

BIG SANDY RANCHERIA TRIBAL HEAD START PROGRAM

HANDBOOK & CALENDAR

PROGRAM YEAR
2008 – 2009

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- September
- October
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**BIG SANDY RANCHERIA
TRIBAL HEAD START PROGRAM**

Big Sandy Rancheria Tribal Head Start
37151 Jose Basin Road
Auberry, CA 93602

Center Telephone Number: (559) 855-5237
Tribal Head Start Office Telephone Number: (559) 855-4003 x 204

Head Start hours are between 7:30am and 1:30pm
Monday thru Thursday (4 days/week)

HEAD START PROGRAM STAFF

Program Interim Director:	Jami Rodriguez
Program Assistant:	Bobie Walker
Teacher:	Louise Adams
Teacher Assistant:	Nancy 'KK' Santillan
Teacher Assistant:	Sharon Leonard
Cook:	Natalie Phelan
Custodian:	Mercy Phelan

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
- Tribal/Native Priority

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 & ABSENCES

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 may 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.

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 card must be kept current. We require a minimum of two people that we may contact to pick up your child in the event of an emergency. Remember if we cannot contact anyone from the emergency 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, in all agency vehicles, and around or near any Head Start child while in Head Start care. 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 BSR ICWA representative, 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

Teachers are trained on procedures
Classroom will be checked for hazards
Children will participate in fire 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 an earthquake, fire or other major disaster.

After

Teacher will account for and stay with children.
Teacher Assistant 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.
If necessary, 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 twice per year, or as changes occur.

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 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. 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 toileting plan will be developed for children, when needed, that shall include the following:

- Method of toilet training
 - Our program does not use diapers or pull ups unless it is Doctor recommended or in a child's IEP.
- Time schedule
- Use of appropriate training equipment
- Use of appropriate clothing

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 DO 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

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 given priority.

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 individual needs of.

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 screenings 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/guardians 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 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 individuals different from themselves, and to appreciate the differences as well as the similarities in people and their lifestyles.

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 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, community member 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 to encourage parents to participate at their centers, take information 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 have the opportunity 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 for every \$100. 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 opportunities are held monthly. All Center Base parents are members and are encouraged to attend. Parent Education Workshops are held monthly; topics may include but are not limited to: Stress Management, Counseling, Parenting, Attending College or Vocational training, Budgeting, Nutrition, Substance Abuse, Domestic Violence, etc.

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 goal 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:

WE NEED YOUR SUPPORT THROUGHOUT THE YEAR

- Make sure your child attends school on their screening day. Check your calendar information for the day and time.
- Call the teacher if your child will be absent from school. A note will be made by staff in the 'reason for absence' column on the attendance sheet.
- Children's classroom screenings, assessments and observation include:
 1. Dental screenings - Central Valley Indian Health
 2. Height & Weight - Center Staff
 3. Hearing & Vision - Central Valley Indian Health & Sierra Unified School District
 4. Brigance Pre-School Screening - Center Staff
 5. Nutrition Assessment - Central Valley Indian Health
 6. Speech Observations - Sierra Unified School District
 7. Mental Health Observations – Sierra Unified School District
 8. TB screening (when necessary) – Central Valley Indian Health

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, fine motor skills, personal hygiene, to serve 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 participating and sharing a family recipe with our cook. Parents may share 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 at 8:50 am, lunch at 12:00 pm, and snack at 3:00 pm.

The Big Sandy Rancheria Tribal Head Start Program participates in the Child Care Food Program (CCFP), which helps us provide free meals 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 a meal (Please sign up 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.