Provide items to bite**, such as teething rings or clean, wet, cold washcloths stored in the refrigerator. This helps children learn what they can bite safely, without hurting anyone else.

PREVENT



BITING



CHILD GUIDANCE & BEHAVIOR MODEL

BIR – Behavior Incident Report

What is a Behavior Incident Report (BIR)?

The Behavior Incident Report (BIR) is a form used by teaching staff to record serious behavior incidents and gather critical information. The BIR is the primary means of documenting and communicating children's challenging or concerning behaviors and it allows for behavior patterns to be defined in greater detail. **The goal is to support the child and teacher, and to consider actions needed for program improvement.**



What is a Behavior Incident Report (BIR)?

- Name of the child
- Date
- Time of occurrence
- Person reporting
- IEP/IFSP
- Behavior Plan
- What happened? (Behavior Recorded: kicking, hitting, spitting, biting, destroying property, etc.)
- Others involved
- What was going on before it happened? (arrival, meal, diapering, centers, outside, etc.)
- Staff response
- What help was provided?
- Comments

BIR Process

1. After three BIR's, teaching staff consult with parent
2. After five BIR's, teaching staff consult with Mental Health Team
3. After that, classroom observation is conducted by Mental Health Team
4. Finally, a meeting with parent, teaching staff, and mental health team is conducted to complete an action plan to address recurring behavioral issues in the child



MENTAL HEALTH & WELLNESS

We want all of our children to be successful in life as they move through school and later into jobs and having families of their own. **Our goal is to help your child by working to build their self-confidence and their development of good social skills.** We know that the mastery of these skills will positively affect the child's ability to succeed in school.

Social & Emotional School Readiness

Head Start staff work toward the goal of social and emotional school readiness in partnership with local professionals and other programs in the following ways:

- Planning activities that are matched to children's needs and abilities
- Assisting all children to feel good about themselves, to get along with others, and to manage their own behavior
- Providing services to help children with disabilities
- Providing an environment of acceptance and respect for all children
- Giving children the opportunity to develop social skills
- Providing help for individual children to manage stressful situations and events
- Reinforcing children's development of age-appropriate self-control skills

If you need mental health information, please contact our mental health team, Paula Garner and Shelia Beard, at 1-800-762-8432 or 423-403-7506, or let your Family Service Worker know. Other mental health resources are listed in your Resource Guide, and each center keeps a list of additional support groups and other resources.

Our mental health professional, Shelia Beard, visits our centers to observe the classrooms, to provide guidance for staff, and is available to meet with parents either in person or on the phone upon request.



EMOTIONAL HEALTH



MENTAL HEALTH & WELLNESS

Infant Mental Health

SVHS supports infant mental health which includes **general health and well-being and healthy social, emotional, and behavioral development.**

Early childhood mental health is affected by a child's biological factors, the child's environment, which includes access to adequate food, clothing, and safe shelter, and the existence or absence of stable nurturing relationships.

Early childhood mental health activities develop capacity of children birth through age five to:

- Experience, regulate, and express emotion
- Form close, secure, and interpersonal relationships
- Explore the environment and learn



Adverse Childhood Experiences (ACES)

What are "Adverse Childhood Experiences" (ACES)?

- Adverse childhood experiences (ACES) are childhood experiences of physical abuse, verbal abuse, sexual abuse, physical neglect, and emotional neglect. These experiences often result from alcoholism, domestic violence, incarceration, mental illness, divorce, death, or abandonment in the home.

- Sequatchie Valley Head Start provides a safe, supportive environment for all families who may have experienced adversity.

Helping Your Child with Separation & Change

Most children (and some adults) have a hard time with separation and should be given at least three weeks to settle into a comfortable routine. Separation symptoms may also occur after schedule changes and especially after long holidays (sometimes even after illnesses).

Head Start staff will work with you to help your child feel comfortable at the center. Read our small brochure called Changes for more ideas. Ask your Family Service Worker for a copy.



PARENT, FAMILY, & COMMUNITY ENGAGEMENT

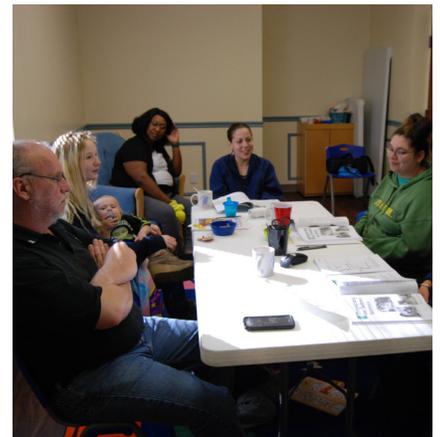
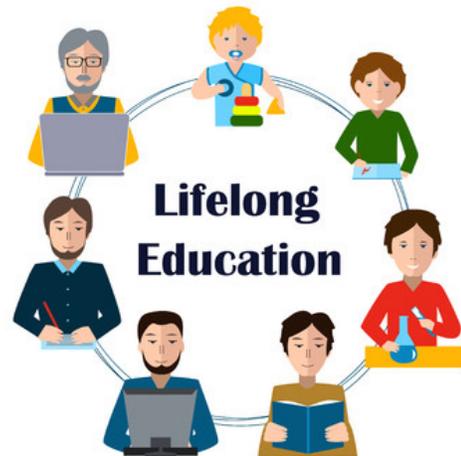
Parent, Family, & Community Engagement Team



Julie Tiller, BA
FCP Manager



Candy Hudson, AS
ERSEA



PARENT, FAMILY, & COMMUNITY ENGAGEMENT

At Head Start and Early Head Start, parent and family engagement is all about **building relationships** with families that **support overall family well-being, strong relationships between parents and children, and ongoing learning and development for both parents and children.** Below are seven goals we have for each family:

7 Goals for All SVHS Families

1. Family Well-Being



To be **safe and healthy** and to have access to physical and mental **health services, housing, and food.**



2. Positive Parent-Child Relationships

To **develop warm relationships** that nurture their child's learning and development.



3. Families as Lifelong Educators

To participate in the **everyday learning** of their children at home, school, and in the community.

4. Families as Learners

To be **supported** in their parenting, careers, and life goals.



5. Family Engagement in Transitions

To **support their child as they move** between Early Head Start, Head Start, other early childhood services, early elementary grades, and beyond.

6. Family Connections to Peers and Community

To **connect** with other parents and community members for support and/or education **to create healthy communities.**



7. Families as Advocates and Leaders

To become the leaders in their communities organizing and **supporting the health and well-being of all children.**



PARENT & FAMILY ENGAGEMENT

Head Start Family Partnership Agreement

Do you have unfulfilled dreams, wishes, or goals? Are you struggling just to get by and want better for your family? **We want to help you build on your strengths and give you the tools and resources to not just survive but to thrive!** Below are just a few examples of our common Family Partnership Goals.



Family Partnership Goals



1. I want to go back to **school**.
2. I want to spend more time with my **family**.
3. I want to own my own **home**.
4. I want to prepare **healthy meals** for my family.
5. I want to have a **healthy smile**.

Let us help you with your struggles, goals, and dreams.

- The Family Partnership Agreement is the tool **to help you get on your way**.
- Family Workers help families think about **their well-being, their strengths, and their needs**.
- They help families **create goals that deal with the challenges** families face.
- Family workers can also **provide referrals to other agencies and have lots of information on many different programs and support groups** to help families meet their goals.



PARENT & FAMILY ENGAGEMENT

Active Parenting Workshops & Resources

Your child's first few years are so important! Learn how to make the most of them with **Active Parenting: First Five Years, a program for parents and other caregivers.**

Active Parenting: First Five Years is a research-based and proven-effective parenting curriculum. **This course will show you how to nurture your child with a "just right" combination of freedom and nonviolent discipline.** Millions of parents have achieved success with Active Parenting – and you can, too! Video, discussion, and activities make for a fast-paced workshop.

Session 1 – You & Your Child

- Styles of parenting
- Ages and stages of development
- Building a bond with your child
- The method of choice

Parents will be able to participate actively in a fun group during two 90-minute sessions, including a free lunch and door prizes, or one-on-one at a center or during a home visit.

Session 2 – Preventing Problems

- Your child's beautiful brain
- Using nonviolent discipline
- The "A-C-T" of parenting

Session 3 – Encouraging Positive Behavior

- The power of encouragement
- Choices and consequences
- Caring for the caregiver

Session 4 – Encouraging Positive Behavior

6 smart things parents can do to help young children get ready for school

You will also be able to participate in the program independently, using a phone or computer while working along in a parenting workbook.



PARENT & FAMILY ENGAGEMENT

The Head Start Fatherhood Project

Children growing up often have a regular and consistent relationship with a father figure. It is our goal to create an inviting and welcoming environment that encourages father figures to participate in the program. We strive to provide activities that will benefit and strengthen this important bond. Ask your family service worker how you can participate.



PARENT & FAMILY ENGAGEMENT

Parent Volunteers

Due to COVID-19, our centers are not able to accept Parent Volunteers at this time. When we are able to have Parent Volunteers again, here are our goals and guidelines for this program.

One of the best ways to make connections with your child, your child's teacher, and the other children, teachers, and parents at the center is **to become directly involved in the program through volunteerism.** Please let your family and friends know that when we are able to have volunteers again, **we need them to volunteer, too!**

Our Volunteer Opportunities

1. Inspect and set up playgrounds for our staff to sign-off on
2. Distribute community flyers
3. Teach a craft
4. Assist with yard work to keep our centers clean and nice
5. Help with a center "Clean-Up Day"
6. Volunteer at home through activities like cutting out art materials for your child's center
7. Assist with planning and setting up special events for the children
8. Complete school readiness activities, work projects, and Book-A-Night assignments
9. Assist with planting and maintaining flower beds at your child's center
10. Share a special skill or talent with the class, such as being a firefighter or playing a musical instrument

Any of these activities (and many more) help us qualify for the federal grants that keep Head Start in operation. Without this "in-kind" support, the program would have to shut down. Please keep an eye out for your center accepting Parent Volunteers again sometime soon!



COMMUNITY ENGAGEMENT

Policy Council

Head Start and Early Head Start parents (as well as others) have the opportunity to serve on the Policy Council. The Council is made up of interested parents and others who serve as a link to the community at large. **One of the best ways to serve is to tell other parents how glad you are to have your child in our program.**

Policy Council is an important part of the Head Start program since it involves improving the program, making personnel decisions, and approving budget plans. **Each center elects at least one parent to be its own local member. Most centers also elect a representative from the community.** Some centers elect one Policy Council member from the ranks of Head Start parents and another from the ranks of Early Head Start parents.

A list of the program's Policy Council members is posted on the parent bulletin board in each center. **Elected members attend meetings (nine times a year) in Dunlap.** Minutes of the meetings and more information are available at your center. Some member expenses (including the cost of child care) will be paid for income-eligible members. Meetings are conducted both in-person and via virtual meetings. **Transportation to in-person meetings with staff is available; or we can pay for your mileage to and from the in-person meeting – plus, lunch is included!**



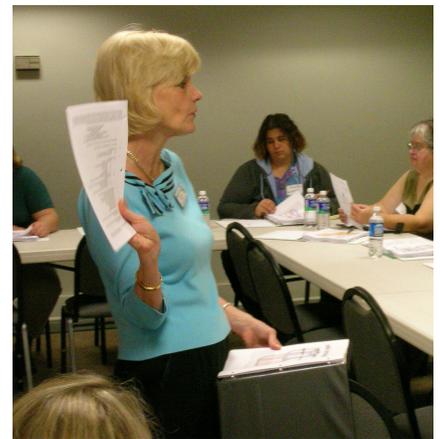
COMMUNITY ENGAGEMENT

Health Advisory Committee

The Health Advisory Committee, **which includes parents and community health or health-related providers**, reviews the program's health services and offers suggestions or recommendations for improvements. **If you are interested in being on the committee**, please let your child's teacher or Family Service Worker know.

Help Select Meeting Topics

We have fun and informative parent meetings once a month. Parent meetings usually include child development, health education, nutrition, and first aid. **Topics selected by parents are emphasized.** Some parents enjoy helping plan the program through advisory committees and informal meetings with staff.

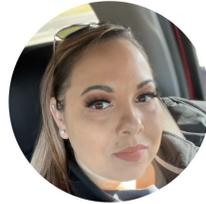


HEALTH & SAFETY SERVICES

Health & Safety Services Team



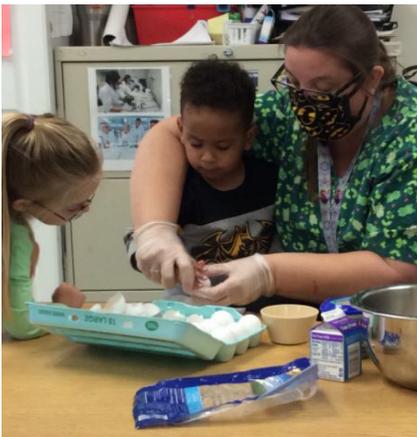
Jamie Burnett, BA
Health & Safety Manager



Melissa Moreno, MS
Program Analyst



Debbie Quinn, AS
Food Program Specialist



HEALTH & WELL-CHILD GOALS

SVHS knows that good health care supports a quality education. We have developed the following school readiness health goals.

Goals

1. Children will have a medical home.

One of Head Start's goals is to make sure all Head Start children have a doctor who can give them regular care and physical exams to keep them healthy. We call this having a Medical Home. Your Family Service Worker will help you find a Medical Home if your child does not have one.

2. Children will have insurance.

If your child does not have medical insurance that will pay for a physical or dental exam, Head Start will cover the cost at selected providers. However, you must let your family worker know of your need for financial help before the appointment so that arrangements can be made with the doctor's office. Your family worker can also tell you how to apply for TennCare and/or CoverTN.

3. Children will be up-to-date on physical examinations.

Head Start guidelines require that Head Start and Early Head Start children be up-to-date on preventive and well-child care. Guidelines from Early Periodic Screening, Diagnosis, and Treatment begin with pre-natal screenings and continue with newborns into the first days of life, continuing every few months through age two, and the annually throughout childhood and adolescence.

4. Children will be up-to-date on immunizations.

Your child must have an up-to-date Tennessee Department of Health Certificate of Immunization on file at the Head Start center prior to attending Head Start. Early head Start children will need multiple immunizations from birth, so that by the time they reach Head Start age, they will have had all required immunizations. Immunizations are available at your child's medical doctor and/or the public health department, for free or at a minimal charge based on your income. Your Family Service Worker will be able to assist you should you need help or have questions.



HEALTH & WELL-CHILD GOALS



Goals



5. Children will have a dental home, annual dental exam, & follow-up treatment, if needed.

All Head Start children need a dental home – a place where they can go for dental exam within the first 90 days of their enrollment, and then once each year after that. Head Start cooperates with the regional health department which may provide dental staff who visit our centers to do the exams. You will be notified when exams are given in your child's center. You are welcome to attend.

We also offer a fluoride supplement program for children who need it. However, if your drinking water comes from a water system that has adequate fluoride added (most do), your child will not be eligible.

Even if your child is not referred for treatment, we urge you to see a local dentist to have your child's teeth cleaned, and to establish a dental home. If your child sees a dentist on a regular basis (every six months to one year), your child will not need to be examined by the dentist at the center. With your written consent, Head Start will obtain documentation from your child's dentist of his/her most recent exam, cleaning, and treatment.

6. Children will receive a screening to identify concerns regarding their development - behavioral, motor, language, social, cognitive, and emotional skills - within 45 calendar days of enrollment.

Screening is the first step to getting to know a child at the beginning of each enrollment year. This baseline data helps staff plan and individualize services. It also helps them identify red flags for further examination or evaluation. When concerns go unidentified, they can lead to bigger problems. If you suspect your child has a learning challenge, vision, dental, hearing, or speech problem, please let us know. We are here to support you and get your child the help they need.

One of the benefits of enrolling your child in a Head Start or Early Head Start program is that he or she will be screened for hearing, vision, height, weight, dental, speech, language, and all other recommended developmental screenings. These screenings often spot difficulties that can affect a child's ability to grow and learn.

One developmental screening that we use, ASQ, indicates how each child is doing in the areas of thinking, large and small muscle use, language, social and emotional skills, and how well the child can do things for themselves. We always ask parental permission before conducting any of our screenings. Early intervention is the key to identifying undetected health issues. If left undiscovered, these issues can seriously affect a child's ability to learn.



HEALTH & WELL-CHILD SERVICES

Dental Exam Day

Please make every effort to ensure that your child attends on dental exam day. This is a special day when a dentist comes to the center to examine children's teeth. However, if your child must be absent, we will help you make alternate plans.

Please Note: Prompt treatment of dental problems is important because cavities can be painful, and they may cause infections. Children and adults sometimes die from inadequate dental care. If your child is identified as needing dental treatment, your Family Service Worker will assist you in making arrangements.



Developmental Screenings

The most important thing you can do to help prepare your child for the screenings is to have a positive attitude. **None of the screenings "hurt," so please do not say anything to your child that might alarm them.**

For the vision screening, **we have a SureSight vision screener which takes measurements that indicate any abnormal conditions.**

We have several different methods available for the hearing screening. One tool, the Welch-Allyn hearing test system, is often used with newborns in hospitals. Our staff places a soft tip into the ear canal, and your child will hear some sounds. No response is needed by your child, and the results are usually available in about 10 seconds.

Another screening tool looks a lot like an ear thermometer. The ear tip is placed in the ear and makes a pleasant sound. The reading indicates the presence of fluid or infection in the ear.

Height and weight measurements are plotted on a growth chart which compares your child to other children of the same age. We will also provide a helpful letter with personalized outcomes.

If screenings reveal any problems, referrals will be made and follow-ups scheduled. Your family worker will help.



HEALTH & WELL-CHILD SERVICES

Well-Child Exam

All records of screenings and exams must be completed by the medical provider's office and must be on file at Head Start. Before a child under the age of 60 months is accepted for care, the parent/guardian shall provide documentation, signed or stamped by a physician or licensed medical provider, that the child has completed a well-child examination (T.C.A. Rule 1240-04-01-.08 (vi)(2).)

Immunizations

Your child must have an up-to-date Tennessee Department of Health Certificate of Immunization on file at their Head Start center prior to attending. State child care licensing regulations require that each child have a shot record documented on a Tennessee Child Health Record form. Children who do not have all the required vaccines may still be able to attend the center if:



- There is documentation of a scheduled appointment to obtain the needed vaccine(s) for your child;
- The appointments for the vaccines are kept; and,
- Documentation of the vaccines (an updated immunization record) is provided to the Head Start Center.



Immunization Exemptions

If immunizations have not been or are not to be administered because of a medical condition, **a statement from the child's primary health care provider documenting the reason** why the child is temporarily or permanently medically exempt from the immunization requirements should be on file.

Transitions

Staff at Sequatchie Valley Head Start work closely with parents to prepare children for transitions into, between, and out of our programs. **In Early Head Start, a transition plan is created with parents and Head Start staff when the child is 30 months old.** Children who are developmentally ready are introduced to the Head Start environment, if applicable. **In Head Start, the transition to preschool or Kindergarten is facilitated by connecting parents with the local schools and making sure that children are adequately prepared to transition to the public school.**



NUTRITION & MEALS

Sequatchie Valley Head Start serves nutritious and sufficient foods that meet the requirements for meals of the child care component of the United States Department of Agriculture Child and Adult Care Food Program (USDA CACFP).

- **Head Start and Early Head Start children will be offered a light breakfast each morning.**

- **Head Start lunches are almost always a hot meal, which includes two vegetables or a vegetable and a fruit; a meat or meat substitute; and a bread product.** Desserts are not served. A healthy snack is provided at the end of the day. Children are given milk to drink for breakfast and lunch and water at snack time.

- **A weekly menu that includes all snacks and foods served shall be posted and a copy sent home with each child.** Meal and snack substitutions shall be noted on the menu in advance.

- **All meals are served family style.** Teachers will serve the children all their meals, which include fruits, vegetables, breads, milk, and the meat or meat substitute entrée. Head Start children (and Early Head Start children when they are developmentally ready) will assist with setting the table and cleaning up after the meal.

- **Due to Covid-19, we are unable to accept volunteers at the centers, which includes during meal times.** When we are able to return to accepting volunteers, here are our guidelines for volunteers invited for mealtimes: Volunteers are offered the same food as the children. If you volunteer for at least one hour, you are welcome to eat a free lunch with your Head Start child on that day. Please advise the staff of your plans to volunteer and dine with the class so we can arrange for enough food for those who volunteer. All parents are invited to eat with their child on special days during the year. **You will receive a special written invitation, when Covid-19 guidelines allow.**

- **Water will be available to children in indoor and outdoor areas throughout the day.** On hot days, infants receiving human milk in a bottle may be given additional human milk, and those receiving formula mixed with water may be given additional formula mixed with water. Infants should not be given water, especially in the first six months of life unless medically ordered.



Breakfast



Lunch



Water



NUTRITION & MEALS

Foods at Early Head Start



- Infants and toddlers in Early Head Start **must receive food appropriate to their nutritional needs, developmental readiness and feeding skills**, as recommended by the USDA.



- While breast milk is the optimal food for infants, **children who are not breast fed will be provided (free of cost) with bottles and typical formula at our centers.** Our agency provides the standard brands offered by the Women, Infants, and Children (WIC) program.

- Unless recommended otherwise by the child's primary health care provider, **children between the ages of one and two receive whole cow's milk.** Older children are served non-fat milk or low-fat milk.



- The introduction of solid foods is based on the child's nutritional needs, but **no new foods are introduced to infants that have not been tried at home first.**

- When children are capable of using a chair, they shall be allowed to do so and **to experiment with food, with feeding themselves, and shall be allow to eat with fingers or a spoon** as appropriate for developmental age.



NUTRITION & MEALS

Food Service Rules

A child shall not be forced to eat

Food shall not be withheld from a child

*Children shall be given
adequate time to eat*

Food shall not be used as a reward

Food Prepared Outside the Center

Parents should not bring any food treats or candy to the center, as we cannot accept them. **We are not allowed to serve foods prepared outside the center** due to insurance and restaurant inspection regulations.

Preparing, Feeding, & Storing Infant Formula

Formula provided by parents/guardians should come in sealed containers. The nutrition worker/teacher will follow the parent or manufacturer's instructions for mixing and storing of any formula will be labeled with the child's full name, time, and date of preparation. **Prepared formula will be discarded daily if not used.** The feeding schedule for an infant shall be in accordance with the child's need.

Sequatchie Valley Head Start encourages breastfeeding and offers a quiet, convenient space for mothers that need to breastfeed or express milk. Mothers that wish to provide breast milk for their baby will be provided with a small cooler and ice pack to transport the milk. **The bottle or container must be properly labeled with the infant's full name and date and will only be given to the specified child.** Unused breast milk will be returned to the parent in the bottle or container.

At Head Start and Early Head Start, **great care is taken to ensure safety at mealtimes.** Formula and breast milk are checked for temperature, and table food is served in age-appropriate sizes. Close supervision is maintained throughout mealtimes.

Choking Prevention

Eating is a high-risk activity. Head Start staff will provide focused supervision for all children during mealtime. Foods will be cut into bite sized pieces according to a child's developmental chewing ability.

Solid foods (including cereal) will not be given to children with normal eating abilities in bottles or infant feeders unless written authorization from a physician is on file.

Children will not be permitted to wear teething necklaces, pacifiers, or any item around their neck or attached to their clothing that could be potentially hazardous and associated with choking. NOTE: Please do not bring balloons or other choking hazards to the center.



TRANSPORTATION SAFETY



Transportation Rules



Transportation services may be arranged for Head Start children (excluding Early Head Start) who cannot attend school without this assistance. **We use an application process for bus service.**

If transportation is provided, I agree:

- 1. To escort my child to the bus at the appropriate time.** I understand that the bus is on a schedule and will not wait for my child before continuing on the route. The driver is unable to blow the horn to gain attention – please be watching.
- 2. Remain in my car with my child until told to load the bus by the driver or bus monitor,** if my child is being picked up at a bus stop area.
- 3. To hold my child’s hand when walking to/ from the bus** following all directions by the bus driver and monitor.
- 4. To focus on my child at the bus stop** and avoid distractions such as cell phones or other individuals at the bus stop.
- 5. To honor the “Smoke Free Zone” around Head Start buses** extinguishing all nicotine products and electronic cigarettes before approaching the bus.
- 6. To meet my child at the bus at the appropriate drop-off time,** or the designated person on the emergency form.
- 7. Not to allow my child to board the bus with any food, toys, backpacks, sharp or breakable objects, or weapons** (including toy type) of any kind.
- 8. To inform the driver, monitor, or teacher that my child will not require transportation.**
- 9. To immediately inform the driver, monitor, teacher, or family worker** of any name, phone number, address, or legal custodial changes.
- 10. Bus stops must be arranged so that children can board the bus without crossing the road.**
- 11. To NOT ask the bus driver, teacher, or family worker to change my pick-up or drop-off location over the phone.** All changes must be requested in writing. We are unable to have multiple pick-up and drop-off locations for a child.
- 12. That I understand that Sequatchie Valley Head Start reserves the right to terminate transportation services if:** I fail to follow the Parent Bus Services Agreement or if my child misses three (3) consecutive days of riding the bus and no contact has been made with SVHS staff.
- 13. That I further understand that:** if an authorized adult is not present at the time my child is delivered home, the Driver/Monitor will try to contact the Parent/Guardian by phone. **If an authorized adult is not present, the Driver/Monitor will continue the route the child to his/her teacher at the end of the route. SVHS staff will not release your child to anyone that is not authorized by you, in writing.** Please list ALL adults that you authorize Sequatchie Valley Head Start to release your child to. Be sure to notify your child’s Teacher and bus staff of any changes or additions.
- 14. That I must attend Parent Orientation regarding my child’s bus service, and Pedestrian/Bus Safety Training** as required by Head Start transportation regulations.



PEDESTRIAN & VEHICLE SAFETY

Car Seat Safety

- Children should be fastened in a car seat in the back seat of the vehicle. The car seat should be facing the correct way based on your child's weight and height.
- Be mindful of where the air bags are in your car, and seat children where they will be safest from impact.
(This usually means that children are in the back seat and rear-facing.)
- Letting a child ride in your lap could cause the child to be hurt in an accident and get you a ticket.
- Children should not be left unattended in the vehicle.



Walking & Biking Safety

- Supervise children closely. Hold hands when walking together, especially when crossing the street.
- Find safe places to play that are free of traffic.
- Children learn from your example. Always demonstrate safe practices when walking and biking.
- Use the appropriate safety, like helmets, when you or your child is riding a bicycle, tricycle, or other riding toy.
 - Your child may not be as mature concerning traffic safety as you believe he or she is. Always be cautious and alert.
- If you are walking on the road, you should walk facing the oncoming traffic.



ADDITIONAL RESOURCES

At Sequatchie Valley Head Start, we do everything we can to make sure our families have everything they need. Check out all the following additional resources and talk with your Family Service Worker to learn more!

Visit Our Website for Additional Resources

1-800-762-8432 info@svheadstart.org

 Sequatchie Valley Head Start

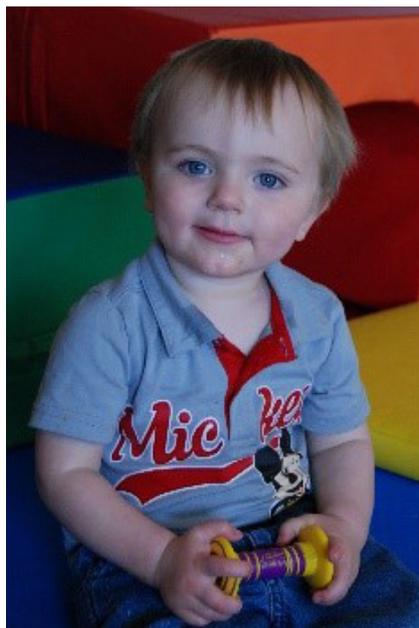
[Home](#) [About](#) [Areas of Service](#) [Get Started](#) [Contact](#) 

We are now accepting applications for the 2021-2022 school year!

Sequatchie Valley Head Start is the premiere early childhood program serving children and families in Bledsoe, Grundy, Marion, Rhea, and Sequatchie Counties!

[Start Your Child's Application Now!](#)

SVHEADSTART.INFO



ADDITIONAL RESOURCES

We Are So Happy You've Joined the Head Start Family!



5 things you can do to get ready to enroll

1. Visit HealthCare.gov

Learn more about the Health Insurance Marketplace, including Medicaid and the Children's Health Insurance Program (CHIP).

2. Ask your employer if it offers health insurance

If your employer doesn't offer health insurance, you can get coverage through the Marketplace or other sources.

3. Make a list of questions you have before it's time to choose your health plan

For example, "Can I stay with my current doctor?" or "Will this plan cover my health costs when I'm traveling?"

4. Gather basic information about your household income

You'll need income information, like the kind you get on your W-2, pay stubs, or tax return.

5. Set your budget

There are different types of health plans to meet a variety of needs and budgets. You'll need to figure out how much you're able to spend on premiums each month, and how much you want to pay out-of-pocket for prescriptions or medical services.

You have the right to get Marketplace information in an accessible format, like large print, Braille, or audio. You also have the right to file a complaint if you feel you've been discriminated against. Visit [CMS.gov/about-cms/agency-information/aboutwebsite/cmsnondiscriminationnotice.html](https://www.cms.gov/about-cms/agency-information/aboutwebsite/cmsnondiscriminationnotice.html), or call the Marketplace Call Center at 1-800-318-2596 for more information. TTY users can call 1-855-889-4325.

Paid for by the Department of Health & Human Services



Health Insurance Marketplace

CMS Product No. 11629
Revised July 2019



The Health Insurance Marketplace

Health insurance options

The Marketplace is a way to find health coverage that fits your budget and meets your needs. When you apply for coverage, you can see all your options and enroll. You can apply for private insurance, Medicaid, or the Children's Health Insurance Program (CHIP).

Every health plan in the Marketplace offers the same set of essential health benefits, including doctor visits, preventive care, hospitalization, prescriptions, and more. You can compare plans based on price, benefits, and other features important to you before you make a choice.

Insurance plans run by private companies

Insurance plans offered through the Marketplace are run by private companies. You can compare your health coverage options in the Marketplace and see what your premium, deductibles, and out-of-pocket costs will be before you decide to enroll.

There are protections for you and your family. Insurance plans can't deny you coverage because of pre-existing or chronic conditions like cancer or diabetes, and they can't charge women and men different premiums.

Get help with costs

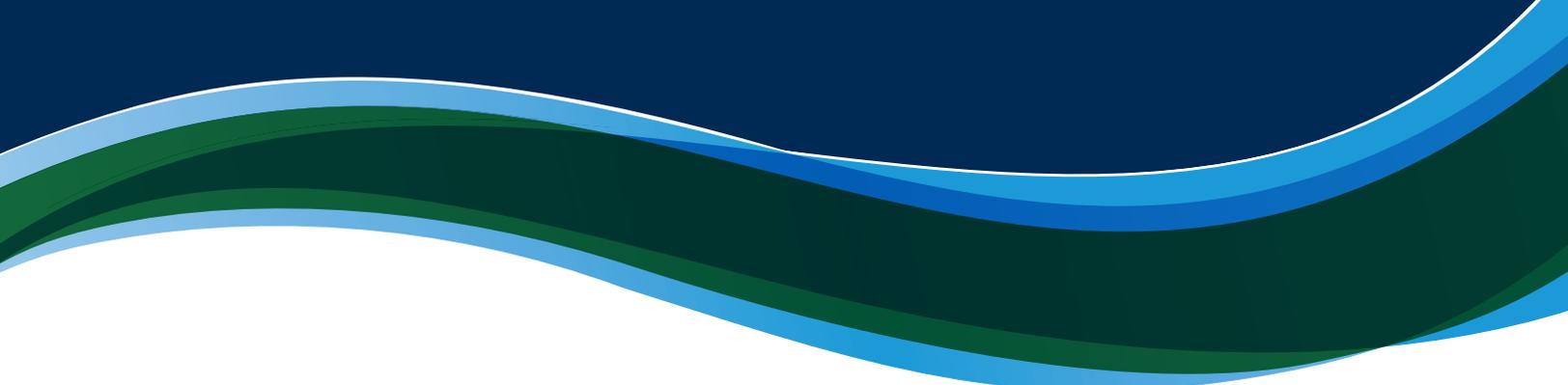
When you use the Marketplace you may be able to get a tax credit to lower your monthly premiums and out-of-pocket costs. When you apply, you'll find out how much you can save. Most people who apply qualify for some kind of savings.

Explore the Marketplace

Visit [HealthCare.gov](https://www.healthcare.gov) to get answers to your questions and sign up for e-mail updates about the Marketplace. You can also call the Marketplace Call Center at 1-800-318-2596. TTY users can call 1-855-889-4325.

When Open Enrollment starts, you can go to the Marketplace and apply for health coverage, compare all your options, and enroll in a plan.

If you qualify for a Special Enrollment Period because of a life change like getting married, having a baby, losing other coverage, or moving, you may apply for coverage outside of Open Enrollment. You also can apply for Medicaid and CHIP any time of the year, using the same application.



Questions to Ask Yourself When Choosing a Plan

The Health Insurance Marketplace offers different plan types to meet a variety of needs and budgets. Most people qualify for savings to make health coverage affordable. Compare plans based on what's important to you, and choose the price and coverage that fits your needs. Ask yourself these questions as you shop for Marketplace coverage.

Can I get help paying for Marketplace coverage?

Most people who enroll in a health plan on [HealthCare.gov](https://www.healthcare.gov) can find low premium plans for \$50–\$100 a month if you qualify for savings. After you fill out a Marketplace application, you'll learn if you're eligible for savings to lower the cost of your monthly premiums and care. This savings will also apply to your child's dental coverage, whether it's a part of your health plan or a separate dental plan.

Visit [HealthCare.gov/lower-costs](https://www.healthcare.gov/lower-costs) to see if you may qualify for savings in the Marketplace based on your income.

What benefits do health plans cover?

All health plans in the Marketplace offer the same set of “essential health benefits.” These benefits cover things like doctor's visits, prescriptions, hospitalizations, pregnancy, and more.

Health plans can offer other benefits, like vision, dental, or medical management programs for a specific disease or condition. However, specific benefits may be different in each state. Even within the same state, there can be small differences between plans. As you compare plans, you'll see what benefits each plan covers.

How do I find a plan that fits my budget and meets my needs?

When choosing a plan, it's a good idea to think about your total health care costs, not just the premium you pay to your insurance company every month. Other out-of-pocket costs, like coinsurance or a copayment, can have a big impact on your total health care spending.

To pick a plan based on your total costs of care, you'll need to estimate how much care you're likely to use for the year ahead. When you compare plans in the Marketplace, you can choose each family member's expected medical use as low, medium, or high. When you view plans, you'll see an estimate of your total costs—including monthly premiums and all out-of-pocket costs—based on your household's expected use of care.

Marketplace plans are put into 5 categories: Bronze, Silver, Gold, Platinum, and Catastrophic. **These categories are based on how you and the health plan share the total costs of your care.**

Generally, plan categories with higher premiums (Gold and Platinum) pay more of your total costs of care. Categories with lower premiums (Bronze and Silver) pay less of your total costs. See the exception about Silver plans below.

If you're under 30, you can enroll in a Catastrophic plan whether you have an exemption or not. If you're 30 or older, you can enroll in this plan category only if you qualify for a hardship exemption (this includes affordability exemptions). To learn more about hardship exemptions, visit [HealthCare.gov/health-coverage-exemptions/hardship-exemptions](https://www.healthcare.gov/health-coverage-exemptions/hardship-exemptions).

Here's how you find a plan category that works for you:

- **If you expect a lot of doctor visits or need regular prescriptions:** you may want a Gold or Platinum plan. These plans generally have higher monthly premiums but pay more of your costs when you need care.
- **If you don't expect to use regular medical services and don't take regular prescriptions:** you may want a Silver, Bronze, or Catastrophic plan. These plans cost you less per month, but pay less of your costs when you need care.
- **If you qualify for extra savings on out-of-pocket costs:** your best value may be a Silver plan. If you qualify for a "cost-sharing reduction" ([HealthCare.gov/lower-costs/save-on-out-of-pocket-costs/](https://www.healthcare.gov/lower-costs/save-on-out-of-pocket-costs/)) based on your income, you can have a lower deductible and pay lower out-of-pocket costs (including [copayments \(HealthCare.gov/glossary/co-payment/\)](https://www.healthcare.gov/glossary/co-payment/) and [coinsurance \(HealthCare.gov/glossary/co-insurance\)](https://www.healthcare.gov/glossary/co-insurance/)) when you get care—but only if you enroll in a Silver plan.

How does dental coverage work in the Marketplace?

After you complete your Marketplace application and get your results, you can view health plans that include dental coverage. Some health plans offer dental coverage, but not all of them. If you want dental coverage and your plan doesn't offer it, you can enroll in a separate stand-alone dental plan at the same time you enroll in a health plan. Some dental plans only cover children and others cover families. You should review the plan details to make sure the plan includes the benefits you want.

Children's dental coverage in the Marketplace is an essential health benefit. This means that if your child is 18 or younger, dental coverage must be available as part of a health plan or as a stand-alone dental plan.

Will my doctor and prescription drugs be covered?

Before you compare plans in the Marketplace, you'll have the option to enter your doctors, medical facilities, and prescription drugs. When you view plans, you'll see if each plan covers the doctors, medical facilities, and prescription drugs you entered.

What's the health plan's quality rating?

You can compare health plans in the Marketplace using a 5-star quality rating for each plan. Under the 5-star quality rating system, plans are rated on a scale of 1-5. Five-stars means the plan has the highest quality. In some cases star ratings may not be available, like when plans are new or have low enrollment. The lack of a star rating doesn't mean the plans have a low quality rating. For more information about quality ratings, visit Marketplace.cms.gov/outreach-and-education/choosing-a-high-quality-plan.pdf.

Questions? Help is available.

- Visit HealthCare.gov/choose-a-plan for more information.
- Find someone in your area to help you at LocalHelp.HealthCare.gov.
- Contact the Marketplace Call Center at **1-800-318-2596**. TTY users can call 1-855-889-4325.

You have the right to get Marketplace information in an accessible format, like large print, Braille, or audio. You also have the right to file a complaint if you feel you've been discriminated against. Visit CMS.gov/about-cms/agency-information/aboutwebsite/cmsnondiscriminationnotice.html, or call the Marketplace Call Center at 1-800-318-2596 for more information. TTY users can call 1-855-889-4325.

Paid for by the Department of Health & Human Services.





kidcentral tn is a free, one-stop resource for Tennessee families to raise healthy and happy kids.



Created by the Governor's Children's Cabinet, **kidcentral tn** features articles on health, education, development and more, as well as a searchable directory of state-sponsored services for your family.

AT KIDCENTRALTN.COM, YOU CAN ...

- **UNDERSTAND AND CONNECT** with state services that matter to your family like child support or counseling services, and find help for any parenting situation.
- **REGISTER FOR A MY PROFILE ACCOUNT** and receive tips on how to support your child's physical, mental and emotional development—from birth to age 18—to ensure your family is on track.
- **BROWSE HUNDREDS OF ARTICLES** designed to help your family better understand topics like choosing the best child care and helping children through a difficult time.
- **EXPLORE INFORMATION** on how to teach your children the life skills they need to succeed, like money management and understanding insurance options.

A great resource for grandparents and other family members, too!

CONNECT WITH KIDCENTRAL TN TODAY!



Visit **kidcentraltn.com**



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Engage with **kidcentral tn** on Facebook and Twitter



Check out the **kidcentral tn** app in the Google Play and Apple app stores



Look for our kiosk in your local health department



kidcentral tn is here to empower all Tennessee families and ensure our state's bright future.

Breastfeeding

The experience of breastfeeding is special for so many reasons: the joyful closeness and bonding with your baby, the cost savings, and the health benefits for both mother and baby. Every woman's journey to motherhood is different, but one of the first decisions a new mom makes is how to feed her child. Here, you'll find facts about breastfeeding and get practical tips on how to make breastfeeding work for you while getting the support you need.

Q: Why should I breastfeed?

A: Breastfeeding is normal and healthy for infants and moms. Breastmilk has hormones and disease-fighting cells called antibodies that help protect infants from germs and illness. This protection is unique and changes to meet your baby's needs. Some reasons to breastfeed are:

- Breastfeeding offers essential nutrients and a nutritionally balanced meal
- Breastmilk is easy to digest.
- Breastmilk fights disease

Q: How long should I breastfeed?

A: The American Academy of Pediatrics recommends breastfeeding for at least 12 months, and for as long as both the mother and baby would like. Most infants should drink only breastmilk for the first six months.

Q: Does my baby need cereal or water?

A: Until your baby is 6 months old, the American Academy of Pediatrics recommends feeding your baby

breastmilk only. Giving your baby cereal may cause your baby to not want as much breastmilk. This will decrease your milk supply. You can slowly introduce other foods starting around 6 months of age.

Q: Does my baby need more vitamin D?

A: Most likely, yes. Vitamin D is needed to build strong bones. All infants and children should get at least 400 International Units (IU) of vitamin D each day. To meet this need, your child's doctor may recommend that you give your baby a vitamin D supplement of 400 IU each day.

Q: Is it okay for my baby to use a pacifier?

A: If you want to try it, it is best to wait until your baby is at least 3 or 4 weeks old to introduce a pacifier. This allows your baby time to learn how to latch well on the breast and get enough milk.

Once your baby is breastfeeding well, you should use the pacifier when putting your infant to bed to reduce the risk of sudden infant death syndrome (SIDS).

Q: Is it safe to smoke, drink, or use drugs?

A: If you smoke, the best thing you can do for yourself and your baby is to quit as soon as possible. If you can't quit, it is still better to breastfeed because it may protect your baby from respiratory problems and SIDS. Be sure to smoke away from your baby, and change your clothes to keep your baby away from the chemicals smoking leaves behind. Ask a doctor or nurse for help quitting smoking!

You should avoid alcohol in large amounts. An occasional drink is fine, but the American Academy of Pediatrics recommends waiting two hours or more before nursing. You also can pump milk before you drink to feed your baby later.

It is not safe for you to use an illegal drug. Drugs such as cocaine, heroin, and PCP can harm your baby. Some reported side effects in babies include seizures, vomiting, poor feeding, and tremors.

Q: Can I take medicines if I am breastfeeding?

A: Most likely. Almost all medicines pass into your milk in small amounts. Some have no effect on the baby and can be used while breastfeeding. Always talk to your doctor or pharmacist about medicines you are using and ask before you start using new medicines. This includes prescription and over-the-counter drugs, vitamins, and dietary or herbal supplements.

For some women, stopping a medicine can be more dangerous than the effects it will have on the breastfed baby.

Q: Do I still need birth control if I am breastfeeding?

A: Yes. Breastfeeding is not a sure way to prevent pregnancy, even though it can delay the return of normal ovulation and menstrual cycles. Talk to your doctor or nurse about birth control choices that are okay to use while breastfeeding.

Q: Does my breastfed baby need vaccines?

A: Yes. Vaccines are very important to your baby's health. Breastfeeding may also help your baby respond better to certain immunizations, giving him or her more protection. Follow the schedule your doctor gives you. If you miss any vaccines, check with the doctor about getting your baby back on track as soon as possible.

For more information...

For more information about breastfeeding, call the OWH Helpline at 800-994-9662 or contact the following organizations:

Centers for Disease Control and Prevention (CDC)

Phone Number: 800-232-4636 • www.cdc.gov

American Academy of Pediatrics (AAP)

Phone Number: 847-434-4000 • www.aap.org

La Leche League International

Phone Number: 800-525-3243 • www.llli.org

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Content last updated: July 25, 2014

 www.facebook.com/HHSOWH

 www.twitter.com/WomensHealth

 www.youtube.com/WomensHealthgov

www.womenshealth.gov | 800-994-9662

What if the “happiest time of your life” doesn’t feel so happy?



It seems like everywhere you look, you see happy moms. But the truth is, pregnancy and childbirth can bring a mix of emotions, including feeling sad and feeling overwhelmed. Many women may experience these emotions, which may be signs of depression and anxiety, before and after birth.

Contact a health care provider if you experience:



Intense anger, worry, or unhappiness



Extreme mood swings



Difficulty caring for yourself or your baby



Less interest in things you used to enjoy



Changes in your eating or sleeping habits

Reach out if you don't feel right.

To learn more, visit nichd.nih.gov/MaternalMentalHealth.
To find a mental health provider in your area, call 1-800-662-HELP (4357).



Eunice Kennedy Shriver National Institute of Child Health and Human Development



Action Plan for Depression and Anxiety Around Pregnancy

Having a baby brings a mix of emotions, including feeling sad and feeling overwhelmed. Many women experience deeper signs of depression and anxiety before and after birth. Be prepared. **Watch for the signs.**

If you...

- Feel like you just aren't yourself
- Have trouble managing your emotions
- Feel overwhelmed but are still able to care for yourself and your baby



You may be experiencing mood swings that happen to many pregnant women and new moms.

These feelings typically go away after a couple of weeks.

- Take special care of yourself. Get your partner to watch the baby, get a babysitter, or team up with another mom to share child care so that you can rest and exercise.
- Continue to watch for the signs of depression and anxiety in the yellow and red sections below. If things get worse, find someone to talk to. Talk to a health care provider if you feel unsure.

If you...

- Have feelings of intense anxiety that hit with no warning
- Feel foggy and have difficulty completing tasks
- Feel "robotic," like you are just going through the motions
- Have little interest in things that you used to enjoy
- Feel very anxious around the baby and your other children
- Have scary, upsetting thoughts that don't go away
- Feel guilty and feel like you are failing at motherhood

You may be experiencing postpartum depression and anxiety.

These feelings will not go away on their own.

- Get help. Contact your health care provider or visit a clinic.
- Call Postpartum Support International at **1-800-944-4PPD (4773)** to speak to a volunteer who can provide support and resources in your area.
- Talk to your partner, family, and friends about these feelings so they can help you.

If you...

- Feel hopeless and total despair
- Feel out of touch with reality (you may see or hear things that other people don't)
- Feel that you may hurt yourself or your baby

Get help now!

- Call **9-1-1** for immediate help.
- Call the National Suicide Prevention Lifeline at **1-800-273-TALK (8255)** for free and confidential emotional support—they talk about more than suicide.
- Call the Substance Abuse and Mental Health Services Administration's National Helpline at **1-800-662-HELP (4357)** for 24-hour free and confidential mental health information, treatment, and recovery services referral in English and Spanish.

Depression and Anxiety Happen. **Getting Help Matters.**

To learn more, visit nichd.nih.gov/MaternalMentalHealth.
To find a mental health provider in your area, call **1-800-662-HELP (4357)**.



Eunice Kennedy Shriver National Institute
of Child Health and Human Development



FREQUENTLY USED WORDS

Frequently Used Head Start Words, Abbreviations, and Their Meanings

Achievement Gap – the difference between the achievement of children from low-income families compared to middle-income and high-income families. The difference is a result of exposure to reading and language. On average, children from higher income families receive 40 times more hours of reading time before kindergarten than children from low-income families; and, on average, low-income families hear 30 million fewer words by the age of three.

Assessment – the process of determining the stage of development of a child. We are required to do major, written assessments of each child three times each year. The results of the assessment are used to develop an individualized program for educating your child and getting him or her ready for school. We use several different assessments, but the central assessment (see “Galileo” below) looks at 11 different domains or areas of learning. Assessment results are shared with parents during conferences and home visits.

CCR – surveys of needs related to families, interests and strengths

CDA (Child Development Associate) – an entry level credential for classroom staff that 120 hours of formal early childhood education training and on the job training. An evaluator reviews work samples and interviews and tests the CDA applicant.

CLASS – a “Classroom Assessment Scoring System” that works to create and sustain a positive classroom learning environment in

which teachers engage students in active learning so they become motivated and challenged to succeed.

DECA (Devereux Early Childhood Assessment) – a standardized behavior screening tool we use to determine a child’s needs in the areas of attachment, initiative, self-control, and behavior. Both parents and teachers provide information about the child for this screening. Any concerns that arise may be addressed using DECA resources and/or mental health referrals.

EPSDT (Early and Periodic Screening, Diagnostic and Treatment) – provides comprehensive and preventive health care services for children who are enrolled in Medicaid and TNCare. EPSDT ensures that children receive appropriate preventive, dental, mental health, and developmental, and specialty services.

Evaluation – a process of determining a need for treatment by a series of tests. Evaluations require parental consent.

Family Partnership Agreement – a process by which the family worker helps a parent assess his or her strengths and needs so they can set goals for the family or for individuals in the family.

Family Service Worker – our name for the individual at the center who works with families to complete social services, medical services, and many other center tasks. Family Service Workers may also substitute in the classroom and routinely encourage the involvement of parents.



FREQUENTLY USED WORDS

Galileo – the trade name for the main, on-line developmental assessment that we use to track how our children are doing, both individually and by groups.

Health Advisory Committee – a required advisory committee made up of Head Start parents, Head Start staff, and community representatives who work in health-related fields. The committee members review the health, nutrition, mental health, and disabilities policies and procedures and make recommendations for Head Start.

IEP (Individualized Education Program) – a plan for providing services for children who are found eligible for special education services after an evaluation.

NAEYC – The National Association for the Education of Young Children is the professional association that sets standards for early childhood education centers, and accredits outstanding centers. Due to the high cost of the process, we recently decided to maintain NAEYC accreditation for selected centers only, while continuing exceptional practices.

Performance Standards – Head Start regulations given by the federal government that our agency must follow.

Policy Council – a committee of Head Start parents and community representatives from each of the Head Start centers. This elected committee is responsible for carrying out many important functions for Head Start, including approval of personnel decisions, program plans, and requests for budget and program improvement.

Screening – a short testing tool used to quickly determine if a child might need further evaluation in areas such as developmental learning, speech and language, hearing and vision. Results may also be used to help measure program effectiveness.

Star Rating System – a ranking process that the state Department of Human Services uses to recognize quality child care centers. Three stars is the highest rating. All our centers have a 3-Star rating and a history of high scores on tests that measure classroom quality.

Transition – the process of successfully moving a child and his or her parents or guardians into the Head Start program from home or another agency or school and later to public school.

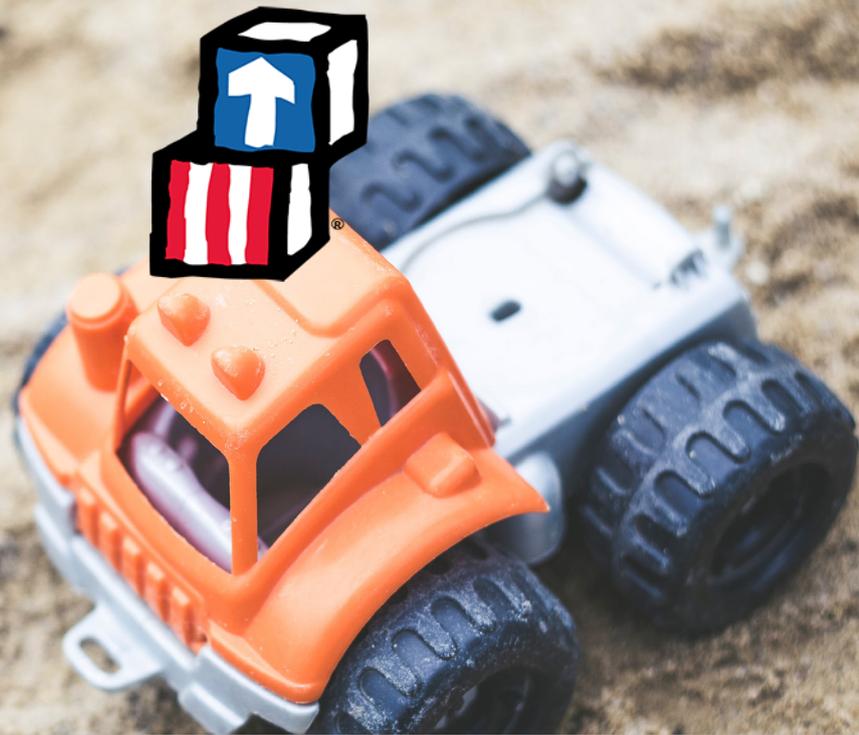
WIC (Women, Infant, Children) – a food supplement program for young children and pregnant women that provides a voucher for specific foods such as formula, fresh fruit, juice, fortified cereals, and cheese. Contact the local health department to apply.





Parent Handbook Sequatchie Valley Educational Development Agency

Published July 2021



Sequatchie Valley Educational Development Agency is an equal opportunity employer. We do not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations.