

BIG SANDY RANCHERIA
TRIBAL HEAD START PROGRAM

PARENT CALENDAR
&
HANDBOOK

PROGRAM YEAR
2005 – 2006

SEPTEMBER TO MAY

TABLE OF CONTENTS

Big Sandy Rancheria Tribal Head Start

- Addresses and Telephone Numbers
- BSR Tribal Head Start Program Staff

Philosophy

Mission

Admission Statement Head Start Procedures:

- Sign-In Sheet,
- Field Trips
- Attendance & Absences
- Emergency Information
- Smoke Free Environment
- Child Abuse
- Complaint Procedure for parents
- Emergency & Disaster Procedures
- Late Child Pick-Up

Head Start Policies:

- Holiday/Celebration Policies
- Clothing Policy
- Toilet Training Policy
- Child Discipline Policy

Health & Disabilities:

- When Your Child Is Ill
- Mental Health
- Disability Services Objectives

Education:

- The Creative Curriculum

Parent Involvement:

- The Policy Council & What You Can Expect
- Volunteering In The Classroom
- Parent/Teacher Conferences
- Parent Committee Meeting
- Family Partnership Agreements

Program Calendar:

- September
- October
- November
- December
- January
- February
- March
- April
- May

**BIG SANDY RANCHERIA
TRIBAL HEAD START PROGRAM**

Big Sandy Rancheria Tribal Head Start

Jose Mission Road
Auberry, CA 93602

Center Telephone Number: (559) 855-5237

Tribal Head Start Office Telephone Number: (559) 855-4003

Class begins at 8:30 a.m. and ends at 2:30 p.m.

Monday thru Thursday (4 days/week)

HEAD START PROGRAM STAFF

_____, Program Director
_____, Program Assistant
_____, Center Teacher
_____, Center Assistant
_____, Center Cook
_____, Center Custodian

PHILOSOPHY

The Big Sandy Rancheria's Tribal Head Start Program believes our purpose is to make a positive difference in children's lives. Our goal is to provide services and support to families in need. We hope to accomplish this goal by recognizing the strength in working as a team to provide the quality of life for both children and their families. All children, including those with disabilities or exceptional challenges, deserve the opportunity to learn and to be supported by people who can give strength, guidance and encouragement through their experience and education. We believe in respect for each individual and the individual efforts of every child, adolescent, adult and elder. The need for family and community effort are of high importance to accomplish our goals to help others and give every child their best possible start in scholastic achievement and enriching the family circle in the community.

MISSION

The Big Sandy Rancheria's Tribal Head Start staff is a highly motivated team of individuals dedicated to Early Childhood Development of children and to building a strong Family and Community Partnership. We provide age appropriate direction for Head Start children, their families and community members in the following areas: education, nutrition, mental health and social services.

ADMISSION STATEMENT

Head Start is a Federally Funded Early Childhood Development Program serving low income and special needs children, ages 3-5 and their families. Head Start is designed to provide children and their families with comprehensive child and family development services. There is no fee for these services. Head Start is operated on a nondiscriminatory basis given equal treatment and access to services without regards to race, creed, color, religion, sex, national origin, ancestry or handicapping condition.

HEAD START PROCEDURES

REGISTRATION

Priority of enrollment is given to the neediest families and children.

- Income
- Age
- Children with Disabilities
- Homeless
- Special Family Circumstances
- Pregnant Women

SIGN-IN SHEET

Parents or guardians **MUST** sign in and out (no initials) with the times of arrivals and departure clearly indicated. The person who signs the child in must remain with the child until he/she has been accepted for the day and screened for early signs of illness. All children must be picked up immediately following the end of class. Failure to pick up your child at the designated time may result in having your child dropped from the program.

ATTENDANCE & ABESENCES

If your child is ill or any other emergency occurs, contact your child's teacher on the first day of illness. After two unexcused absences a conference with parents is scheduled. After four consecutive absences or ten intermittent days of un-excused absences, the parents/guardians will be contacted regarding continued enrollment in Head Start Center. Center keeps a record of all absences and family contacts.

FIELD TRIPS

Field trips for children are planned to enrich and reinforce the curriculum. Several field trips will be taken throughout the year. A child must have a signed permission slip prior to participating in a field trip. Parent volunteers must have a current TB clearance and sign a statement that they are in good health.

EMERGENCY INFORMATION

If your child becomes ill or injured while at the center, you will be notified and either you or someone on your emergency card must come for your child immediately. The emergency procedure card must be kept current. We require a minimum of two people that we may contact to pick up your child in the case of an emergency. Remember if we cannot contact anyone from the emergency procedure card within an hour after time of pick up, authorities will need to be called.

SMOKE FREE ENVIRONMENT

Big Sandy Rancheria Tribal Council and Big Sandy Rancheria Tribal Head Start Program support and enforce a smoke free environment for all Head Start children. The use of tobacco products is prohibited in and around all Head Start buildings and grounds in all agency vehicles. That applies to all staff, parents, volunteers and visitors participating in Head Start sponsored activities.

CHILD ABUSE

All persons working or volunteering for Big Sandy Rancheria Tribal Head Start are mandated reporters. A mandated reporter is a person who is required by law to report any suspected child abuse or neglect. All reports are made to Fresno County Department of Social Services, HSS Child Protective Services Division and or the Fresno County Sheriff Department. Mandated reporters are not legally required to notify parents that a report has been made.

COMPLAINT PROCEDURES FOR PARENTS

The following complaint procedure was designed to settle difference and complaints regarding policies and procedures governing Head Start and/or action of the Big Sandy Rancheria Tribal Head Start Program. The intent is to settle complaints fairly and as quickly as possible.

- Step 1: Discuss the issue with the Head Start Teacher. If the teacher is unable to resolve the problem, proceed to Step 2.
- Step 2: Request a meeting with the Head Start Director. If the director is unable to resolve the matter, proceed to Step 3.
- Step 3: Request a meeting with the Big Sandy Rancheria Tribal Administrator. If no solution is reached, proceed to Step 4.
- Step 4: Request a meeting with the Big Sandy Rancheria Tribal Council. The Tribal Council decision is final.

EMERGENCY & DISASTER Classroom Preparation

Prior

Teacher are trained on procedures
Classroom will be check for hazards
Children will participate in earthquake drills monthly
Children will be guided to safest location for protection

During

The teacher will be responsible for keeping children safe and protected in the event of and earthquake or other major disaster

After

Director will account for and stay with children
Teacher will check for safest evacuation and relocation site for child pick-up
Teacher will only release children to parents or authorized person on the Child's emergency Procedure Card
In addition a sign will be placed on the front door of the center as to where the class has relocated

HEAD START PARENT ROLE:

Prior

It is recommended to have a family emergency evacuation plan developed
Emergency contact lists for children should be reviewed and updated every 30 days

During

Keep self and family safe

After

Prevent danger and keep communication lines free. Do not try to call or drive immediately to center. Children will be at the center if it is safe or taken to the relocation site if necessary
Instructions on relocation site will be posted on door of center

LATE CHILD PICK-UP

A child is considered at-risk when the child has not been pick-up within one-half hour after the scheduled class ending time. A master file of late pick-ups will be kept and monitored by the Head Start Teacher on a weekly basis. When a child is picked up late, the following procedure is implemented:

- **First Time:** Teacher will call the parent and/or emergency telephone numbers. The teacher will verbally inform the parent of the importance of picking up their child on time. The incident will be documented in the child's file and a copy forwarded to the Head Start Director
- **Second Time:** Teacher will call the parent and/or emergency telephone numbers. When the child is picked-up, the teacher will give a "Late Child" notice to the parent. A copy of the "Late Child" notice will be kept in the child's file and a copy sent to the Head Start Director.
- **Third Time:** (Repeat Second Time procedure) The Head Start Director will follow-up with the parent to discuss the issue and determine a plan. The parent will be informed that if this occurs again the child could be temporarily excluded from the program.

If a child is not picked up within one half-hour and no one can be reached to pick up child, the child is considered abandoned. We are required to inform the police or child protective services.

HOLIDAY/CELEBRATION POLICY

We have the responsibility to support the heritage and culture of each child and family.

We have the responsibility to support the heritage and culture of each child and family. The role of the Head Start Program is to support families in the cultural and/or holiday celebration in their homes or community. We recognize not all families practice celebration/holidays and support the child and family who have made that choice. We distinguish between celebration in the classroom and recognizing the meaningful events in children's and family lives.

Holiday/celebration will be recognized in the following manner, and will be celebrated by the Tribal Head Start Program.

- **We define recognition as:** To acknowledge, approve of or appreciate
- **We define celebration as:** To observe through ceremony or festivities

IN THE CLASSROOM

We acknowledge and recognize the meaningful events with respect to individual children and family culture by allowing spontaneous child initiated sharing to take place. Some examples: Sharing a special song, sharing something brought to school for the day, having adults support for spontaneous activity the individual child wants to do, talking with children about what is going on in their lives. Adults will take action or plan curriculum based on the spontaneous sharing of individual children in regards to holidays or celebration.

CLOTHING

Comfortable clothing that is easily managed by the Head Start child is recommended, (such as: pants with elastic waistbands, socks, tennis shoes or any comfortable shoe with no slip soles, no thongs and/or plastic or open sandals are allowed) It is not a good idea to send your child in his best clothing in case of spilled paint or other mishaps Remember a child's play is a child's work, children learn by participating in play

TOILET TRAINING

A written toilet plan will be developed for children when needed that shall include the following:

- Method of toilet training
- Time schedule
- Use of appropriate training equipment
- Use of appropriate clothing

NO DISCIPLINE POLICY GUIDELINES

Head Start uses positive approach to discipline. Usually, young children can be redirected in a firm, loving manner when in an environment where:

- Their needs are being met.
- They have a consistent daily schedule designated so they know what will happen next.
- They have materials and equipment that are age appropriate.

In cases where a child is continually using inappropriate behavior “Time-Out” is the only discipline that may be used. Time outs are one minute per age of child and used as a last resort. No corporal punishment is permitted.

Incident One: the teacher of all incidents involving their child in relation to aggressive behavior will notify Parent. Aggressive behavior is defined as deliberate, repeated and uncontrolled attacks on others physically or verbally. Documentation of the parent-teacher contact will be recorded.

Incident Two: If a child exhibits a second incident of aggressive behavior within one week the teacher will schedule a parent conference. The parent conference will address the behavior and the consequences if the behavior continues.

Incident Three: Children exhibiting a third incident of aggressive behavior within one week will be sent home for the remainder of the day.

FOLLOW-UP TO DISCIPLINE PLAN

If the discipline plan proves ineffective with no observable improvement in the child’s behavior, and other children and adults are still at risk, a recommendation can be made by the Teacher to the Director and Parent Policy Council that the child be dropped from the program.

CHILDREN WHO DOES NOT ADJUST COULD BE DROPPED

Children who exhibit overly aggressive behavior that causes bodily harm to themselves or other children and adults require immediate intervention such as:

- Problem solving solution between the teacher and child.
- Parent/Teacher conference.
- Center Action Plan developed by staff and parent/guardian.
- Early intervention team meeting.

HEALTH & DISABILITIES

Head Start emphasizes the importance of early identification of health problems, which, if undetected or untreated might cause learning difficulties. Head Start provides every child with comprehensive health care services. The Big Sandy Rancheria Tribal Head Start makes certain that your child is connected to a medical provider and receives a complete age-appropriate health assessment as recommended by the medical provider. This may include:

- All needed immunizations
- Growth and development checks
- Dental Screening
- Vision and Hearing Screening
- Nutrition Evaluation
- Test for anemia, lead poisoning, tuberculosis, blood pressure and other as needed by each individual child

Head Start requires that children have a complete dental examination with x-rays within 60 days from enrollment. It is also recommended that parents/guardian be present at all medical examinations.

NOTE: No assessment will be completed without parent notification and approval.

WHEN YOUR CHILD IS ILL

Although we expect your child to attend classes regularly, there are reasons to keep a child home from school:

- A sore throat, especially a strep infection. Usually a child may return when fever is gone and/or after treatment from a physician for strep throat.
- A cold or a bad cough, when symptoms are not due to an allergy or recent illness
- A fever
- Nausea and/or vomiting
- Abdominal cramps
- Diarrhea
- An unidentified rash
- Any infectious disease diagnosed by your family physician
- Your child is overly tired or emotional

HEALTH & DISABILITIES

MENTAL HEALTH

Children grow and develop rapidly during the preschool years. Head Start is concerned with the total development of each child. The Mental Health portion of the program focuses on the promotion of positive self-worth, respect for individual differences, and the ability to develop appropriate social skills. Accomplishments in these areas will affect a child's ability to play, love, learn and work at home, school and other environments.

GOALS & OBJECTIVES OF THE MENTAL HEALTH PROGRAM

The overall goal is to bring about a greater degree of social competence in children. The Head Start staff work towards this goal by following the objectives stated in the Head Start Performance Standards. These objectives are to:

- Enhance parents and staff understanding of child growth and development.
- Support mental health activities by staff and parents, which are matched to children's needs and abilities.
- Assist all children in the program with emotional, cognitive and social development.
- Provide services to maximize the full potential of children with disabilities or special needs.
- Ensure prevention and early identification of problems that may interfere with a child's development.
- Serve as a link for staff and parents in obtaining and/or providing counseling and other resources.

MENTAL HEALTH AREAS OF INVOLVEMENT

To meet the Mental Health objectives, Head Start has three areas of involvement: Prevention, Identification/Referral and Treatment.

Prevention Goals:

- Enhance positive self-concept
- Build positive relationships between children, their peers and their caregivers.

Identification/Referral:

- Early detection of problems is the focus of this area. Services to children and families include:
- Identification of possible problems through observation, screening and assessment.
- Referral of children to mental health professional when necessary

Treatment:

- Treatment can be recommended as part of the assessment process so that a child and family could benefit from these services.
- A plan will be developed by the mental health professional in conjunction with the family and Head Start staff.

HEALTH & DISABILITIES

Head Start has maintained a nation-wide policy of open enrollment for all eligible children. By encouraging “the inclusion of children with special needs in an integrated setting”. Head Start’s commitment to “mainstreaming” has been evident since its doors first opened in 1965. The basic idea of mainstreaming is that children with disabilities are first of all children.

We believe that young children with special needs have the right to be fully included in our Head Start classroom. Quality services for young children with special needs must include several components such as; a program design which addresses the unique learning style of a young child, a strong commitment to family involvement, interagency coordination and cooperation, on-going staff development and program evaluation. From identification to transition we believe that effective intervention will occur only if a team approach is used.

SPECIAL EDUCATION PROGRAM DESCRIPTION

Head Start provides a preschool program for young children with special needs. All children are fully integrated into the classroom with their peers. Speech therapy and behavior management consultant services are available to all children.

DISABILITY SERVICE AREA OBJECTIVES

To promote cooperation, coordination and collaboration between Head Start and the School Districts, Regional Centers, Children’s Hospitals and other medical professionals.

To provide the least restrictive environment to children with special needs by modifying the environment to accommodate either the special needs of scheduling needs if necessary.

To work with Head Start children with disabilities based on their written individualized Family Service Plan goals and objectives.

To encourage parents to be strong advocates for the rights of their children with special needs by promoting parents self-esteem.

To provide children with special needs the same Head Start comprehensive services offered to children without special needs.

Each year Big Sandy Rancheria Tribal Head Start performs developmental screening on each enrolled child. These screening include: Speech/Language, Gross & Fine Motor, Self-Help and Cognitive. This screening will give staff information about potential areas of concern.

Developmental Screening are conducted by your child’s teacher with assistance from other staff and a professional when necessary Results of the developmental screening will be shared with parents/guardians and we encourage the parents/guardian active involvement with decisions that are made.

EDUCATION

Curriculum

Our Head Start Program utilizes Creative Curriculum as the basis for our program curriculum. It is an Anti-Bias Multi-Cultural Bilingual Curriculum used to meet the specific needs of the children enrolled in the program. It helps children and families appreciate their own uniqueness, learn to feel comfortable with different from themselves, and to appreciate the differences as well as the similarities in people and their life styles.

Creative Curriculum emphasizes the process of learning. It is a successful curriculum for a wide range of children in and through a variety of learning activities and it will work for:

- Children from Diverse Socio Economic Backgrounds
- Bilingual and Multi-Cultural Children
- Gifted and Normally Developing Children
- Mildly and Moderately Disabled Children

Creative Curriculum encourages children and adults to initiate learning experience. Through planning and evaluation sessions, parent help to provide activities and develop strategies to challenge children's abilities and encourage children to develop and pursue their own interest, talents and goals.

Creative Curriculum is utilized because it will help to:

- Develop children's ability to make decisions
- Develop children's ability for self-expression
- Develop children's ability use think logically
- Develop children's ability spirit of learning

Early Childhood Development

Head Start is designed to meet the individual needs of children and their families. The Child Development program goals are to assist children reach their full child development potential which includes:

- A positive Self-Image and Self-Worth
- Socialization Skills
- Physical Solving Skills
- Problem Solving Skills
- Independence and Competence
- Relationships with other Children & Adults
- Conceptual and Communication Skills
- These goals are met through age appropriate activities in the classroom and playground.

EDUCATION

Other Important Elements of Creative Curriculum

This curriculum has six major functional areas:

- **Parent Involvement** – Involving parents in their children’s learning through group meeting workshops and individual conference bring an important quality to the program and to children’s learning process.
- **Room Arrangement** – is designed to encourage children with active learning. The room divided into work areas and learning interest areas i.e., block area, art area, toy/manipulative area, science area, book/quiet area, dramatic play area and computer area so children can find and use materials of particular interest them.
- **Active Learning** – Hands on experiences children have with adults and other children through planned and non-planned activities.
- **Child Observation** – By observing individual children within the learning environment, adults are able to develop and implement teaching strategies geared to the needs of each child. The process is documented by recording anecdotal notes of selected child behavior related to the kind experiences and social-emotional development.
- **Key Experiences** – The curriculum comes from a series of experiences that adults incorporate into classroom, centers and homes. The categories include: initiative, social relationships, music, movement, language, literacy, logic, mathematics, and science.

PARENT INVOLVEMENT

Policy Council

The Policy Council is a group of Head Start parents and community members Representatives and Alternates are elected from each center during the parent committee meeting at the beginning of the year to represent their center. Policy Council members take part in the shared decision making process in our Head Start Program.

The Policy Council meets monthly to provide formal channels for parent involvement in the shared decision making of the program. Standing committees, Personnel, Finance/Budget, Education/Curriculum and Program Planning meet as needed prior to Policy Council meeting to discuss issues from their center and make recommendations regarding various issues and/or policies.

The Policy Council is an excellent opportunity for parents to develop leadership skills and provide meaningful contribution to our Head Start Program. The Policy Council works in partnership with the Tribal Council and management staff to develop, approve or disapprove:

Funding applications

Program's mission and philosophy

Criteria for defining recruitment, selection & enrollment priorities

Annual self-assessment

Decisions to hire and terminate staff

New site locations and program and program options

The Policy Council Representatives help encourages parents to participate at their centers, take information back to and forth between Center Committee Meetings and Policy Council Meetings.

Parents will be reimbursed for gas and child care expenses in accordance with approved policy.

WHAT CAN I EXPECT IF ELECTED TO THE POLICY COUNCIL?

Take Part in major policy decisions affecting the planning and operation of the program.

To help develop child and adult programs that will improve daily living for Head Start families

To be able to learn about the operation of the program including the budget, level of education and experience required to fill various staff positions.

To take part in planning and carrying out program design to increase skill in areas of possible employment.

PARENT INVOLVEMENT

The program is required to generate a 20% dollar match to donated services. This translates to approximately twenty (\$20.00) dollars given by the Federal Government to fund the Head Start Program. Although the program is free to participate, we are required to generate in-kind through parent participation. There are many ways that parents can help and be involved in the classroom.

IN THE CLASSROOM

- Help with projects
- Help with lunch
- Read a book to a child
- Talk with the children
- Help on the playground
- Watch and observe the children
- Help children play games
- Help on field trips
- Give ideas for curriculum activities

AT HOME

- Preparing activities for the teacher
- Working with your child to complete activities you have planned with the teacher
- Read to your child

WHAT CAN I EXPECT AS A HEAD START PARENT?

- To be welcomed in the classroom
- To participate without fear of endangering child's right to be in the program
- To be informed regularly about child's progress
- To always be treated with respect and dignity
- Guidance for child to achieve total individual development
- To be informed of community resources

PARENTS ARE THE KEY TO A SUCCESSFUL HEAD START

We encourage parent participation in the form of attending parent meetings, parent workshops, parent fund raising events, in-service training or as a volunteer in the classroom.

Parent Committee Meetings and Parent Education are held monthly. All Center Base and Home Base parents are members and encouraged to attend. Parent Education Workshops are held monthly; topics may include:

PARENT INVOLVEMENT

PARENT CONFERENCES

At least twice a year your child's teacher will meet with you to share information and plan their work for your child and your family.

- Your child's progress is reviewed and an individualized plan is developed.
- Your family goals progress is reviewed and any follow-up or referrals are planned.
- Staff will follow program policies and procedures to ensure any personal information is kept confidential.

PARENT COMMITTEE MEETINGS

Be sure to attend the first Parent Committee Meeting. You will help:

- Select the time and day of the meetings
- Elect officers for the parent group
- Help select parent training topics
- Share ideas for classroom curriculum

FAMILY PARTNERSHIP AGREEMENTS

Your Family Advocate will be contacting you to schedule a home visit. Together you will complete a Family Partnership Agreement. This will help you identify goals for your family. It will help the Family Advocate plan the remainder of the year.

WELCOME

My Volunteer Days Are:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

Vision and Hearing Screening begin in the classroom. Watch for a flyer with information about the day and time.

Make sure your child attends school on their screening day.

Call the teacher if your child will be absent from school.

Nutrition and Food Service Program

We believe that children need healthy nutritious food for optimum growth and development. Our program exposes the children to a variety of foods and strives to serve the ethnic and cultural foods of all children in the program. The overall menu is designed to meet the current national nutritional guidelines of being low in sugar, fat, and salt. Through family style meal service, children develop socialization and fine motor skills, learn personal hygiene and to serve food to themselves, and learn to help with setup and cleanup of meals. Children also learn about living healthy through classroom nutrition projects, exercise program, food experiences and field trips. If your child is on a special diet for either medical reasons or family beliefs, please let your child's teacher or cook know, and the food service program will do our best to accommodate your child's needs.

We invite you to help plan our menu by either participating in the Menu Meeting, sharing a family recipe with our kitchen, by sharing ideas with your child's teacher, or on the cook's **Choice/Parent Suggestion Form**.

Menu Service: Every child in the program will receive a quantity of food in meals and snacks, free of charge, which provides **1/3 to 2/3** of the daily nutritional needs. Children will receive breakfast by 9:00 am, lunch by 12:00 pm, and snack by 2:00 pm.

The Big Sandy Rancheria Tribal Head Start Program participates in the **Child Care Food Program (CCFP)**, which helps us provide free meal to all children enrolled. The **Child Care Food Program**, however, does not cover the cost of meals eaten by the staff or parents. Due to this fact, the program will ask that if you wish to participate in a meal, you will need to follow these requirements: volunteer in the classroom at least two hours before or after meal (Please signup with your center) & volunteer will serve themselves child size portions to ensure enough food is available for seconds for the children enrolled.

*Food is purchased with **Federal money** and cannot be removed from the premises.

*The Child Care Food Program is available to everyone without regard to race, color, national origin, age, sex, handicap or creed.

Watch for the Parent Survey

When you receive your parent survey, please complete it and mail it back to us. This is one way that parents have input into the program. Please feel free to give us both positive and negative feedback about our program. This helps us plan for the future,

My Parent Volunteer days are:

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Keys for Choosing Children's Books

- A story that is short.
- A book with pictures and stories that go together.
- A book that allows the child to join in by naming objects, shapes, colors, imitating sounds, counting or finding numbers or letters.
- Books with simple rhyme or words that repeat throughout the story.
- A book, which makes you, feels comfortable about your nationality, culture or lifestyle.
- Books, which will make your child, feel good about him/herself.
- Books, which shows a balance between all people.
- Watch out for words that may insult people, for example lazy, backward, etc.

Teach Your Child “Child Safety”

1. Teach your child their full name, address and telephone number as well as how to use the telephone.
2. How to dial “O” for operator.
3. To know whose home they are allowed to enter.
4. If they become separated from you while shopping, go to the nearest checkout counter and ask the clerk for assistance.
5. If someone is following them, go to a place where there are other people, to a neighbor’s home or into a store and ask for help.
6. Never tell anyone over the phone they are home alone.
7. Teach your children not to answer the door alone, in an emergency, teach them to dial “O” or 911 and follow the instructions given by the operator. Have an arrangement with a neighbor for your child to call if someone tries to get into the house or if the child is frightened.
8. Tell a parent if any adults ask them to keep a secret.
9. No one has the right to tough them or make them feel uncomfortable. They have the right to say NO.
10. Yell HELP, not just scream if they need assistance.

Why Do Children Misbehave?

Common Causes:

- Being tired, hungry or sick.
- Not understanding what is expected or that a certain behavior is wrong.
- Being angry – for example, when children don't get what they want.
- Being afraid – of darkness, new people, failing, losing their parent's love, etc.
- Trying to get attention when jealous of new baby, a brother's or sister's accomplishments, etc.
- Feeling hurt – seeking revenge against people who have hurt them.

Encourage Positive Behavior:

- Give your child love and understanding. Children need plenty of hugs, kisses, smiles and encouragement.
- Listen to your child carefully. Try setting aside special time with your child each day.
- Set limits. All children need rules for things like bedtime and behavior.
- Reward good behavior. Praising your child for good behavior will encourage that behavior.
- Promote responsibility and independence. Allow your child to make more decisions as he or she grows.
- Discuss emotions. Acknowledge your child's anger and frustration.
- Set a good example. If you want your child to be on time, to speak softly or be polite, make sure you do those things too.

Story Time

Getting Your Child Ready to Read

- Read to your child as often as possible.
- Introduce books in a fun, non-threatening way.
- Story time should be an enjoyable time for both the child and the parent.
- When you finish a story, ask your child to read the book back to you; it's okay if they only read pictures.
- Ask them questions about the story.
- Point out details in the picture.

If your child is introduced to books in a fun way . . .

- His/her love of books and literature will develop naturally
- The more curious your child will become about printed symbols and letters.

The Common Cold

Croup is a respiratory disease caused by a virus. A child with croup has a cough that sounds like a seal barking.

A cool mist humidifier can help a child who has a mild cough. Sometimes, the cough will stop if you take the child outside into the cool air.

Croup can cause inflammation and swelling of the airways. The airways become narrow and the child has difficulty breathing. This can be vary serious.

You should call your doctor immediately if:

- Your child is coughing and can't stop.
- Your child makes a wheezing or odd sound when breathing, especially when he/she inhales air.
- Your child can't seem to get her breath.
- The cough continues and the child seems to be getting tired.
- Anytime you are worried about your child's breathing.

Working Together for Your Child

Parents are Partners by . . .

- Sharing with teachers what your child knows likes and how your child feels about school.
- Telling the teacher what is important to your family so they can support your values for your child at school.
- Sharing with the teacher any needs or concerns you have regarding your child.
- Meet with the teacher and plan for your child's growth and education.
- Spending time with your child doing fun activities at home.

Teachers are Partners by . . .

- Completing a Developmental, Speech and Language and Social Emotional Screening to see if your child needs special help in any of the areas.
- Observing your child in the classroom to see what the child is able to do, interest in doing and ready to learn.
- Home visits and discussing information about your child and planning together activities for your child at home and at school.
- Adding the activities planned for your child into the daily classroom curriculum.

Remember Our Holiday/Celebration Policy

In order to respect all families, **we do not celebrate holidays in the program or classroom.**

Child Abuse Prevention Month

Things parents can do to lesson the risk of abuse:

- Know where your children are and what they are doing.
- Being Know who is with your children. Get to know any adults or older children that have regular contact with your child.
- Check out fully any baby-sitters or day care providers. Ask for references and then check them.
- Do not use child care settings or child development programs, which prohibit drop-in visiting.
- Visit your child's day care facility frequently and observed the daily activities.
- Talk with your children about the day's activities. Be observant of anything they say or do that seems out of the ordinary.

Remember

You have the primary responsibility for your child's well being. With a little time and effort you may prevent your child from being injured in an abused situation.

Ready for Kindergarten Checklist

This checklist can help you prepare your child for school. It's best to look at the items included as goals toward which to aim. They should be done as much as possible through everyday life or by fun activities you've planned with your child. Remember that all children are unique. They grow and develop at different rates and no one thing guarantees that a child is ready for school.

Good Health and Physical Well-Being

My Child:

- Eats a balanced diet
- Receives regular medical and dental care and has had all necessary immunizations.
- Get plenty of rest.
- Runs, jumps play outdoors.
- Works on puzzles, scribbles, colors, paints and draws.

Social and Emotional Preparation

My Child:

- Is learning to be confident enough to explore new things.
- Is learning to work well alone and does many tasks himself.
- Has many opportunities to be with other children and is learning to cooperate with them.
- Is learning to use self-control.
- Can follow simple instruction.
- Helps with family chores.

Language and General Knowledge

My Child:

- Have many opportunities to play.
- Is read to every day.
- Has access to books and other reading materials.
- Has his television viewing monitored by an adult.
- Is encouraged to ask questions.
- Is encouraged to solve problems
- Have opportunities to notice similarities and differences.
- Is encouraged to sort and classified things (example: look for red cars on the high way)
- Is learning to write his/her name and address.
- Is learning to identify shapes and colors.
- Has an opportunity to get firsthand experiences to do things in the world, to see and touch objects, hear new sounds, smell and taste foods.

Summer Days Are Here!

Now that the weather is nice, children can and should go outdoor everyday for exercise, fresh air and fun. You and your children will have greater freedom outdoors to jump, hop, swing, look and listen. Remind them about any rules you have for playing outside.

Some Activities To Do Outdoors

Talk about all the things you and your children see in the sky and near your home, such as colors, sun, moon, neighbors, cars, clouds, flowers, trees, etc.

Help your children find animals and insects. Tell your children the names of the animals and insects they see and hear. Ask your children where they think the animals live, how do they build their homes or where do they get their food.

Help your children dig and plant a garden. Talk about each tool you are using and what it does. Look at seek packages and vegetables in the store and then decide what to plant. Pick things that you and your child like best. Radishes, carrots and beans grow fast.

Look at the sky at different times of the day. Talk about changes in the leaves, how the trees bend in the wind, and what the clouds look like. Are there more or less birds in the sky now than there were last month?

Listen for sounds. Ask your child to name the sounds they hear and where they think the sound come from.

**Big Sandy Rancheria
Tribal Head Start Program**

**In-Kind
“Meeting Our Match”**

The Big Sandy Rancheria Tribal Head Start Program receives funding and required to match 20% of the federal dollars received with non-federal dollars. This match may be done with cash contribution, donations or by In-Kind contributions. Volunteer hours or time providing services to the Head start program can be counted as In-Kin contributions. For example, when a parent volunteers to spend time in the classroom, the value of those volunteer hours can be calculated at the minimum hourly rate and used as in-kind contribution match. The cost of parents transporting their children to and from the Head Start center is also used as in-kind match. Therefore, it is very important that parents sign-in and sign-out daily in order for the program to be able to document and verify the in-kind received.

What Is In-Kind?

The Federal Government defines In-Kind as the “matching share of that portion of allowable program cost born by the Federal Government.” For some programs, the “matching share” may be cash or In-Kind contribution. The matching share-cash/In-Kind (non-cash) – must be earned during the funding period. In general, for every \$1.00 of Federal money we receive, we must cash or In-kind at a value of \$0.25.