

NESD Head Start Program, Inc.



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<http://nesdhs.org/>

For Menus, Newsletters, Father Times and more

Family Information Book *2017-2018*

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MY RIGHTS AND RESPONSIBILITIES

MY RIGHTS AS A HEAD START PARENT

- To Be Recognized** as my child's primary educator and as such make decisions regarding his/her education.
- To Be Welcomed** in the classroom anytime.
- To Help Develop** parent programs that will improve daily living for my family and me.
- To Decide** how I will participate in the Head Start program.
- To Be Informed** regularly about my child's progress in Head Start.
- To Expect** guidance for my child from Head Start teachers and staff that will help his/her total individual development.
- To Be Able** to learn about the operation of the Head Start program including the level of education and experience required to fill various positions.
- To Be Informed** about all community resources concerned with employment, health, education and the improvement of family life.
- To Be Treated** with respect by staff and other parents.
- To Express** my concerns by following the Parent Complaint Procedure.
- To Share** my culture in developmentally appropriate ways.

MY RESPONSIBILITIES AS A HEAD START PARENT

- To Follow** Head Start procedures and have my child dropped off and picked up at assigned times.
- To Set** a pattern of regular school attendance and bring my child to school every day.
- To Accept** Head Start as an opportunity through which I can improve my life and the lives of my children.
- To Take Part** in the classroom as an observer, a volunteer worker and to contribute my services in whatever way I can toward enrichment of the total program.
- To Provide** parent support and encourage others to participate.
- To Work** with the teachers, staff and others in a cooperative way.
- To Guide** my child with love and respect.
- To Take Advantage** of programs designed to increase my knowledge about child development and my skills in areas of possible employment.
- To Become Involved** in community programs that help to improve health, education and recreation for all.
- To Show** respect and courtesy to staff members and other parents.
- To Participate** in parent meetings and to be informed about activities in the classroom.
- To Attend** volunteer training and follow the procedures outlined.
- To Obtain** Head Start health requirements for my child, which include: physical and dental follow-up.
- To Report** suspected child abuse or neglect incidents as required by law.

WELCOME TO HEAD START

The early years of childhood are a very important time in a child's overall development. It is at this time that learning patterns and skills are developing, emotional development is taking place, the child's curiosity is increasing rapidly and the child is developing into an individual mentally, physically and emotionally.



The Head Start staff is looking forward to working with you, reinforcing your role as primary educator of your child, during these developmental years.

We welcome you and your family into the Head Start Program.

NORTHEAST SOUTH DAKOTA HEAD START PROGRAM, INC.

Head Start is funded by the Administration of Children and Families and is locally sponsored by the Northeast South Dakota Head Start Program, Inc. NESD Head Start serves the thirteen (13) county area listed below with the main office located at 200 South Harrison St., #1, Aberdeen, SD 57401. Phone: (605) 229-4506 or 1-888-734-8143.

NESD Head Start serves the following counties: Beadle, Brown, Campbell, Day, Edmunds, Faulk, Hand, Marshall, McPherson, Potter, Roberts, Spink and Walworth.

If you have any questions or concerns regarding the Head Start Program, please write or call (you are always welcome to use the local Head Start telephone).

Tom Hopper, Executive Director
NESD Head Start Program, Inc.
200 South Harrison Street, #1
Aberdeen, SD 57401
Phone: (605) 229-4506
Toll Free No: 1-888-734-8143

Bobbi Piasecki, Grantee Board President
NESD Head Start Program, Inc.
200 South Harrison Street, #1
Aberdeen, SD 57401
Phone: (605) 229-4506

MISSION STATEMENT

The mission of the Northeast South Dakota Head Start Program, Inc., is to provide assistance through education, training awareness and support to enable Head Start children and families to identify and remove obstacles that keep them from attaining their fullest potential as self-assured, self-sufficient individuals and families.

CONFIDENTIALITY AND AGENCY RECORDS

All parents, staff and volunteers will sign a Confidentiality Statement agreeing to comply with the NESD Head Start Confidentiality Policy.

Family Records are confidential. NESD Head Start follows Federal Regulations on how to maintain records. Only the child's parents / legal guardians or program staff may have access to the records. All others must have parent's / legal guardian's written permission or a court order to obtain records except in case of abuse or neglect.

In order to provide services which are both comprehensive and adequate to meet the needs of children in the program, the Agency gathers information on educational and social development, health, dental and medical history, nutrition, parent engagement, social services and income. Parents are the primary source of this information and the Agency will not solicit information from other sources without obtaining parent permission. While effective communication among staff, parents and volunteers is essential, it is equally essential to protect the privacy of families. For this reason, the following procedures have been established:

- A. All records of the Agency relative to specific children, or families, are confidential and will be protected from unauthorized scrutiny.
- B. Parents must sign a "Release of Information" before the agency can release any information about a child to another agency/person, etc., **except in case of abuse or neglect.**

Head Start is required by SD Law, S26-8A-9 (S118B of HB 1140) to report suspected cases of child abuse or neglect. We are also expected to cooperate in these investigations. The safety and welfare of the child is Head Start's first consideration and employees will report actions that threaten that safety.

- C. Agency records concerning a child may be reviewed by the child's parent(s).
Non-custodial parents/guardians have the same rights of access as custodial parents/guardians unless there is a court order that specifically prohibits access.
- D. Staff, parents/guardians and volunteers will not discuss information obtained through contact with the Head Start Program with persons not employed by the agency. A signed confidentiality agreement is signed and kept on file.
- E. Volunteers will not have access to children's files.

CHILD PHOTOS

When you volunteer at Head Start or attend a program event, you are **not allowed** to take pictures or video of children other than your own.

SOCIAL MEDIA

Head Start staff and parents/guardians/family may not share **ANY PHOTOS** of Head Start children or their families, other than their own, on **any social networking sites** including but not limited to:



Snapchat



SEX OFFENDER REGISTRY

A person listed on any official National or State Sex Offender Registry cannot be involved with a Head Start child at the Head Start Centers or Head Start Home Base group activity.

COMMUNITY/PARENT COMPLAINT PROCEDURE

This is the procedure for resolving parent or community concerns regarding the program operation or staff. The purpose of this procedure is to resolve the conflict in as few steps as possible:

- A. The Family Services Coordinator, Education Coordinator, Teacher or Home Visitor should be made aware of the concern and these people should handle the problem at the local unit level if possible and appropriate.
- B. If the problem cannot be resolved at the local unit level, the concern should be directed to the local Policy Council Community Representative, Policy Council Parent Representative, Program Director and/or the Policy Council Chairperson.
- C. If the concern is not resolved at this point, it will be taken to the Executive Committee of the Policy Council.
- D. The person or group expressing the concern will be notified of action taken by the Policy Council within (2) weeks of the meeting.
- E. If the complaint deals primarily with the Executive Director, it will be addressed to the President of the Grantee Board and the Policy Council Chairperson.

These guidelines are subject to annual review, revision and approval by the Policy Council and the Grantee Board of Directors

HEAD START PROGRAM OPTIONS

Center Based

- The Center-Based Head Start operates four days a week, Monday through Thursday, with the children in the classroom for three and one-half hours each day. Fridays are reserved for staff planning, training, home visits, conferences and special activities. Teachers are required to conduct two home visits and two parent conferences per year. The classrooms are divided into special interest areas where various learning experiences are provided. A breakfast or snack and lunch are served family style. Each center serves 17 children per am and pm session and is staffed with a Teacher and Teacher Assistant. Center staff may also include a Cook, Bus Driver, Noon Assistant and parent volunteers. Parents of Head Start children actively participate in the planning and implementation of the center-based program.

Home Based

- The Home-Based Head Start option functions on the concept that the parents are not only the first, but also the most influential educators of their own children. This program helps parents to provide for their children in their homes the same developmental activities and support services that the children would receive if they attended a center. Home Base focuses on the family. The core program is built around weekly home visits by a Home Visitor. During those visits, lasting one and one-half hours, the Home Visitor and the parents work side by side to meet the individual educational, social emotional and physical needs of the child. Parents play the major role in shaping what and how the child learns. The Home Visitor works primarily with parents and parents work with their own child. Parent involvement has been shown to be the key to successful preschool enrichment. Group meetings are held twice a month where families in a unit meet at a central location for planned activities. A parent or legal guardian is required to attend group with their child.





NESD Head Start Bus Guidelines

What You Need to Know About Transportation: Guidelines for Parents

1. Children will be picked up and delivered at a designated time and place. **In case of an extreme emergency, please contact the center. Numerous changes in the bus schedule affect everyone!**
2. The driver will wait approximately three (3) minutes at a pick-up point. If necessary, the driver will honk the horn one time. It is **EXTREMELY** important to stay as close as possible to the schedule.
3. Children **MUST** be ready when the bus arrives. The parent or guardian **MUST** let the driver know that they are aware that the child has gotten to the bus. The driver is unable to leave the bus to come to the door. If the child misses the bus, it is the parent's responsibility to bring the child to school.
4. When a child is delivered home, the parent or guardian **MUST** let the driver know there is someone to receive the child. The driver is unable to leave the bus to come to the door. It is the responsibility of the parent/guardian to be there. In the event of an emergency, the parent/guardian should notify the center.
5. If there is no one home for pick-up or drop-off, the child will be taken to the center and the staff will make every effort to locate the parent/guardian. If this attempt fails, it is the practice of the program to contact the Family Services Coordinator who will call the local law enforcement requesting the Police Department to do a home well check.
6. **It is the responsibility of the parents to notify the staff if their child is not to be picked up. Please notify the center when your child is able to return. Aberdeen Center parents also need to notify Ride Line at 626-3333.**
7. Only Head Start children and volunteers will be transported on the bus. When a parent volunteer needs a ride to the center, we ask that you make arrangements with the Bus Driver the day before. If you need to get a message to the center, the Bus Driver is always able to deliver messages.
8. There is no food, drink or smoking on the bus.
9. Toys and personal items should not be sent with the children unless staff designates a time.
10. All passengers must wear appropriate safety restraints.
11. Parents or guardians who transport their own children must accompany the child into their classroom. **Children must not arrive before the scheduled class time begins and must be picked up by the scheduled dismissal time.**
12. If you have a change of address during the school year, every attempt will be made to transport your child; there may be certain situations in which transportation will not be available.

TIPS ON SAFELY BOARDING AND EXITING THE SCHOOL BUS

Abstract

School buses are nearly eight times safer than passenger vehicles, but children must take care when boarding or leaving the bus. This tip sheet offers tips for those Head Start staff members working with children on how to board and exit a bus safely.

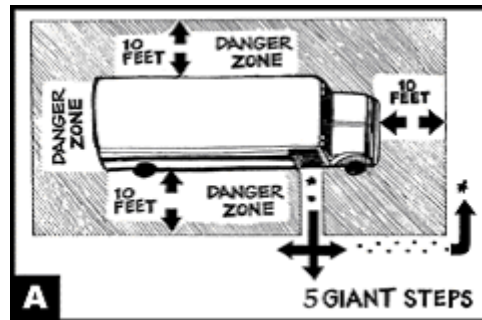
Tips on Safely Boarding and Exiting the School Bus

School buses are nearly 8 times safer than passenger vehicles. But children must take care when boarding or leaving the bus. While an average of 7 school-age passengers are killed in school bus crashes each year, 19 are killed getting on and off the bus.

Most of those killed are children, five to seven years old. They are hit in the danger zone around the bus (A), either by a passing vehicle or by the school bus itself. It is illegal for a vehicle to pass a bus with its red light flashing.

Young children are most likely to be hit because they:

- hurry to get on or off the bus,
- act before they think and have little experience with traffic,
- assume motorists will see them and will wait for them to cross,
- don't always stay within the bus driver's sight, or
- drop something as they get off the bus and run into the path of the bus to pick it up.



Teach Your Child to Get On and Off the Bus Safely:

- When getting on the bus, stay away from the danger zone and wait for the driver's signal. Board the bus one at a time.
- When getting off the bus, look before stepping off the bus to be sure no cars are passing on the shoulder (side of the road). Move away from the bus.
- Before crossing the street, take five "giant steps" out from the front of the bus, or until the driver's face can be seen (A). Wait for the driver to signal that it's safe to cross.
- Look left-right-left when coming to the edge of the bus to make sure traffic is stopped. Keep watching traffic when crossing.

Safety Steps You Can Take:

- Supervise children to make sure they get to the stop on time, wait far away from the road, and avoid rough play.
- Teach your child to ask the driver for help if he/she drops something near the bus. If a child bends down to pick up something, the driver cannot see him/her and the child may be hit by the bus. Have your child use a backpack or book bag to keep loose items together.
- Make sure clothing and backpacks have no loose drawstrings or long straps, to get caught in the handrail or bus door.
- Encourage safe school bus loading and unloading.
- If you think a bus stop is in a dangerous place, talk with your school office or transportation director about changing the location.



Learn and Follow School Bus Stop Laws:

Laws exist to protect children getting on and off the bus AND protect you from a tragedy. Check with your school or police department for more information on your state's laws. Here are some rules:

- Vehicles must stop when the bus displays flashing red warning lights and extends the stop signal arm (B). Vehicles may not pass until the flashing red lights and signals are turned off.
- Vehicles traveling in the same direction as the bus are always required to stop. In some states, vehicles moving in the opposite direction on a divided roadway are also required to stop. Check the law in your state.
- Never pass on the right side of the bus, where children enter or exit. This is illegal and can have tragic results.

Violation of these laws can result in a citation and fine. In many places, school bus drivers can report passing vehicles.

*Guidelines provided by National Highway Traffic Safety Administration



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-taken from US Department of Health and Human Services, Administration for Children and Families,
Early Childhood Learning and Knowledge Center website:

<http://eclkc.hhs.gov/hslc/ProgramDesignandManagement/Transportation>

PEDESTRIAN SAFETY TRAINING FOR PARENTS

Keep your child safe... Use Street Smarts!

WHY IS IT IMPORTANT?

- ↳ Young children believe if they can see a driver, a driver can see them
- ↳ They think cars can stop instantly
- ↳ They can't tell where the sounds come from.
- ↳ Few can judge how fast traffic is moving.
- ↳ Their field of vision is one-third that of adults.
- ↳ They don't recognize danger or react to it.
- ↳ Very young children see cars as friendly, living creatures.

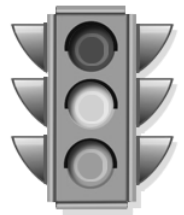


HOW TO STAY SAFE...when crossing the street

- ↳ **STOP** at the curb or edge of the road. NEVER run into the street!
- ↳ **LOOK** for traffic—left, right, and left again.
- ↳ If your view of traffic is blocked by a car or tree, **slowly move out** just until you can see.
- ↳ **LOOK** for traffic—left, right, and left again.
- ↳ **WAIT** until traffic is clear, then cross.
- ↳ **KEEP ON LOOKING** both ways until you've safely crossed the street.
- ↳ Use **sidewalks**.
- ↳ **Walk on the left side of the road**, facing traffic. (Very important when there's no sidewalks)
- ↳ **Cross at the corner** when possible.
- ↳ **Watch for cars backing out** of driveways and parking lot spaces.
- ↳ Children should be advised by their parents as to **which streets are safe to cross**.
- ↳ If you must be out at night—**be seen**. Carry a flashlight and wear retro-reflective material on your clothes. (Can be found in hardware, sporting goods or fabric stores.)

MORE THINGS YOU CAN DO AT HOME

- ↳ As you're crossing streets, getting into and out of your vehicle or walking through parking lots, talk to your child about how to stay safe and practice the safety rules.
- ↳ Always have your child hold your hand when crossing the street.
- ↳ Remind your child how important they are to you and how you want to make sure they stay safe.



Adapted from LLU Children's Hospital, Safe Kids-Pedestrian Safety

INCLEMENT WEATHER



From time to time, weather conditions do not permit the safe operation of Head Start center activities. Head Start will be cancelled when the local public school has been cancelled or when the staff feels that weather conditions will jeopardize the safety of Head Start children.

IN THE EVENT OF A CANCELLATION, FAMILIES WILL BE NOTIFIED BY PHONE UTILIZING SCHOOL REACH. Please notify your Teacher / Home Visitor if your phone number changes.

ALSO PLEASE WATCH YOUR LOCAL TELEVISION STATIONS OR CHECK THEIR WEB SITES FOR HEAD START CANCELLATION

ATTENDANCE POLICY

Consistency of daily attendance is important for your child. Children need an established routine. Children are expected to arrive on time and stay for the complete session. By having your child ready when the bus arrives or arriving on time when you transport, you enable your child to participate fully in all activities and set a positive example for their first school experience.

NORTHEAST SOUTH DAKOTA HEAD START PROGRAM, INC.

ATTENDANCE POLICY

The program promotes regular attendance by all children and tracks attendance for each child in a computerized child tracking system (Child Plus). The attendance goal of 100% is encouraged to be maintained by each child, but the Program aims for an overall 85% monthly attendance rate in its Center-based program. In order to monitor attendance and support the families in maintaining an individual 85% monthly attendance, strategies to promote attendance are implemented.

Strategies used will include, but are not limited to, providing information about the benefits of regular attendance, conducting phone calls, home visits, or other direct contact with the child's parent/guardian. If a child ceases to attend, every effort will be made to re-engage that child and family into the Program. If this is not possible, the slot will be considered a vacancy.

The Head Start Program implements a process to ensure children are safe when they do not arrive to school. If a child is unexpectedly absent and the parent/guardian has not contacted the Program within an hour of start time, the Program will contact the Parent/Guardian to ensure the child's well-being. In the event the parent/guardian cannot be reached by telephone concerning the well-being of the child, the emergency contact person will be notified to assist the well-being of the child. Documentation will be written on the attendance sheet, and also given to the Family Services Coordinator to document in Child Plus.

The Head Start Family Services Coordinator will make a home visit or other direct contact after the child has **two consecutive days of unexcused absence**. If absences are due to family circumstances, appropriate family support measures will be initiated. All family support measures initiated due to attendance problems will be documented in Child Plus. Parent(s)/guardian(s) are informed that failures to contact the Center/Home Base unit may result in the child being withdrawn from the Program.

The Office Manager will be notified when chronic absenteeism has been identified by staff.

- a. When a child's attendance has fallen below 85%, a letter will be sent to the parent/guardian stating the importance of attendance and requesting contact be made with the Head Start Staff in their area.
- b. When a child's attendance continues to be unexcused or fall below 85%, a second attendance letter will be sent to the family requesting the child be present for the remainder of the school year and contact be made with the Head Start Staff in their area.
- c. If Head Start Staff receives no response to the first or second attendance letters, or the child continues to be unexcused, a letter will be sent to the parent/guardian stating the child has been withdrawn from the Program.

The Office Manager must be contacted to review the situation before the child is dropped from the Program. The Office Manager will also discuss the situation with the Executive Director, Education, and/or Family Services Managers.

SERVICES HEAD START PROVIDES

HEALTH

Health is an important component in the Head Start Program. It is important that children have an established medical and dental home and are seen for a dental exam and well child exam including hearing, vision and developmental screenings. When children have comprehensive health care, they are more likely to succeed in school. Research shows that children who have good physical health and sufficient motor and language skills are better prepared for school. Preventive health care allows children to develop the cognitive, social, and emotional skills needed to thrive in school.

- Immunizations **must be up to date and on file** before a child may begin services.
- If treatment is needed as a result of any screening, it is the responsibility of the parent to follow through with the treatment and submit documentation to Head Start. You will be contacted by Head Start staff on a regular basis until the follow-up is completed.
- If your child is in need of any special medical treatments, has severe allergies, has special eating or nutritional concerns, needs daily medication or has any health or safety needs, **the staff must be made aware of these concerns.** **No treatment or medications** will be given without a specific doctor's order. This includes Tylenol, cough medication, antibiotics, etc.
- Head Start staff work with parents to ensure that their child's well-child care is up-to-date. In the centers, the staff does routine health checks to assure that all children are healthy and free of apparent communicable disease. If your child comes to school ill, or becomes ill at school, you will be notified and arrangements must be made for your child to be picked up. Please be aware that the name and telephone number you list on the emergency card will be utilized. It is your responsibility to let these people know that they may be contacted if Head Start is unable to reach you should your child become ill or in the case of an accident.

- **If your child has the following symptoms, he/she should be cared for at home or in a special care setting and not sent to Head Start:**
 - An elevated temperature – until fever free for 24 hrs. without the use of fever reducing medications (i.e., Tylenol, etc.)
 - If your child has a contagious disease
 - If your child complains of not feeling well or complains of pain
 - If your child has been vomiting or has diarrhea – must be without symptoms for 24 hrs.

If your child has been diagnosed with a contagious disease, it is your responsibility to contact your Teacher/ Home Visitor and bring a note from the doctor stating when your child may return to school and is no longer contagious.

- **Head Lice**

When head lice are discovered, the program will provide information and a non-toxic product for the treatment of head lice for the family.

NUTRITION

- To build strong bodies, to grow and develop, children need the right food. A child, who is fed when he is hungry, feels well cared for and secure. A well-nourished child has a better chance to learn. Providing nourishing food and helping children and parents select nutritious foods and plan nourishing meals is an important part of every Head Start unit. Children learn good nutrition from their role models.
- Parents are encouraged to be involved in nutrition-related activities in centers, on home visits and at home-base group meetings. Parent involvement activities include training at parent and staff meetings and individual or group discussion/counseling with a nutritionist regarding special diets, weight control, meal planning or any other dietary concerns.
- **Due to the increased number of children with food allergies, diabetes and other health concerns, we cannot allow any donated foods in dining rooms or center or home base classrooms.**

EDUCATION

The children take part in a variety of developmentally appropriate learning experiences designed to increase their school readiness in the areas of physical, social, cognition & general knowledge and language & literacy skills. The Head Start Child Development & Early Learning Framework was established to guide Head Start programs in curriculum planning and ongoing assessment of children's progress toward school readiness. Head Start's comprehensive approach to child development includes eleven domains of learning: Social & Emotional, Physical, Math, Language, English Language Development, Literacy, Science, Social Studies, Creative Arts, Logic & Reasoning, and Approaches to Learning. The Northeast South Dakota Head Start Program has aligned its curriculum and assessment tool with the domains to ensure that children make progress toward expected goals. Children's progress in these areas is monitored and documented throughout the year. This information is shared with parents during home visits and conferences.

MENTAL HEALTH

Head Start recognizes the importance of good mental health. Mental health services are provided to children and families to encourage their emotional and social development. A mental health professional is available to the

Head Start Program to provide mental health training to staff and parents and to make them aware of the need for early intervention.

SERVICES TO CHILDREN WITH DISABILITIES

Children with special needs and their families receive the full range of Head Start services. In addition, Head Start staff members work closely with community agencies to provide services to meet the special needs of the child. Training and materials are available to help staff and parents work with children with disabilities.

FAMILY SERVICES

The Head Start Family Services staff provides information about local agencies and they help families obtain the services they require. At the beginning of the year, Head Start families complete a Family Partnership Agreement which lists their family goals and objectives. Throughout the year, Head Start staff works with and supports the Head Start families in achieving their goals.

- **You are part of the Team:** Head Start depends on you to make our program successful! There are many opportunities for you to get involved. We welcome you to become involved in your child's Head Start experience.

PARENT INVOLVEMENT

- Attend Parent Meetings
- Become a Policy Council Representative
- Serve on the Health Advisory Committee
- Volunteer in your child's classroom

PARENT MEETINGS

- **ALL PARENTS** are encouraged to attend parent meetings. They are held regularly at your center and home base site to give you information about what is happening at Head Start and in your community. Parent meetings help parents to:
 - Meet new people and have fun
 - Share information and solve problems
 - An opportunity to attend parent trainings
 - Plan activities and field trips for parents and children
 - Hear about Policy Council and other meetings.

Parent meetings are friendly and informal.

POLICY COUNCIL

Policy Council is a program-wide parent decision-making group that meets monthly. Parents and community members help make the program decisions, hire staff and approve the budget. Policy Council then brings back the appropriate information the parent group.

IN-KIND

Head Start is funded by the federal government and in exchange for that funding; the program needs to supply 20% of the total grant in goods and services. Each time a parent or community member volunteers their time in the classroom or other approved activities, Head Start is able to claim that time toward meeting their requirement. Time donated by volunteer's means that the program can continue to provide future services to children and their families. (See Sample In-Kind Forms)

VOLUNTEERS ARE IMPORTANT TO HEAD START – WE NEED YOU!!

- We want you to know what to expect from us and what we will expect from you when you volunteer. See attached Volunteer Job Description.
- If you are interested in volunteering, please contact the Family Service Coordinator or your child's Teacher or Home Visitor.
- The key to successful volunteering is **PLANNING**.
- Please inform the staff of the day you want to volunteer or call or send a note on the bus. This way we can make preparations and look forward to involving you on "your" day.
- The kitchen staff must know in advance if you will be eating with us. Please notify staff by 10:00 A.M. of the day you wish to come in.
- To help ensure a healthy environment for the staff and children, we ask that you stay home if you are ill.

CONFIDENTIALITY . . . As a Head Start parent/guardian/volunteer, you need to keep confidential anything you see or hear while at Head Start. It is important that volunteers do not discuss matters concerning the children and their families. At no time does a volunteer have access to a child's file unless it is their own child.

MEET THE STAFF

- Find out what specific tasks the Teacher wants you to do that day.
- Check the daily schedule and lesson plans and ask about any changes.
- Tell the Teacher what you feel comfortable doing at first, but after becoming more familiar with the routine, perhaps try something new. Let them know what you prefer.
- Tell the Teacher what special talents you can contribute.

MEET THE CHILDREN

It takes time for young children to know new people. Some react by being shy; others, "silly". They have no personal feelings against you, but they need to get to know you. You can help them by doing the following:

- Show that you are interested in what they are doing by interacting with them in a friendly way, with a smile, a hello in a pleasant tone of voice.
- Use names as soon as you can.
- Talk with the child at his level, face to face.
- Go to a child you wish to speak with instead of calling across the room.
- Be willing to listen if you want to have the child listen to you.
- Speak positive to them. Ex: "We walk in the classroom."

- Recognize and encourage independence in a child. If the child says they can do it, let them. If he/she says they can't do it, show the child how and say, "I know you can try and I'll be here to help you if you need it."
- Praise the child for accomplishing the task and/or their effort in trying.
- **DISCIPLINE...**The staff is responsible for classroom discipline. They set the limits for children to follow and the consequences for not following them. As a volunteer, you will be supporting their procedures. The staff will review discipline procedures with you.

VOLUNTEER JOB DESCRIPTION

As a volunteer, I am providing my services gratuitously; I am not considered an employee of Northeast South Dakota Head Start and I will not receive compensation or benefits of any kind.

Job Title: Head Start Volunteer Assistant
Immediate Supervisor: Classroom Teacher, Home Visitor, Coordinator
Component/Program: Head Start

Ways You Can Help:

- Read to Children
- Lead Songs, Rhymes, or Games
- Assist in Supervising Activities in the Classroom
- Assist in Serving Meals / Supervising Children during meals / and lunch cleanup
- Supervise/Assist in Washing Hands and Faces, Brushing Teeth
- Keep Classroom Orderly and Clean
- Arrange Physical Environment
- Assist staff in making / filing Instructional Materials
- Assist in Arranging Materials for Work or Play to be Available When Needed
- Assist with outdoor activities and keep playground orderly and clean
- Riding on the bus
- Maintain and/or repair program materials and equipment
- Assist with copying, collating materials

Job Specifications:

Educational Requirements: There are no specific educational requirements.

Experience Requirements: Experience is not required, but experience working with children would be preferred.

Other Requirements:

1. If a person volunteers more than once a week they will need to consent to a child abuse registry search and be found free of a substantiated case.
2. Must consent to a criminal background check.
3. Comply with the Agency dress code.
4. Must be at least 18 years of age.

Training: Volunteers should have a willingness to learn and expand his/her knowledge. Should strive to have the same qualities he/she hopes to instill in the children: being curious, creative, and able to communicate easily and participate in following trainings as needed:

1. Job responsibilities/duties
2. Head Start philosophy and goals
3. Confidentiality procedures
4. Child discipline procedures
5. Maintaining/promoting positive mental health
6. Health regulations

Responsibilities:

1. Work in close cooperation with all staff members, parents, and volunteers.
2. Must be professional at all times and not discuss the affairs of the local program outside its doors.
3. Perform duties as needed and required to meet the needs and welfare of the children.
4. Must properly use, maintain, and store machines, tools, equipment and materials after use.
5. Take every safeguard to protect children and make responsible decisions as he/she works with them.
6. Assist with the safety of children while riding the bus.

Personal Traits:

Must have good personal hygiene.
Must be conscientious and have a positive attitude.

Physical Demands:

Working with small children does make physical demands. Children may need to be lifted, and some of their games require bending, stooping, and jumping. A volunteer with physical restrictions wishing to work with the children in the classroom will be assigned tasks that can be matched to that volunteer's ability.

Public Relations:

Responsible for establishing good working relations with parents and community people.

Standards of Conduct: (Reference Head Start Regulation 45CFR 1304.52(h) as seen in Subpart D)

Objective: Guide staff members, consultants and volunteers in a potentially controversial or ambiguous situation and help protect staff, consultants and **volunteers** against allegations of misconduct.

Staff, consultants and volunteers will:

1. Respect and promote the unique identity of each child and family and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability;
2. Follow program confidentiality policies concerning information about children, families, and other staff members;
3. Not leave a child alone or unsupervised while under their care.
4. Use positive methods of child guidance and will not engage in corporal punishment, emotional or physical abuse, or humiliation.
5. Not solicit or accept personal gratuities, favors, or anything of significant monetary value from contractors or potential contractors.

THIS SPACE FOR OFFICE USE ONLY:

NESD HEAD START

SAMPLE VOLUNTEER TIME AND TRANSPORTATION IN-KIND

UNIT Sunnyside Center

PURPOSE Assisting at the Center

DATE	TIME SPENT	# OF ROUND TRIP MILES	VOLUNTEER'S SIGNATURE
5/10/10	2 HOURS	10 MILES	Mary Smith

SAMPLE

2
Total Time

10
Total Miles

Jane Jones
Signature of Supervising Staff Person

THIS SPACE FOR OFFICE USE ONLY:

TO WHOM IT MAY CONCERN:

This is to inform you that Mary Smith has provided the

SAMPLE NESD HEAD START PROGRAM IN-KIND FORM

This In-Kind has been granted in the form of _____

Assisting staff on Field Trip to the Fire Station

Total time spent: **2 hours x 8.50 = \$17.00** Time is valued at \$8.50 per hour

Total round trip miles: **15 miles x .40 = \$6.00** Mileage is valued at \$.40 cents per mile

SAMPLE

TOTAL IN-KIND: \$ 23.00

DATE: 5-10-10

SIGNED: Mary Smith

RECEIVED BY: Jane Jones

HEAD START UNIT: Sunnyside Center

Please use the activity list (Parent Guide) and check (X) the appropriate boxes in the table for time spent doing activities with child on each day. Time spent per activity per day cannot exceed maximum. Round off to the nearest half hour.

CURRICULUM UNIT: SELF CONCEPT								
DAY DATE	INKIND ACTIVITIES DOCUMENT ACTIVITY NUMBER AND WRITE IN ACTIVITY	TIME SPENT DOING ACTIVITY	SOCIAL	PHYSICAL	COGNITIVE	LANGUAGE	HOURS	TOTAL HRS PER DAY 4 MAX
MON 5/11	1. ALL ABOUT ME BOOK 7. READ BOOK 5. See How I'm Growing 9. Rhyming	1/4 hr		X				2
		1/2 hr	X		X	X		
TUES		1/4 hr						
		1/2 hr						
WED		1/4 hr						
		1/2 hr						
THUR		1/4 hr						
		1/2 hr						
FRI		1/4 hr						
		1/2 hr						
SAT		1/4 hr						
		1/2 hr						
SUN		1/4 hr						
		1/2 hr						
Total Hours								2

Mary Smith
Parent/Guardian Signature

Jane Jones
Home Visitor Signature

5-11-10
Date

5-14-10
Date

SAMPLE HOME BASE IN-KIND

CURRICULUM UNIT:								
DAY DATE	INKIND ACTIVITIES DOCUMENT ACTIVITY NUMBER AND WRITE IN ACTIVITY	TIME SPENT DOING ACTIVITY	SOCIAL EMOTIONAL	PHYSICAL	COGNITIVE	LANGUAGE	HOURS	TOTAL HRS PER DAY 4 MAX
MON		1/4 hr						
		1/2 hr						
TUES		1/4 hr						
		1/2 hr						
WED		1/4 hr						
		1/2 hr						

Please use the activity list (Parent Guide) and check (X) the appropriate boxes in the table for time spent doing activities with child on each day. Time spent per activity per day cannot exceed maximum. Round off to the nearest half hour.

THUR		¼ hr							
		½ hr							
FRI		¼ hr							
		½ hr							
SAT		¼ hr							
		½ hr							
SUN		¼ hr							
		½ hr							
Total Hours									

Time spent working on Planned Head Start Activities with my Head Start child this month: \$8.50 per hr. x <u>2</u> =	17.00
Providing space to carry out Home Visit: \$2.50 per visit x <u>1</u> =	2.50
Time spent with the Home Visitor planning each week's activities: \$8.50 per hr. X <u>1</u> =	8.50
Total In-Kind	28.00