Dear Parent,

By enrolling your child in the Head Start Program, you have shown that you are a concerned parent and want to give your child the best possible start in life.

Since the birth of your child you have been your child’s teacher. Our program is designed to help you continue that teaching. The Head Start Program provides a special place where three to five year-old children can learn through play in a special way.

Also, through the Scranton-Lackawanna Human Development Agency, Inc., we are able to offer training and career development opportunities, which may assist you in the support of your family.

Just as we hope to help you, we need your help and support. This booklet has been written to give you information about Head Start, please take a few minutes and read it carefully.

Welcome to Head Start!!!!

Sincerely,

Ann Lynady
Project Director
Head Start
SLHDA, Inc, Head Start Purpose

SLHDA, Inc. Head Start is a community-based, family-focused program designed to provide comprehensive child development services to families through the collaborative efforts of parents, staff, service-providers and local community agencies. To help enrolled children reach their full potential; services are individualized to enhance the growth, dignity, and self-worth of both the child and his or her family.

SLHDA, Inc, Head Start provides for the direct participation of parents of enrolled children. To reinforce their roles as a primary teacher, parents are involved in educational activities both in the classroom and in the home. To increase parents’ knowledge, understanding, resources, and skills in the area of early childhood development, parents are encouraged to become familiar with the program curriculum and participate in developing activities. The program also assists the family in its own efforts to improve the condition and quality of their lives through family partnership agreements.

At the center, parents’ talents and insights are developed, appreciated and used in all aspects of program operations. Opportunities are provided for parents to develop their skills through volunteering and in some cases as paid employees. Parents are able to become active members of parent group committees and/or policy council. Here parents plan educational and social experiences for children as well as participate in program management procedures. The program encourages parents to become active members of their community and advocates for their child.

Head Start provides a learning environment that is developmentally appropriate and full of resources to meet the developmental needs of young children on different levels. The curriculum allows individualization for children, including those with disabilities, to meet their goals.
Head Start Mission Statement

To improve the Overall well-being
And foster economic self-sufficiency
Of Income Eligible Children and Their Families
Through the Provision of a Comprehensive,
Integrated Curriculum Including Educational,
Health, Nutritional, Special Needs, Social and
Community Services. Program Staff
Ensures Children are ready to Learn
And Transition Smoothly into
Kindergarten with the Active
Participation of Parents as the
Primary Nurturers and
Educators of Their Children.
Attendance Policy and Procedure

In order to ensure consistency for our children, Head Start requires that a child maintain 85% attendance on a monthly basis. Should their child fail to meet this, the outcome may result in the child being withdrawn from the program.

1.) Parents/Guardians MUST call the center prior to their child’s start time anytime their child is going to be absent. If the absenteeism is due to illness or other well documented reason no further action is required. If parent does not call, the absence is automatically documented as NOT EXCUSED.

2.) If child has 3 absences in a row that are documented as NOT EXCUSED, the 1st attendance letter is sent. This letter reemphasis the 85 % standard and states the importance of regular attendance. This letter is also sent if the child is sporadically missing on a regular basis and absences are documented as NOT EXCUSED.

3.) If attendance does not improve and absences continue to be documented as NOT EXCUSED, the 2nd letter is sent reminding the parent(s) of the importance of their child attending on a regular basis and warning that if attendance does not improve the child will be subject to withdrawal from the program.

4.) The 3rd letter, specifying a withdrawal date, is sent when chronic absenteeism persists and it does not seem feasible to include the child in either the same or a different program option. If the parent(s) can guarantee that their child’s attendance will greatly improve, the child may be allowed to remain on this condition. However if it does not, the child will be withdrawn from program and their spot considered an enrollment vacancy.

5.) Unexplained excessive absenteeism for an individual child (which can include absence documented as EXCUSED) may still warrant implementation of the attendance letters. If a child continually fails to meet the 85% attendance requirement and is chronically absent, nor does attendance improve when family support is offered, the slot must be considered an enrollment vacancy as cited in performance standard 45CFR 1305.8 (c).

We realize that illness and emergencies may occur and ask that you contact your center if your child has to miss school as those absences will be considered excused. All absences are documented daily and are noted as either excused or unexcused.

By signing off on Parent Orientation Checklist you are agreeing to the terms listed above.
School Delays and Cancellations

In case of inclement weather, announcements will be made on the following stations:

WNEP – Newswatch 16
WARM – Magic 93
WDNH – Honesdale only

Look for___________________________________________________.

The Creative Curriculum

The philosophy behind our curriculum is that children learn best by doing. Learning isn’t just repeating what someone says; it requires active thinking and experimenting to find out how things work and to learn firsthand about the world we live in.

In the early years, children explore the world around them by using all their senses (touching, tasting, listening, smelling, and looking). In using real materials such as blocks and trying out their ideas, children learn about sizes, shapes and colors and they notice relationships between things.

Play provides the foundation for academic or “school” learning. It is the preparation children need before they learn highly abstract symbols such as letters (which are symbols for sounds) and numbers (which are symbols for number concepts). Play enables us to achieve the key goals of our early childhood curriculum. Play is the work of young children.

The most important goal of our creative curriculum is to help children become enthusiastic learners. This means encouraging children to become active and creative explorers who are not afraid to try out their ideas and think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners.
Assessment - The Work Sampling System

The Work Sampling System is designed to help teachers learn about your child’s skills, behaviors, and academic achievements in school.

Work Sampling gives teachers the information they need to work effectively with your child, build your child’s motivation and self-confidence, and report student progress to you. It is used with children from preschool through age 5.

The Work Sampling System focuses on seven areas of the curriculum:

- Personal and Social Development
- Language and Literacy
- Mathematical Thinking
- Scientific Thinking
- Social Studies
- The Arts
- Physical Development and Health
<table>
<thead>
<tr>
<th>What Children Learn</th>
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</thead>
<tbody>
<tr>
<td><strong>Table Toys</strong></td>
</tr>
<tr>
<td>This area helps children:</td>
</tr>
<tr>
<td>• Practice following directions.</td>
</tr>
<tr>
<td>• Practice problem solving.</td>
</tr>
<tr>
<td>• Learn to take turns.</td>
</tr>
<tr>
<td>• Observe likeness and differences in objects.</td>
</tr>
<tr>
<td>• Practice sorting and classification skills.</td>
</tr>
<tr>
<td>• Practice matching colors, sizes, shapes, and similar objects.</td>
</tr>
<tr>
<td>• Begin alphabet and number recognition.</td>
</tr>
</tbody>
</table>

Volunteers can help children finish a puzzle, sort pictures, and put pegs in a pegboard.

<table>
<thead>
<tr>
<th><strong>Housekeeping</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area helps children:</td>
</tr>
<tr>
<td>• Develop self expression skills.</td>
</tr>
<tr>
<td>• Develop sensitivity to peers.</td>
</tr>
<tr>
<td>• Develop an understanding of various roles.</td>
</tr>
<tr>
<td>• Develop social relationships.</td>
</tr>
<tr>
<td>• Improve self image.</td>
</tr>
</tbody>
</table>

Volunteers can help children with various cooking activities, assist in putting on dress up clothes and help children measure with teaspoons, cups, etc.

<table>
<thead>
<tr>
<th><strong>Block</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area helps children:</td>
</tr>
<tr>
<td>• Develop problem-solving skills.</td>
</tr>
<tr>
<td>• Learn mathematical relationships.</td>
</tr>
<tr>
<td>• Develop language skills.</td>
</tr>
<tr>
<td>• Learn classification of shape and size.</td>
</tr>
<tr>
<td>• Develop large and fine motor skills.</td>
</tr>
<tr>
<td>• Develop organization skills.</td>
</tr>
<tr>
<td>• Develop basic concepts of balance, proportion, size, and weight.</td>
</tr>
</tbody>
</table>

Volunteers can help children build and create new worlds, balance blocks on top of each other, help count how many, count the number of blocks that can fill a truck.

<table>
<thead>
<tr>
<th><strong>Computer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area helps children:</td>
</tr>
<tr>
<td>• Follow directions.</td>
</tr>
<tr>
<td>• Learn to take turns.</td>
</tr>
<tr>
<td>• Develop eye-hand coordination.</td>
</tr>
<tr>
<td>• Observe likeness and difference.</td>
</tr>
<tr>
<td>• Match letters and numbers.</td>
</tr>
<tr>
<td>• Increase alphabet and number recognition.</td>
</tr>
<tr>
<td>• Count objects.</td>
</tr>
</tbody>
</table>

Volunteers can help children operate a computer mouse, put a disk in the computer, try out a new computer game, help children respond to program feedback.

<table>
<thead>
<tr>
<th><strong>Library &amp; Listening</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area helps children:</td>
</tr>
<tr>
<td>• Develop their eye muscles as they follow pictures and words.</td>
</tr>
<tr>
<td>• Gain a better understanding of the world.</td>
</tr>
<tr>
<td>• Learn to make predictions.</td>
</tr>
<tr>
<td>• Learn cause and effect.</td>
</tr>
<tr>
<td>• Learn sequencing of events.</td>
</tr>
<tr>
<td>• Learn new words and meanings.</td>
</tr>
<tr>
<td>• Develop phonological awareness.</td>
</tr>
</tbody>
</table>

Volunteers can help children turn pages, read a story and talk about what happened, use headphones and tape recorders.

<table>
<thead>
<tr>
<th><strong>Math &amp; Science</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area helps children:</td>
</tr>
<tr>
<td>• Develop observation skills.</td>
</tr>
<tr>
<td>• Develop new vocabulary.</td>
</tr>
<tr>
<td>• Practice classification skills.</td>
</tr>
<tr>
<td>• Practice prediction skills.</td>
</tr>
<tr>
<td>• Develop and understanding of the biological and physical environments</td>
</tr>
</tbody>
</table>

Volunteers can help children make boats sink, pour liquids into various containers, use a magnifying glass.

<table>
<thead>
<tr>
<th><strong>Art</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area helps children:</td>
</tr>
<tr>
<td>• Reflect thoughts and emotions through color, texture and media.</td>
</tr>
<tr>
<td>• Express originality and individuality.</td>
</tr>
<tr>
<td>• Refine fine motor movement and control.</td>
</tr>
<tr>
<td>• Develop thinking skills to plan, organize, and represent their impressions.</td>
</tr>
<tr>
<td>• Learn about cause and effect.</td>
</tr>
<tr>
<td>• Develop vocabulary development.</td>
</tr>
</tbody>
</table>

Volunteers can help children make play dough, draw a picture, use paper, glue and scissors for a collage.

<table>
<thead>
<tr>
<th><strong>Writers Corner/ABC Station</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This area helps children:</td>
</tr>
<tr>
<td>• Use tools for writing and drawing.</td>
</tr>
<tr>
<td>• Apply knowledge or experiences to new text.</td>
</tr>
<tr>
<td>• Actively participate in conversations.</td>
</tr>
<tr>
<td>• Demonstrate understanding of print concepts.</td>
</tr>
<tr>
<td>• Demonstrate knowledge of the alphabet.</td>
</tr>
<tr>
<td>• Develop awareness of time concepts and sequence.</td>
</tr>
<tr>
<td>• Recognize feelings of others and respond appropriately.</td>
</tr>
<tr>
<td>• Practice eye hand coordination.</td>
</tr>
<tr>
<td>• Develop reading skills such as left to right progression.</td>
</tr>
</tbody>
</table>

Volunteers can help children recognize print, letters and numbers, assist children in writing pretend letters to their family, trace and write.
## Child Development

### 3-3 ½ years

**Language Development**
- Repeats five word sentences
- Says a nursery rhyme or sings a song
- Follows a three part command
- Gives the use for common objects

**Intellectual Development**
- Tells when pictures are the same or different
- Points to big, small, longer, shorter, and taller
- Understands most common verbs and adjectives
- Sorts colors and points to several colors when named

**Social Development**
- Seeks approval of adults
  - Plays simple games with other children
  - Plays simple "pretend" games with props
  - Makes simple choices in food, clothing and activities

**Motor Development**
- Holds a pencil with fingers
  - Builds a nine to ten cube tower
  - Jumps with both feet in place
  - Can ride a tricycle

### 3 ½ - 4 years

**Language Development**
- Answers some "wh" questions
- Is beginning to understand and use past tense
- Begins to understand opposites

**Intellectual Development**
- Names things asked for by use
- Groups identical pictures
- Names two things that are round
- Answers questions about day and night

**Social Development**
- Asks to do simple household tasks
  - Joins singing games of older children and copies them
  - Demonstrates a recognition of ownership
  - Tells you about his/her activity

**Motor Development**
- Completes a simple puzzle
  - Hops on one foot
  - Can throw a ball with good aim

### 4-4 ½ years

**Language Development**
- Repeats a sentence of eight to ten words
- Uses future tense
- Associates subject with action
- Reads a story by telling about the pictures

**Intellectual Development**
- Answers "How Many?" through five
- Makes up simple rules in group play
- Begins to name some numerals one to ten

**Social Development**
- Plays in a small group of children
  - Completes a project or task
  - Seeks privacy
  - Laughs or smiles at absurd questions or funny pictures

**Motor Development**
- Draws a person three parts
  - Cuts following a line
  - Alternates feet when using stairs
  - Can catch large balls with hands

### 4 ½ - 5 years

**Language Development**
- Speech is mostly intelligible
- Can imitate correctly most speech sounds
- Identifies detailed parts of the body

**Intellectual Development**
- Begins to know about clocks and time
- Puts objects in order of size, from big to small
- Begins to know holidays
- Begins to count objects and people

**Social Development**
- Follows rules of games better
  - Knows the difference between what is real and what is make believe
  - Uses feeling words
  - Competes with others

**Motor Development**
- Laces a lacing card with a running stitch
  - Connects dots
  - Jumps backwards
  - Can skip or gallop
Early Childhood Development and Health Services

Comprehensive Health and Developmental Screenings

As part of the comprehensive services offered by the Head Start Program, health, developmental and behavioral screenings will take place within 45 calendar days after your child enrolls in the program. Screenings do not represent a complete evaluation, but rather identify those children who may require a more complete evaluation. Parent consent for screenings is provided on the Health Assessment form completed at parent orientation.

Your child’s teacher in the center will complete initial developmental and behavioral screenings. Other screenings conducted include hearing, vision, lead, height/weight and additional speech/language. These screenings are conducted by some of the administrative staff, as well as community consultants. The program also works collaboratively with a local university to provide hearing screenings. Parents receive notice of the date that the screenings will take place. Administrative staff and community professionals are available to parents to discuss results and/or individual concerns.

Staff and parents are encouraged to prepare children for screenings. Your Assistance in Ensuring Your Child Not To Be Afraid Will Be Helpful In The Screening Process And Obtaining Accurate Results.

Special Needs

Head Start serves as an inclusive educational setting for children with disabilities including those with severe disabilities. Ten percent of the total funded enrollment is reserved for children with special needs.

The Disabilities Service Area is designed to identify, evaluate needs and coordinate services to children with special needs and their families. Children with disabilities may be dually enrolled in both Head Start and early intervention programs, or receives services in the Head Start center by itinerant early intervention staff.

Assisting the family through referrals, advocacy, locating, and providing services with outside agencies for children with special needs are important functions of this service area. The Head Start staff work with parents to ensure that they are educated about their child’s disability, and are aware of the child’s right to the optimal education to meet their needs and goals. The Head Start Special Needs Coordinators and Early Intervention staff work with the classroom teachers to make sure teachers have the knowledge and skills necessary to work with special needs children and their families.
If Your Child has been Referred for or Receives Early Intervention Services

The following information is a brief summary of the protections offered by IDEA.

The federal law, the **Individuals with Disabilities Education Act (IDEA)** protects you and your child by protecting your rights and mandates that:

- All children identified as eligible to receive early intervention/special education and related services are entitled to a free and appropriate public education (FAPE) in the least restrictive environment.
- Special Education services must be designed to meet the unique needs of the child and be provided in accordance with an individualized educational plan (IEP).
- Parents have the right to review all their child’s educational records and receive a copy of them.
- Parents have the right to request and receive a due process hearing when there is a disagreement regarding the identification, evaluation, program, and/or placement options for the child.
- Parents have the right to confidentiality. Records cannot be released to anyone outside the school system without parental consent.

During the evaluation/IEP process, you will receive a copy of the **Procedural Safeguards Notice**
This is a detailed outline of you and your child’s rights provided to you by the Lead Education Agency (LEA).

Early Intervention Services are provided by the following LEA’s:

- **NEIU 19** - Lackawanna and Susquehanna Counties
- **Wayne County Consortium** - Wayne County
- **CIU 20 in collaboration with CDD** - Pike County

Parents are their child’s most effective and best advocate:

<table>
<thead>
<tr>
<th>Parent Education Network</th>
<th>CONNECT</th>
<th>Americans with Disabilities Act (ADA)</th>
</tr>
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<tbody>
<tr>
<td>1-800-522-5827 (Voice/TTY)</td>
<td>Information Services for Early Intervention Helpline 1-800-682-7288 For TTY, dial 711 for Relay Services</td>
<td>Information Line - For general ADA information, free ADA materials &amp; technical questions 1-800-514-0301 (voice) 1-800-514-0383 (TTY)</td>
</tr>
<tr>
<td>1-800-441-5028 (Spanish in PA)</td>
<td><a href="http://www.parentednet.org">www.parentednet.org</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.parentednet.org">www.parentednet.org</a></td>
<td>CONNECT</td>
<td>Americans with Disabilities Act (ADA)</td>
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<tbody>
<tr>
<td>Harrisburg - 1-800-360-7282</td>
<td>1-800-692-7443</td>
<td>Toll free Monday thru Friday. All calls confidential</td>
</tr>
<tr>
<td>King of Prussia - 1-800-441-3215</td>
<td><a href="http://www.drnpa.org">www.drnpa.org</a></td>
<td>1-800-772-1213 Voice</td>
</tr>
<tr>
<td><a href="http://www.pattan.net">www.pattan.net</a></td>
<td>Special Kids Network System of Care (SKN SOC) 1-800-986-4550</td>
<td>1-800-325-0778 TTY</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.gotoskn.state.pa.us">www.gotoskn.state.pa.us</a></td>
<td><a href="http://www.socialsecurity.gov">www.socialsecurity.gov</a></td>
</tr>
</tbody>
</table>
**Behavior Discipline Policy**

Young children are in the process of learning what is and is not acceptable behavior. Discipline helps children develop self-control, feel secure, respect others, express emotions appropriately, and become self-reliant. Discipline is teaching children to follow limits and rules.

Ongoing communication between you, your child, and the Head Start staff will help your child’s development, ease the transition between home and school, and develop school readiness skills. There are times, however, even with the best communication that a problem/concern may develop. For example, we may notice your child withdrawing from a favorite activity, becoming inattentive, or exhibiting some aggressive behavior towards others. When this happens, you and the Head Start staff can best help your child by discussing concerns, sharing ideas, and creating solutions.

Staff and parents/guardians need clear guidelines on the program’s behavior/discipline policy. Program philosophy and policy forbid the following forms of discipline: hitting, spanking, shaming, labeling (bad, bold, etc.), shaking or restraint. The teachers are responsible for any discipline that is necessary. Parents do not punish or discipline children in the classroom, including their own. A variety of guidance techniques including positive reinforcement, ignoring negative attention seeking behaviors, and/or time-out/away will be used to redirect inappropriate behaviors. Positive Behavior Instructional Supports, Al’s Pals Curriculum, and the 123 Magic Program are utilized within the Head Start Centers.

The following policy has been established if a child is demonstrating behavioral difficulties or poses safety concerns in the classroom environment:

- The center staff will implement intervention strategies to encourage the child to learn to control their social/emotional growth, their own behavior, and to solve their own problems.
- The center staff will contact the administrative office to report a child’s behavior in the classroom. Special Needs/Mental Health administrative staff will consult with the center staff and observe child, if necessary. Center staff will document behavior. Behavior should be monitored for progress. Should behavior continue after reasonable amount of time or deteriorate, the next step will be implemented.
- Obtain support of the Behavior/Inclusion Consultant and/or Mental Health Consultant.
- Parent/guardian will be contacted to discuss concerns and engage in the solution process. A meeting will be scheduled, if necessary, with applicable Administrative Coordinators.
- Additional behavioral and instructional support strategies will be implemented and may include individualized program planning, recommendations, and/or referral for services.
- If the behavior continues (safety concern, destructive, disruptive, self-abusive, or harmful to others), parent/guardian is non-cooperative, and/or the behavioral and instructional strategies are unsuccessful, the Behavior/Discipline Policy will be implemented. The child will be sent home from school and in some cases, will not be able to return the following school day. It is the parent’s responsibility to be available to transport the child home. Should dismissals for behavior/safety concern occur on a regular basis, a child’s short term exclusion, reduction in school days or shorter school days, may be considered. In such cases, the child’s return to school will take place when support services are arranged from a community agency.

This policy shall remain in effect for the child’s entire enrollment in the Head Start program. Children attending a program through a community partner will follow the policies and procedures of that facility with Head Start assistance upon request.

By signing off on Parent Orientation Checklist you are agreeing to the terms listed above.
Mental Health and Wellness

Mental health and wellness services are provided to enrolled children with parental consent obtained during parent orientation. Your child will receive a behavioral (social/emotional) screening within 45 days of enrollment. Parents are given this and other opportunities to share information and concerns. The program’s Mental Health Consultant visit the center in the fall and spring to conduct an observation, review your child’s screening, work with staff and provide feedback to the parents. Overall, the program provides activities to encourage the social and emotional development in children. A behavioral/inclusion consultant is also available as a resource to the program. Additional information provided in this handbook regarding mental health services includes the Head Start Helpline, Al’s Pals curriculum, Positive Behavior Instructional Supports (PBIS) and Behavior Discipline Policy.

Community Mental Health Agencies
(This is not a comprehensive list)

Catholic Social Services  
570.207.2283

Family Enrichment Center  
570.342.4665

Friendship House  
570.342.8305

Friendship House (Wayne)  
570.253.6913

Jewish Family Services  
570.344.1186

Kids Peace National Centers  
570.342.5444

Marywood Psychological Center  
570.348.6269

Northwest Human Services (Lacka.)  
570.282.1732

Scranton Counseling Center  
570.348.6100

Youth Advocate Program (Lacka.)  
570.489.1609

Northwest Human Services (Susqu.)  
570.278.3393

Youth Advocate Program (Susqu.)  
570.278.3700

Northwest Human Services (Wayne)  
570.253.0149

Carbon Monroe Pike MH  
570.296.6484

Youth Advocate Program (Pike)  
570.296.5690
Al's Pals Curriculum

An Effective Early Childhood Curriculum and Teaching Approach

Al's Pals Kids Making Healthy Choices is a nationally recognized, resilience-based early childhood curriculum and teacher training program that develops social, emotional and behavioral skills in children 3 to 8 years old. The Al's Pals interactive lessons and teaching approaches help young children learn to:

- Express feelings appropriately
- Use kind words
- Care about others
- Use self control
- Think flexibly
- Accept differences
- Make friends
- Solve problems peacefully
- Cope in positive ways
- Make safe and healthy choices
- Understand that tobacco, alcohol, and illegal drugs are not for children

How It Works

- The Al's Pals curriculum has 46 lessons lasting 10-15 minutes each. The Wingspan-trained classroom teacher conducts two lessons a week, in sequence, over a 23-week period. Designed specifically for the early childhood years, the lessons use guided creative play, brainstorming, puppetry, original music, role plays, and movement to delight young minds and engage them in the development of social-emotional competence.
- An original hand puppet named Al serves as a positive role model. Along with puppet pals Ty and Keisha, Al engages children in developmentally appropriate activities that build positive social skills and healthy decision-making. Lessons are rooted in resilience-specific learning objectives and include narratives, puppet scripts, songs and activities that use real life early childhood experiences.
- Between the lessons, educators use teaching approaches learned in the Al's Pals training to help children practice and generalize skills in daily classroom interactions. An Al's Pals classroom—with posters, photographs, music, “Al's Place”, and other reminders of responsibility, and healthy decision making.

Positive Behavioral Interventions & Supports (PBIS)

PBIS is an evidence based model of prevention to increase young children's social emotional skills and decrease challenging behaviors in early childhood settings.

Program Expectations

Be Safe

Be Kind

Be Helpful

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
www.vanderbilt.edu/csefel

Technical Assistance Center on Social Emotional Intervention
www.challengingbehavior.org
Is your child afraid of the dark? Are you experiencing frustration with potty training? Is there sibling rivalry in your home? Do you or your child suffer from separation anxiety?

Often, parents have these questions and many more. Now you can get the answers. The Head Start Program in cooperation with the Mental Health Consultant, Sheila Carluccio, has established the Head Start Helpline.

Every Wednesday, between 9:00 am and 12:00 noon, you can call Ms. Sheila Carluccio with your questions or concerns. She will provide you with suggestions, recommendations, and referrals if necessary. Calls can be made from your home or from the Head Start Center. Although you do not have to give your name, we ask that you identify yourself as a Head Start parent and inform Ms. Carluccio which center your child attends. This information will be used for tracking purposes only.

If you need further information regarding the Head Start Helpline, please contact the staff at your center.
A few words about Health Services & Head Start

Congratulations! You and your child are a part of Head Start. Through your involvement with Head Start, your child will receive many services. In regard to health services, please keep the following in mind:

- Your child needs to see his/her healthcare provider for annual well-child examinations according to the Commonwealth of Pennsylvania’s EPSDT guidelines. Your Family Engagement Worker/Teacher gives you a form to take to the appointment.

- If your child hasn’t had his/her lead level done at 24 months of age, your child needs to have it completed. We need written proof of this test.

- You need to have your child Immunized as recommended by your healthcare provider.

- If your child sees any specialized care providers, Head Start will request notes from any visits.

- Your child will receive regular nutrition evaluations, as well as growth screenings.

- Your child’s hearing and vision will be monitored.

- Your child needs to see the dentist. Early dental care will help insure your child doesn’t have major dental problems later. You will be given a form to take to all dental appointments.

- It is important to maintain health insurance coverage for your child.

- You will receive reminder notices regarding needed medical and dental services.

Please call at any time with any questions or concerns regarding your child’s health.
Health Services

Your child will be supplied with a toothbrush, toothpaste and instruction for proper tooth brushing each day. Head Start encourages that children are seen by a dentist annually.

If any health concerns are detected throughout the year, you will be notified and if assistance is needed for further medical treatment, you may contact the center staff and/or program nurse.

Prescription medication will only be given with prior written permission from you and your child’s physician. All prescribed medications must be in the original childproof containers that are properly labeled. You will be asked to sign a medication administration log when medications are given to your child during Head Start.

Food allergies must be documented by the physician and on file at the center and the Head Start office.

Two Person Rule

The SLHDA, Inc. Head Start adheres to a policy whereby no child is ever left alone with an adult. Two staff members or a staff member and a volunteer must be present at all times when children are in care. The purpose of two adults being present ensures that all children are provided with the supervision and assistance that they require in a quality program.
Health Services Guidelines

1. If a child has an upset stomach, nausea, or vomiting, while at home, please keep child home until he/she is able to eat and drink for a full 24 hours without becoming ill.

2. If these symptoms occur while at school, the child will be sent home and must be kept home for a full 24 hrs.

3. If a child has diarrhea, keep child home for a full 24 hour period after the diarrhea has stopped.

4. If a child has diarrhea while at school, they will be sent home. They must stay home for 24 hours after diarrhea has stopped.

5. If there is a fever of 101 F. or higher, keep your child home. The temperature must be below 101 F. for a full 24 hour period before returning to the center. This also means that the child should be fever free and have no Tylenol or Motrin in the last 24 hours.

6. If a child has a fever of 101 F. while at school, they will be sent home. They must be fever free for 24 hours before they return to school.

7. If a child has a rash or any red, warm to touch, or draining areas on the skin, your child should be kept home. The child needs to be seen by a doctor for diagnosis and treatment. A note from the doctor, stating the diagnosis and a date when the child can return to school, is required. This note must be given to the center staff for the child to return to the center. A CHILD WILL NOT BE ALLOWED TO RETURN TO THE CENTER WITHOUT THIS NOTE.

8. If a child has a rash with these symptoms while at school, they will be sent home. They cannot return to school unless they have a Dr.’s note clearing them to return or the rash is completely gone.

9. If a child has yellow eye drainage, or the eyes are red and watery, he/she may have “pink eye” or conjunctivitis, which is contagious. The doctor must be contacted for treatment. A CHILD WILL NOT BE ALLOWED TO ENTER THE CENTER UNTIL 24 HOURS AFTER TREATMENT HAS BEGUN.

10. If a child has these symptoms while at school they will be sent home. They can return 24 hours after treatment has begun or the eye is totally clear.

11. If a child has contracted a cold, is cranky, tired, coughing, or sneezing excessively to the point where participation in activities is affected, he/she should be kept home. The child may return to school when activity level is normal, and can eat and drink without difficulty.

12. If a child has these symptoms while at school, they will be sent home. They can return to school when activity level is normal and can eat and drink without difficulty.

13. If your child becomes ill while at the center, every possible attempt will be made to contact you and inform you of illness and that your child needs to go home. Please be certain that your emergency contact numbers are current and are working. An appointed adult must be available if you are not.

By signing off on Parent Orientation Checklist you are agreeing to the terms listed above.
Universal Precautions

Anyone who comes into contact with blood or body fluids should utilize “universal precautions”. In the general course of providing services to clients, workers are not required to come into contact with blood or other bodily fluids. If such contact is required, gloves should be worn. It is the worker’s responsibility to assess each situation and use those precautions that are appropriate to insure personal safety. Since medical examinations cannot guarantee the identification of clients infected with HIV or other blood borne pathogens, special procedures should be followed. These procedures recommended by the Center for Disease Control, are referred to as “universal precautions’ and, as applied to social services, should be used when dealing with all clients.

1. Gloves should be worn when touching blood or body fluids or for handling items or surfaces soiled with blood or body fluids. They should also be worn when assisting children brushing teeth.

2. Gloves should be disposed of after each use and hands washed thoroughly (scrubbing for 20 seconds) with soap and water.

3. Hands should be washed immediately after coming into contact with blood or body fluids.

4. Blood spills should be cleaned with a diluted bleach solution (or one part bleach to 10 parts water). This same solution may be used to clean kitchen or bathroom areas.

5. Body waste should be flushed down the toilet. Gloves should be worn when changing diapers and all disposable diapers should be placed in a plastic bag prior to being disposed with other garbage.

6. Dishes and eating utensils must be washed in the dishwasher after use for sanitation purposes.
How Much Should My Child Eat?

Know about the child-size serving sizes are. Use your measuring cups until you can eyeball the portions.

Grain Group: 6 small servings
One Serving = ½ slice bread  
½ cup hot cereal  
½ cup cold cereal  
¼ cup cooked rice  
¼ cup cooked pasta  
½ dinner roll or tortilla

Vegetable Group: 3 Servings
One Serving = ½ cup cooked/raw vegetables  
1 cup greens, salad

Fruit Group: 2 Servings
One Serving = ½ cup 100% juice  
½ cup chopped fruit  
½ medium size fresh fruit

Milk Group: 5 – 6 small servings which includes 16 ounces milk daily
One Serving = ½ cup (4 oz) milk  
¼ ounce cheese  
½ cup yogurt or ice cream

Meat/Bean/Nut Group: 2 Servings
One Serving = 1 to 1 ½ ounces cooked lean meat, poultry or fish  
1 egg  
½ cup cooked beans  
2 tablespoons peanut butter

Fat/Oil Group: 1 - 2 servings

What and When Should My Child Eat?

Preschoolers need 4 to 6 meals daily. Check this meal pattern and food choices. Note that portions are child-size, example: 1 slice of bread is 2 servings of grains for a child.

Breakfast:
Fruit Group ¼ cup Orange Juice  
Meat Group 1 Egg, scrambled  
Grain Group (2) 1 Wheat toast  
Milk Group ½ cup Milk  
Fat Group Margarine

Mid-Morning:
Grain Group ½ cup cheerios  
Milk Group ½ cup Milk

Lunch:
Gain Group (2) 1 slice Wheat bread  
Meat Group 1 oz reduced salt Ham  
Vegetable Group 6 Cucumber slices  
Fruit Group ½ Banana  
Milk Group ½ cup Milk

Mid-Afternoon:
Vegetable Group Green pepper strips and dips  
Or Milk Group ½ cup Yogurt  
Beverage Water

Supper:
Meat Group Chicken leg  
Vegetable Group (2) 1 stalk Broccoli + 1 cup Salad  
Fat Group 1 teaspoon Salad Dressing  
Grain Group ½ cup rice  
Fruit Group ½ cup Strawberry Slices  
Milk Group ½ cup Ice Cream  
Beverage Water

Bedtime:
Grain Group Graham Crackers  
Milk Group ½ cup Milk
Family and Community Partnerships

Home Visits
The center educational staff conducts home visits at least twice per program year. The home visitor works with parents to help them provide learning opportunities that enhance their child’s growth and development. Home visits provide opportunities for parents and staff to discuss and share information regarding their child.

Parent/Teacher Conferences
Parent/Teacher conference will take place at least twice a year at the center. This is an opportunity to share information about your child and to visit the center. You are also encouraged to contribute to your child’s experiences by suggesting curriculum activities, input into menu ideas, etc.

Family Partnership Agreements
At the time of orientation, Head Start staff will begin the Family Partnership Agreement process by reviewing the application, social services, family well being and volunteering as well as any immediate needs your family may be experiencing. Preferably during a home visit, the Family Engagement Worker will then complete a Family Needs Assessment that will help identify your family’s strengths, potential goals, and determine the level of support that may be needed. The Family Partnership is an ongoing process that increases awareness to resources and agencies available in the community that offer assistance to meet identified family goals.

Goal Setting
Throughout the course of the year, staff will work with you to help you achieve goals that you choose for you and your family. Our goal is to help your family benefit as much from Head Start as your child(ren) do. We will help you achieve your goals by helping you to first identify your strengths as well as any needs your family may have. Your Family Engagement Worker will be in touch with you once your child starts school to set up a date/time in which we can work with your family in completing a Family Assessment. This assessment will help identify a goal that your family can work to achieve. Your Family Engagement Worker will review the Family Assessment with you and ask you to think about a possible goal. Once a goal(s) is decided, we can begin to work together to help you meet the goal you choose. Our goal is that in building an ongoing, respectful relationship between our staff and your family we can help you and your family access community resources and referrals and achieve your goals!

Transition Services
The Head Start Program provides assistance and guidance to you as your child transitions through the program and into other programs i.e., school age, daycare, etc. After leaving the program you will receive questionnaires about your child’s progress. Please make sure to complete these very important surveys to ensure future funding for the program. In addition to the Head Start transition services, assistance is provided by the local LEA’s (NEIU #19, Wayne County Consortium, IU #20) for those children who receive early intervention services.
Program Design and Management

Parent Group Committees

Every Head Start parent is encouraged to become an active member of the center parent group. Each Head Start Center has a center committee composed of parents of children who are enrolled at the center. Full Day/Full Year and PDE parents are invited to join a Center Committee that is most convenient to them. At the meetings, parents get to know each other and plan many social activities for the children including field trips and special events. Each month an educational topic is highlighted related to parent interests.

Parent Group: __________________________________________

Policy Council

Policy Council is comprised of current parents and community representatives who participate in the process of making decisions about the nature and operation of the program. Parent representatives from each center are elected at the first parent meeting. In August, a letter is sent to all Full Day/Full Year and PDE parents to represent this option at our Policy Council. If necessary a ballot is prepared and forwarded to the Full Day/Full Year and PDE parents to vote for their representatives. Meetings are usually held on the third Wednesday of the month at 7:00 P.M. Parents elected to Policy Council are reimbursed for mileage and baby-sitting costs to attend.

Voluntary Consent

I give my permission for my child to take walk, trips and all field trips necessary for my child to benefit from the components of his/her Head Start Program. I am aware that trips may involve public transportation as well as transportation by vehicles owned and operated or contracted for by the Scranton-Lackawanna Human Development Agency, Inc. I am also aware that all trips will be properly supervised in accordance with day care regulations published by the PA. Department of Public Welfare.

I give SLHDA Inc. Head Start permission to use my child’s name and/or picture in media releases including, but not limited to, television, newspaper, videotape, web page, facebook and newsletters.

The Parent Group sometimes finds it necessary to get in touch with parents for various reasons. This section authorizes staff to release your name, address and telephone number to members of the parent group. Please note this consent is strictly voluntary and once released, does not fall within our confidentiality guidelines.

By signing off on Parent Orientation Checklist you are agreeing to the terms listed above.
Pedestrian “Rules of the Road”

- Pedestrians are to use sidewalks whenever they are safely available.
- When sidewalks are unavailable, pedestrians must walk facing traffic as far to the left as possible.
- Pedestrians must obey traffic signals and/or traffic officers.
- At crosswalks where there isn’t a traffic control signal or officer, pedestrians have the right-of-way.
- If there aren’t crosswalks, signals, or signs, the pedestrian must yield the right-of-way to all vehicles.

Crosswalk safety:
Drivers do not always stop for pedestrians in a crosswalk. Be sure to:

- Look LEFT, RIGHT, LEFT again before stepping off the curb to cross the street, and continue to LOOK and LISTEN as you go,
- Only cross the street when you see it is safe.
- Stay within the lines of the crosswalk.
- Always walk your bike across the street or crosswalk.
- Wait for cars to stop before stepping off the curb and into the crosswalk.
- Never walk behind a car that has pulled too far and is blocking the crosswalk.
- Obey the Walk and Don’t Walk signals if the crosswalk has them.

(Even if the signal says walk, always look LEFT, RIGHT and LEFT again for traffic before crossing, and LOOK and LISTEN as you go.)

<table>
<thead>
<tr>
<th>Traffic Signal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steady White Light</td>
<td>Both of these signs mean that you may walk.</td>
</tr>
<tr>
<td></td>
<td>However, first you should:</td>
</tr>
<tr>
<td></td>
<td>Look to the left, right and left again.</td>
</tr>
<tr>
<td></td>
<td>Watch for turning cars.</td>
</tr>
<tr>
<td></td>
<td>When it is safe, leave the curb and cross the street.</td>
</tr>
<tr>
<td>Steady Orange Light</td>
<td>Both of these “DON'T WALK” signals, when they are flashing, mean to use caution.</td>
</tr>
<tr>
<td></td>
<td>If you are in the street, finish crossing the street.</td>
</tr>
<tr>
<td></td>
<td>If you have not started crossing the street, stay on the curb.</td>
</tr>
<tr>
<td>Flashing Orange Lights</td>
<td>These “DON'T WALK” signals, when the orange lights are steady, mean STOP.</td>
</tr>
<tr>
<td></td>
<td>Stay on the curb.</td>
</tr>
<tr>
<td></td>
<td>If a button is provided, push the button and wait for the “WALK” signal.</td>
</tr>
</tbody>
</table>
**Transportation**

Soon your child will begin his/her Head Start experience. A bus ride may be a first time experience for your child. Talk with your child often about what it is like to ride on a bus; what the bus feels like when it moves, safety rules, and how to behave on the bus to and from School.

Please be at the stop at least 10 minutes before the designated pick up and drop off time. Inclement weather or unforeseen emergencies may delay the bus times. Safety is our first concern.

An adult must accompany children to the bus. Your child will be released to individuals authorized by you.

**Bus Rules and Regulations**

1. **All children must be walked to the bus door** by a parent or adult (over 16 years of age) authorized by the parent.

2. Parents and children need to keep a safe distance from the back of the bus at all times. There is a ten foot blind spot behind the bus. Crossing should be done in front of the bus so the driver can see you.

3. If a child has to cross the street to get on or off the bus, he/she must be accompanied by an adult (No Exceptions).

4. Except for show and tell days children are not permitted to carry items or toys onto the bus. No objects with sharp edges will be allowed on the bus.

5. Food or drinks are not allowed on the bus.

6. Children need to learn and be encouraged at home to follow bus rules for safety:
   * Children need to remain seated
   * Children should be buckled in at all times on the bus.
   * Children should not push or hit any other child on the bus.
   * Children should keep arms inside the bus at all times

7. Parents should encourage their children to participate in activities on the bus (i.e. songs, finger play etc.)

By signing off on Parent Orientation Checklist you are agreeing to the terms listed above.
Helpful Hints

• Keep informed on what your child is doing in school and carry it over at home.
• Praise your child and make your child feel good about themselves.
• Borrow children’s books from the library and read to your child.
• Make sure your child gets enough rest and proper food.
• Accept and show pleasure in the work your child brings home from school.
• Let your child dress independently and take care of own toilet needs, as much as possible.
• Encourage your child to talk to you about their play ideas.
• Show by your attitude and your activities that you think Head Start is an exciting and happy place!
• Dress your child in casual clothes; make sure your child has boots, mittens, hat and coat for messy weather. Sneakers are the preferred footwear.
• Be sure your child is ready for school. Observe school hours.
• If your child is going to be absent, please notify the teacher and transportation staff.

Remember! The Child Who Is Sick, Tired, or Hungry Cannot Learn
Procedure for Filing a Complaint

In the event of a complaint or difference of opinion on classroom or program operation procedures, we ask parents to adhere to the following steps in reaching an amicable solution to the problem.

Step 1. Voice your complaint to the child’s teacher. They are there to not only instruct and care for your children, but also assist you in your role as the “primary educator of your child (ren)”. They are also a liaison between the program and the community.

Step 2. After you have given your child’s teacher an opportunity to respond to the situation and the matter is still not resolved, please call the Family Engagement Coordinator who will contact the people to which the situation may apply.

Step 3. If Steps 1 or 2 fail to resolve the situation, please call Ms. Ann Lynady, Project Director. She will be happy to meet with you to discuss and solve any problems you may have with the program. She can be reached at 963-6633 Monday through Friday from 7:30 am to 12:00 pm and 12:30 pm to 4:00 pm. At this time the Project Director will contact the Policy Council Chairperson regarding the complaint.

Step 4. If Step 3 fails to resolve the situation Ms. Ann Lynady will ask you to formalize your complaint by putting it in writing. This “formal complaint” will be turned over to Mr. Sam Ceccacci Executive Director of the Scranton-Lackawanna Human Development Agency, Inc. who will then decide if assistance from any outside agencies is necessary.

With your understanding and cooperation we can resolve any situation which may arise.

No child will be discriminated against because of race, color, suspected or known disabilities, national origin or sex.
Why pay somebody to do your taxes?

Why lose money from your tax return?

You don’t have to when you file your taxes with the VITA program.

The Volunteer Income Tax Assistance (VITA) Grant Program is an IRS initiative designed to promote and support **FREE** tax preparation service for the underserved and low income populations.

Certified volunteers sponsored by various organizations receive training to help prepare basic tax returns in communities across the country. Trained community volunteers may help with special credits, such as

- **Earned Income Tax Credit**, 
- **Child Tax Credit**, 
- **Credit for the Elderly or Disabled**.

In addition to free tax return preparation assistance, most sites also offer free electronic filing (e-filing). Individuals taking advantage of the e-file program will receive their refunds in half the time compared to returns filed on paper - even faster when tax refunds are deposited directly into one’s bank account.
The Scranton-Lackawanna Human Development Agency is
An Equal Opportunity Employer
General Information -Names and Numbers
Central Head Start Office
321 Spruce Street
Scranton, PA 18503
570-963-6633

Project Director                      Ms. Ann Lynady
ERSEA Coordinator                   Ms. Erin Griguts
Career Development Coordinator     Ms. Beth Ames
Education Coordinator               Ms. Joy Mead
Education/Transition Coordinator    Ms. Judy Uzzolino
HSSAP Coordinator                   Ms. Angela Walker
HSSAP Coordinator                   Ms. Meghan Degilio
Health Coordinator                  Ms. Donna Redmon
EHS Health Coordinator              Ms. Laura Mickavicz
Nutrition Coordinator               Ms. Lisa Bonarrigo
Health Specialist                   Ms. Katie Morris
Health Clerk                        Ms. Nadia Kandia
Special Needs/Mental Health Coordinator   Ms. Lisa Gintoff
Special Needs/Mental Health Coordinator   Ms. Jennifer Motichka
Diversity Education Liaison         Ms. Maryori Canales
Family Engagement Coordinator       Ms. Debbie Tomassoni
Family Engagement Coordinator       Ms. Lee Ann Potis
Family Engagement Coordinator       Ms. Stephanie Pivovarnik
Family Engagement Coordinator       Ms. Dawn Zaleski-Melodia
Family Engagement Aide              Ms. Jamie Rollison
Transportation Coordinator          Mr. Jeff Cieslak
Early Head Start/FDFY ERSEA Coordinator   Ms. Leisa Freiman
Early Head Start Coordinator        Ms. Beth White
EHS Family Engagement Coordinator   Ms. Alicia Lisowski
Human Resources Director            Ms. Cindy Davis
Program Secretary                   Ms. Lucille Simone
Human Resources Assistant           Ms. Silvana Lowry
Management Information System Specialist  Mr. Walter Strowsky
Clerical Aide                       Ms. Robin Mascaro

Classroom Staff & Phone Numbers