



HOLLY AREA SCHOOLS

HEAD START PARENT HANDBOOK

2024-2025



801 E. MAPLE ST.
HOLLY, MI 48442

248-328-3021
WWW.HASK12.ORG

SUSAN SIMMS
EARLY CHILDHOOD PRINCIPAL
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Head Start Parent Handbook

Contact Information:

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Philosophy Statement

Holly Head Start Program believes individual children develop best in a nurturing classroom through active learning experiences. Teaching team's work to build confidence in all children in order to establish a solid foundation at their own developmental level. We foster supportive relationships with families and community partners to enrich the child's emotional and social development. These beliefs guide our practice and provide the framework for program decisions.

Mission Statement

The mission of Holly Head Start is to educate all students to be productive citizens capable of thriving in a changing environment.

Public Notice

Holly Area School District

Notice of Nondiscrimination

It is the policy of the Holly Area School District not to discriminate on the basis of race, religion, color, national origin, sex, disability, height, weight, or marital status in its programs, services, or activities.

Inquiries related to discrimination on the basis of disability should be directed to

Jennifer Lauria

Special Education Director and 504 Coordinator

920 Baird Street

Holly, Michigan 48442

248-328-3100

Direct all other inquiries related to discrimination (Title II, Title VI, Title IX) to

Jennifer Herbstreit, Assistant Superintendent

920 Baird Street

Holly, Michigan 48442

248-328-3100

The Head Start program will operate with the children in attendance for a minimum of 128 days of the academic school year. The program will be closed on Home visits, conferences, school holidays, snow days, or other emergency days as set by the Holly Head Start.

Program Overview

Head Start programs promote school readiness of children ages birth to five from low-income families by supporting the development of the whole child. Holly Area Schools services only three to four year olds in our Head Start programs.

Head Start programs offer a variety of service models, depending on the needs of the local community. Many Head Start programs are based in centers and schools. Other programs are located in child care centers and family child care homes. Some programs offer home-based services that assign dedicated staff who conduct weekly visits to children in their own home and work with the parent.

Head Start programs support children's growth and development in a positive learning environment through a variety of services, which include

- **Early learning:** Children's readiness for school and beyond is fostered through individualized learning experiences. Through relationships with adults, play, and planned and spontaneous instruction, children grow in many aspects of development. Children progress in social skills and emotional well-being, along with language and literacy learning, and concept development
- **Health:** Each child's perceptual, motor, and physical development is supported to permit them to fully explore and function in their environment. All children receive health and development screenings, nutritious meals, oral health and mental health support. Programs connect families with medical, dental, and mental health services to ensure that children are receiving the services they need.
- **Family well-being:** Parents and families are supported in achieving their own goals, such as housing stability, continued education, and financial security. Programs support and strengthen parent-child relationships and engage families around children's learning and development.

Delivered through 1,700 agencies in local communities, Head Start and Early Head Start programs provide services to over a million children every year, in every U.S. state and territory, in farmworker camps, and in over 155 tribal communities. Head Start programming is responsive to the ethnic, cultural, and linguistic heritage of each child and family. More than 80 percent of children served by Head Start programs are 3- and 4-year-olds. Infants, toddlers and pregnant women make up just under 20% of Head Start enrollment, and are served through Early Head Start programs. Early Head Start programs are available to the family until the child turns 3 years old and is ready to transition into Head Start or another pre-K program.

Curriculum

Our Head Start classroom(s) use the research based HighScope Curriculum that aligns with Michigan's Early Childhood Standards of Quality for Pre-Kindergarten. Curriculum areas include Approaches to Learning; Social and Emotional Development; Physical Development; Health; Language, Literacy, Communication; Mathematics; Creative Arts; Science and Technology; Social Studies; and English Language Learning. In the HighScope curriculum, adults and children are partners in play. More information about the HighScope curriculum can be found at <http://www.highscope.org>.

Assessment

Developmental Screening: In partnership with families we complete the Ages and Stages Questionnaire (ASQ) developmental screening for all GSRP children within two weeks of the child's first day of school. This information is entered online where it can be automatically scored. All families will receive their child's results and activities at or before the fall parent-teacher conference. Teachers and families will partner to use the

information to plan for each child's success. If further evaluation is indicated by the results of the ASQ, the parents will be notified and a plan of action will be developed.

Ongoing Assessment:

We use the High Scope online Child Observation Record (COR) to support and plan for each child's progress throughout the school year. The COR is an observation tool that helps tell the story of your child's growth and development throughout the program year. Notes are recorded and entered in all curriculum areas. Families receive a, My Child's Developmental Profile (Family Report) three times per school year.

The First Day

The first day of preschool can be exciting and also a little intimidating for a child as well as their parents. Here are a few suggestions to help ease the fears of separation:

- Visit the classroom prior to the first day of school.
- Read books about school to your child.
- Discuss the first day of school with your child.
- Never "sneak out" on your child, this only creates mistrust.
- Try not to prolong the pain of separation.
- Remember, your child will detect your own fears and anxieties, be brave!
- Your child is in safe, experienced, and caring hands

Emergency Contacts

An emergency card is a document that is required, used in the classroom, and carried with the teacher whenever the class leaves the room for class activities such as gym, playground, library, etc. All information on your child's emergency card must be current and updated whenever necessary. This is for your child's safety. New telephone numbers, new child-care providers, changes in medical coverage, and new addresses must be reported. If your phone is disconnected, you must provide the school with an alternative contact number. Cell phones must be turned on and answered during school hours if they are the main source of contact. Failure to pick up your child in the event of illness or trauma may be considered neglect. PLEASE remember to update these emergency cards whenever your information changes.

End of the Day Pick Up Procedure and Designated Pickup Area

Your child must be met at the designated pickup area-which is the playground- by a parent or person listed on the emergency card with a driver's license or ID to be dismissed. If there is any change in who will be picking up your child, the name of the person picking up your child must be added to the emergency card. **YOUR CHILD WILL NOT BE RELEASED TO ANYONE NOT LISTED ON THE EMERGENCY CARD.**

Fees

There are no fees assessed to the families of children in the Head Start program for services provided according to the federal guidelines.

Admission

Head Start is a federally funded program. Admission is based on income and/or a child's disability. Priority enrollment goes to the neediest and a criteria scoring profile is completed on each participant. It is not "first come first serve".

School Calendar/Inclement weather

Each family is provided a program calendar prior to the first day of school. Refer to the calendar for information regarding the first day of school, last day of school, school breaks, or other days the classroom may not be open. If you are in need of another copy of the program calendar please contact your child's teacher or the program administrator.

Toilet Training

Your child must be toilet-trained and independent in taking care of bathroom needs. We understand that children may have accidents; therefore, in the event that your child has an accident and dry clothes are accessible, then your child will be sent to the restroom to change their clothes. If dry clothes are not available or additional clean-up is needed, parents may be called for immediate pick up or to come to school to assist with changing. Students who are not potty trained will not be allowed to attend.

Field Trips

Field trips will be of an educational nature and will be coordinated by staff and parents in relation to classroom activities. Field trips are a school activity and will be counted as the class time for that day. The program will pay for the child in the program. Parents are asked to attend with their child and transportation may be the responsibility of the parent. Head Start children cannot ride the bus.

Confidentiality

Out of respect for the privacy of each family in our program, all information pertaining to students and families will be kept confidential. If a student is attending a program administered by a public school, the student's COR assessment and attendance records may be passed on to the students' Kindergarten school building. Information may be reviewed by Oakland Schools and/or the MDE to ensure and support program compliance. The only instance in which information will be shared about a child or family without a parent's written consent is when staff has reason to suspect the child may have experienced abuse or neglect.

Transportation and Pedestrian Safety

An adult must escort children arriving at school into the building. Parents must sign their children in each day and sign back out at the end of class. Parents must release their child to a staff member before leaving their child at school. Children cannot be dropped off before school begins. All children must be picked up on time. If you are experiencing a situation that prevents transporting your child to and from school at the designated time, please talk to us. We may be able to help! Vehicles must not be left running in our parking lot! Children should not be left unattended in vehicles. These rules are very important for the safety of your children, please share this information with anybody who may be bringing your children to school. Head Start children cannot be picked up or dropped off in the carline.

Food Service

A planned food service program will be part of the school day. There is no cost for snacks or meals. The following meals/snacks will be served at the following times:

- Breakfast is served after arrival
- Lunch at midday
- Afternoon snack is after rest time

Child and Adult Care Food Program

Civil Rights

This institution is an equal opportunity provider.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) (http://www.ascr.usda.gov/complaint_filing_cust.html) online, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

(2) Fax: (202) 690-7442

(3) Email: program.intake@usda.gov

This institution is an equal opportunity provider.

Families are not allowed to send in food for their children simply because the child does not like the food served or prefers something from home. A child may have to be exposed to a food that is new 12 or more times before becoming comfortable with it. Through our family style dining approach, children will build relationships with each other while learning healthy eating habits.

Parent Involvement

Parent involvement is welcomed and encouraged. To establish and maintain a strong school-home connection, which benefits children, we offer the following ways for families to be involved:

- **Volunteering in the Classroom:** Talk with your child's teacher about how you can be involved as a volunteer. We provide support through our volunteer supervision policy. Background checks need to be completed before volunteering in the classroom.
- **Home Visits and Parent-Teacher Conferences:** Teachers work with families to schedule two home visits and two parent-teacher conferences. Additional meetings can be arranged.
- **Parent Orientation:** Takes place at the start of the school year to support relationships, invite input, share community resources, and encourage future involvement in program decision making.
- **Policy Council:** The main role is to approve all policies pertaining to our program. On occasions, new policies may need to be revised or created. A representative of the policy council will report back to the policy committee to keep everyone up to date on policies, Head Start legislation and Head Start guidelines.
- **Policy Committee** is a committee that meets at county level. Representatives from each Head Start program in Oakland County gather to discuss local concerns and countywide policies. Two parents from Holly are needed for this committee. Policy council meets once a month. Meetings take place at different locations throughout the year, but most are held in Pontiac. Parents can be reimbursed gas mileage and childcare costs if they attend these meetings. Dinner is also provided.

Home Visits and Conferences

Teaching staff conduct two home visits at 1 hour each. We hope that you will welcome them into your home. The purpose of the home visit is to let children know teachers and parents work together for their benefit. During the home visit, families and teaching staff get to know one another and children become familiar with teaching staff. This helps ease the transition from home to school. Teachers will have plenty of time to answer families' questions and address their concerns. Staff will make every attempt to schedule home visits at a time that is convenient to families.

In addition to two home visits a year Head Start staff will conduct two conferences at 45 minutes each with the family of each enrolled child per program year. The results of COR scoring and the child's general progress in all areas will be shared with the parents during these conferences. Parents will be given ample time to ask questions, share suggestions and address concerns. Staff will make every attempt to schedule conferences at a time that is convenient to families. In addition, families may request a conference at any time during the program year.

Before/After Care for Head Start

If you need care before or after the Head Start hours, please let us know.

- We offer before and after care at our sites through the Holly Latchkey Program, please call (248)328-3021 for more details. A separate parent handbook is available for the program and can be found on our website.

Referrals for Child and Family Needs

We strive to meet the individual needs of all children in the program. To determine each child's needs, the program conducts screenings within the first two weeks of the child's first day of school to assess children's developmental, behavioral, and language development. If these screenings - as well as information gathered from observations or provided by parents, doctors, or other specialists - result in a concern about the child's development or functioning, we will begin a process to follow up on that concern, including further evaluation if needed.

In case of a suspected disability (including moderate developmental delays or concerns that persist after intervention), parents may request an evaluation. Upon a written request from the parent, the school district where the parent lives has 10 school days to inform the parent in writing of the intent to evaluate, and seek consent. Evaluations may only take place with written parental consent.

Once all information is gathered, it is reviewed with the parents. If the results recommend an Individualized Education Program (IEP), a meeting will be scheduled with parents and other personnel involved. Any additional services to be provided and who will provide such service will be determined at this meeting. Your child's teacher, administrator, and the special services team will work together throughout the year to ensure that the IEP is being implemented with fidelity, including the use of special modifications and strategies to support your child in being a fully participating member of the classroom community.

If your child enters the program with a documented special need, the documentation will need to include a notation that Head Start is a suitable setting in light of the needs of the child.

Families may also need services unrelated to special education. To provide this support, families are asked to provide information related to the child's life experiences and current living situation. If there is a non-educational need that your family has, please notify a staff member. Staff will seek the resources you need and follow-up accordingly.

Attendance Policy

Please make every effort to arrive at school on time. When children arrive after the day has started, they miss out on important parts of the routine. Children who consistently arrive on time and are in school every day quickly master the routine, learn more, are happier to be in school and receive the maximum benefit from our

preschool program. If your child will not be in attendance, please call your child's teacher before the program day begins and let them know your child will not be attending and the reason for not attending.

If a child is absent and the program is not contacted by the parent, the program will attempt to make contact with the parent. If the program cannot make contact with the parent for 3 consecutive days, then a letter will be sent to the parent. If the program does not receive a response within 10 days of the date of the letter the child may be moved to the program's waitlist.

If a child is consistently absent, resulting in the child missing 15% or more of the program, the program will partner with the family to resolve the situation. If the situation cannot be resolved, then the child may be moved to the waitlist.

If a child is planning to miss a consistent month or more of the program, the child may be moved to the waitlist and another child enrolled. When the child who planned an absence returns the child may be re-enrolled if the program has an opening.

It is important that children are picked-up on time. Please call the school office or the classroom teacher if you know you are going to be late picking up your student.

Holly Area School District offers Latchkey for before and after school care to support you and your family. If you are unable to pick up your child at the end of the day, please sign up for Latchkey by contacting 248-328-3021. Any family whose student is not picked up within 15 minutes of the school day will receive the following procedure. Reminder please call the building office or teacher anytime you are running late this will prevent further warning.

1st Warning- Reminder that you need to call the office or teacher if you are running behind.

2nd Warning- A written notice of tardiness will be given to you with a statement of 2nd warning and a signature of understanding will be needed.

3rd Warning- Child is taken to latch-key and a fee will be assessed by the Latchkey program of \$35.00 and the current hourly rate.

Withdrawal Process

Our Head Start withdrawal process consists of two parts:

- 1) the steps we ask families to take if they decide to leave our program and
- 2) reasons why a child might be asked to stay home or leave a Head Start program.

1. Parent initiated withdrawal

- If you decide to withdraw from our program, please let your child's teacher know as soon as possible so that we can notify a family on our wait list.

2. Program initiated withdrawal

- Once enrolled in Head Start, the only reason we will initiate permanent withdrawal from our program is due to low attendance (see page 9 for more information)
- Children will be asked to stay home while they have a contagious illness that endangers the health and/or safety of children or others. (see page 13 for more information)
- According to the Head Start implementation manual, children enrolled in Head Start programs "must not be excluded or expelled because of the need for additional medical or behavioral support." If your child is struggling in our Head Start program, we will partner with you to help your child succeed. (See page 8 for more information)

Conflict Resolution/Discipline

Staff support children as they begin to understand their behavior choices and learn acceptable ways of interaction with others. The approach we use promotes and encourages self-regulation, self-direction, self-esteem, and a spirit of cooperation. We use a six-step process to resolve conflicts. The steps are:

1. Approach children calmly and stop any hurtful actions
2. Acknowledge children's feelings
3. Involve children in identifying the problem by gathering information
4. Restate the problem in children's vocabulary
5. Ask children for solutions and encourage them to choose one together
6. Give follow-up support when children act on their decisions

We encourage you to help us give children a consistent message by trying to use the six steps at home. Staff is prohibited from using these forms of punishment:

- Hitting, spanking, shaking, biting, pinching, or inflicting other forms of corporal punishment.
- Restricting a child's movement by binding or tying him or her.
- Inflicting mental or emotional punishment, such as humiliating, shaming, or threatening a child.
- Depriving a child of meals, snacks, rest, or necessary toilet use.
- Excluding a child from outdoor play or other gross motor activities.
- Excluding a child from daily learning experiences.
- Confining a child in an enclosed area, such as a closet, locked room, box, or cubicle

Reporting Abuse And Neglect

By law, employees are required to report suspected cases of abuse or neglect to the Child Protection Division of the Family Independence Agency of Michigan. After the initial call is made, a follow-up written report will be made within 72 hours. The school district may not dismiss or otherwise penalize an employee for making a report. Abuse includes any suspected neglect, sexual abuse, physical abuse, emotional abuse, and verbal abuse.

Accidents/Injury/Incident

In case of an accident/injury a staff member will identify the injury and notify the certified CPR/First Aid staff member. An accident/injury report will be completed by staff and submitted to the office by the end of the school day. A parent can obtain a copy of the report by request.

When a child incurs a minor injury, staff will take the following steps:

1. Immediate care is provided to the child
2. A phone call, written report (Accident Report), or both will be provided to the parent at or before dismissal on the day of the minor injury

When a child incurs a serious injury, staff will take the following steps:

1. A staff member calls 9-1-1 and then immediately phones any other required personnel that need to be notified when 9-1-1- is called, while the certified CPR/First Aid staff member remains with the injured child.
2. Ensure the scene is safe. If so, provide care and comfort to the injured child until EMS personnel arrive.
3. EMS personnel will determine if the injured party needs to be taken to the hospital. 4. The parents will be contacted by phone once the situation is under control. If the parents cannot be reached the next person on the emergency card will be contacted until either the program is able to talk with someone or all individuals have been phoned.
5. A staff member will ride in the ambulance if the parent is unable to do so.
6. Within twenty-four hours of the injury, a call will be made to the Department of Regulatory Services Licensing Division followed by a written report within three days of the injury.

In the event of incident involving a child staff will take the following steps:

1. Immediately contact that child's parent via telephone. Should we be unable to reach the parent we would then contact the child's emergency contact person whose phone number has been provided to us by the parent.
2. Staff would call 911 if the incident is a safety or security risk.

Health Guidelines

Regardless of the precautions taken at home or school, your child may become ill during the course of the school year. If your child becomes ill, you will be called and asked to pick up your child. If you are unavailable, we will call someone on your Child Information Record. The child should be picked up within one hour of being notified. The child will be isolated from other children and as many staff as possible (the child will not be left alone). If your child has been absent for more than 3 days due to a sickness, communicable disease, medical procedure (surgery of any kind) or hospitalization (emergency room included) it is required to present a doctor's note to your child's teacher documenting a return date that the child is able to return to school. Without documentation your child will be excluded from the school day until the note is obtained.

There are times when a child should not be sent to school. These times include when a child has:

- A fever (temperature of 100.4 or more)
- Child must be free of fever for 24 hours (without fever reducing medication) in order to return.
- Diarrhea or vomiting
- Child must be symptom free for 24 hours in order to return
- Discharge or redness of the eyes
- Discharge from the ear
- Green or yellow discharge from the nose
- Persistent or productive cough
- Sore throat
- Skin rash (Doctors note needed)
- Ringworm (exclusion is not necessary unless the contact with others could promote spread), lice, hand-foot-mouth or any other communicable disease listed on the Oakland County Health Division

Communicable Disease Reference Chart

(<https://www.oakgov.com/health/services/Documents/Communicable%20Disease%20Reference%20Chart.pdf>)

Parents must notify the school if a child has a communicable disease or an extended illness for more than 3 days. When applicable, the school will notify families of an illness. A doctor's note for treatment of a communicable disease or an extended illness will be required for re-admittance to school.

Communicable Diseases

The following are symptoms suggestive of communicable diseases. Children, staff, or volunteers with these symptoms should be kept home. If any of these symptoms are noticed while your child is at school, you will be contacted immediately. The child will be isolated from other children and as many staff as possible (the child will not be left alone). Children, staff and volunteers should be seen by a physician and will be excluded from school using the Oakland County Health Department Exclusion Guidelines. A doctor's note will be needed upon return.

- Red, running, or discharging eyes
- Persistent or productive cough
- Sores or crusts on the scalp, face, or body particularly if red, swollen. Or draining
- Any skin eruption or rash
- Sore throat
- Swollen or tender glands
- Fever

- Nausea or vomiting
- Pain and stiffness of neck and headache
- Jaundice yellowing of eyes or skin.
- Diarrhea or persistent abdominal pain

Any of the above symptoms may be associated with communicable diseases. They may also be symptoms of non-communicable diseases, but must be considered as signs of illness that should have medical attention. It is very important to report any illness to your child's teacher. We are required to report many conditions and diseases to the health department within 24 hrs.

Calling the Oakland County Health Department at 248-858-1280 or Nurse On Call can obtain questions concerning communicable diseases or any health resources at 1-800-848-5533

Medication

In order to establish and maintain a system of safe storage, handling and administering of medications at school, an Authorization to Administer Medication Form is required. We will follow all steps noted in the Licensing Rules for Child Care Centers, Rule 400.8152, including:

- Medication, prescription or nonprescription, shall be given to a child by an adult caregiver only.
- A caregiver shall give or apply medication, prescription or non-prescription, only with prior written permission from a parent. A physician's permission may also be required.
- All medication shall be in its original container, stored according to instructions, and clearly labeled for a named child.
- Prescription medication shall have the pharmacy label indicating the physician's name, child's name, instructions, and name and strength of the medication and shall be given according to those instructions.
- Topical non prescription medication, including, but not limited to sunscreen and insect repellent, requires written parental authorization annually. Any nonprescription medication needs to be provided by the parent.

Health Care Resources

Oakland County Health Division	248-858-1280	1200 North Pontiac, MI 48341 Telegraph https://www.oakgov.com/health
Finkenbiner Joy M - Ascension Genesys Hospital	810) 606-6570	2598 Genesys Pkwy Grand Blanc, MI 48439
National Capital Poison Center	1-800-222-1222	www.poison.org
General Health & Wellness	American Academy of Pediatrics www.aap.org	
	Healthy children www.healthychildren.org	
	Bright Futures www.brightfutures.org	
Nutrition	My Plate (USDA) www.choosemyplate.gov	
	American Dietetic Association www.kidseatright.org	

Handwashing

- Hands will be washed with soap and running water. Hand sanitizers and pre-moistened wipes may not be substituted.
- Have a clean paper towel available.
- Turn on water to a temperature between 60 and 120 degrees F.
- Moisten hands with water and apply soap.
- Rub hands together vigorously until a soapy lather appears and continue for at least 10 seconds.
- Rub areas between fingers, around nail beds, under fingernails, jewelry and the back of hands.
- Rinse hands under running water until they are free of soap and dirt. Leave the water running while drying hands.
- Dry hands with a clean, disposable paper towel. Turn water taps off with the paper towel.
- Dispose of the paper towel in a lined trash container

Staff will use and actively teach children and model the above hand washing procedure. Staff will wash hands at the following times:

- Upon arrival at work
- Before preparing, serving, and/or eating food
- After using bathroom
- After sneezing into hands
- Every time after handling soiled clothing, toilets, a sick child, wiping a child's nose, head lice check, before and after using vinyl gloves.

Children wash their hands at the following times:

- Upon arrival
- Before preparing or eating food
- After toileting
- Whenever dirty
- After sneezing in hand or blowing nose
- Any other time that the child chooses

Cleaning Procedures

- Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- Three step process on all eating surfaces 1. Soap and water 2. Water 3. Bleach (let air dry if possible, if not wait 10 seconds before wiping)
- Diluted bleach solution on used toys before being used again. (Clean and dirty toys will be rotated daily).
- All toys must be sprayed at the end of the day when children leave and can be left to dry until the next day.

Grievance Policy

We strive to provide a positive, nurturing environment for all. However, at times concerns may arise. If you have a concern about something related to your child's preschool program the best place to start to resolve the issue or concern is with the child's teacher. Talk about the concern with the teacher and try to reach a solution. If that does not work, you are welcome to contact the program administrator. We will work with all families to arrive at an agreeable resolution for all parties.

1. Speak to your child's teacher about your concerns.

2. If you still have concerns after speaking with the teacher, make an appointment to speak with the program director.
 3. If you still have concerns after speaking with the director, contact Scott Roper, Superintendent for Holly Schools
 4. Any concerns after that point would be directed to the Holly Area Schools Board of Education
- If an agreeable resolution cannot be attained between the parent and program staff, a parent can contact the Oakland Schools Early Childhood Unit Early Childhood Contact (ECC) at (248) 209-2000. If resolution cannot be found with Oakland Schools, families can contact the MDE at (517) 373-8483.

Daily Routine

Although times may vary from building to building, below is a sample of a typical daily schedule. Your child's teacher will provide an accurate schedule at the beginning of the year.

Head Start Full-Day Schedule

8:35-9:20 –Arrival/Breakfast/Greeting time –Children enter the room at their own pace. Children have choices about whether to eat, spend time with books or interact with teachers and/or peers. Once all the children have arrived, adults share the daily announcements.

9:20-9:50 –Outside Time –Children have choices about how they play in the outdoor learning environment much as they do during work time indoors. Teachers supervise children for safety and also join in their outdoor play, supporting children's initiatives and problem solving.

9:50-10:00 –Planning Time –Children indicate their plans to the teacher in a place where one-on-one conversations can occur and where people and materials are visible. Teachers use a range of strategies to support children's planning (e.g., props, area signs, tape recorders, and singing, planning individually, in pairs or in small groups).

10:00-11:00 –Work Time (uninterrupted choice time) –Children always initiate activities and carry out their intentions. Children make many choices about where and when to use materials. During Work Time, teachers participate as partners in child initiated play and encourage children's problem solving both with materials and during times of social conflict.

11:00-11:10 –Recall Time –Gathered in small group settings, children are given time to reflect on their experiences, talk about and exhibit. Teachers provide a variety of materials and strategies to maintain interest as they follow the children's lead and encourage children to share (e.g., individual props such as: puppets, telephones, group games using a hula hoop, ball or spinner, reenacting, drawing, showing and describing a structure or painting). Children are given uninterrupted time to give details of what they did.

11:10-11:25 –Small Group Time –Teacher initiated learning experience based on children's interest and development; where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same materials in their own way.

11:25-11:35-Bathroom/Wash hands/ Prepare for Lunch- Children assist in preparing and setting up for lunch. Children choose where they would like to sit and are encouraged to serve themselves.

11:35-12:15 – Lunch/Brush Teeth –Family style meals support children doing things for themselves (e.g., serve themselves, pour the beverage, distribute napkins, wipe up spills etc.). Children choose whether to eat, what to eat and how much to eat. All children are encouraged to clean their own space including disposal of leftovers, wiping tables and pushing in their own chair.

12:15-12:35 --Large-Group Time/Music and Movement –Children will participate in activities planned around children's interests, developmental levels, music and movement, cooperative play and projects, and events meaningful to children.

12:35-2:05 –Quiet/Resting Time –Resting is a time for sleeping or quiet, solitary, on-your-nap mat play. Rest time plans are individualized to meet the needs of each child. Quiet play could include books, dolls, and fine motor manipulatives.

2:05-2:20 –Wake/Bathroom/Snack –Children are gently awakened as teachers play music, open blinds, and turn on lights. Students and teachers work together to put away nap mats and set up for snacks. (Snack time procedure is the same as lunch procedure).

2:20-2:50 –Small Group Time

2:50-3:25– Outside time

3:25-3:40-Dismissal

Rest Time

All children will be provided with a mat on which to rest. Families are welcome to provide their child with a small blanket and pillow. A large blanket or pillow should NOT be sent. Talk with your child’s teacher if you would like to bring other rest items for your child. Please remember to label all items sent to school. Rest items provided by families will be sent home at the end of each week for laundering.

Transitioning into rest time, children are encouraged to gather their nap belongings and place them on their mat. The lights are off and soft music will be played. Rest time is scheduled according to Head Start, NAEYC and licensing standards. Children that do not rest are welcome to participate after 20 minutes in a variety of quiet activities on their mat. Quiet play could include books, dolls, and fine motor manipulatives. After about an hour and a half, the lights are turned on and children are encouraged to return their rest items to their cubbies. Children that are still resting will be gently encouraged to wake up but not forced to get up.

Outdoor

Your child will go outside every day. Outdoor play time is structured to be a healthy, educational and enjoyable time for children. Please make sure your child is dressed in clothing that is appropriate for the weather conditions. If it has recently rained, your child will need to have a pair of boots to wear outside. If there is snow on the ground and/or the temperature outside is very cold, your child will need a snowsuit, hat, gloves or mittens, and snow boots. Each child must have a complete change of clothes (underwear, socks, shirts, and pants) that will be kept in the classroom. Each piece of clothing must be clearly labeled with your child’s first and last name. If you are in need of any of these items please let your classroom teacher or program administrator know. Kindly remember if your child is too sick to go outside and play, he/she is too sick to come to school.

Behavior Management

Conflict resolution is a strategy used in the classroom.. Conflict resolution is used to handle disputes between children. It is a problem-solving approach that teachers use, but can also be used by parents in the home setting.

The six steps to conflict resolution are:

1. Approach calmly, stopping any hurtful actions.
 - Place yourself between the children, on their level
 - Use a calm voice and gentle touch.
 - Remain neutral rather than take sides.
2. Acknowledge children’s feelings.
 - “You look really upset.”
 - Let children know you need to hold any object in question. (“I need to hold this while we talk.”)
3. Gather information.
 - “What’s the problem?” Listen to each child’s version of the problem.
4. Restate the problem. This helps the child know that they are getting their point across.

- “So the problem is...” “Susie you’re telling me that you had it first and Bobby you’re telling you had it first.” If the child corrects you, restate the correction.
5. Ask for ideas to find a solution and choose one together.
- “What can we do to solve this problem?”
 - Encourage children to think of a solution.
 - If the children do not agree then tell them that you have an idea.
 - Give limited choices. “You can choose one of the ideas that we have talked about or find something else to do.”
 - Tell the children that you will decide for them. (This is a last resort and rarely needed.)
6. Be prepared to give follow-up support.
- “You solved the problem!”
 - Stay near the children.

In cases where behavior management procedures are ineffective, the teacher will discuss the situation with the parent to design a plan for the individual child and the particular behavior, which needs to be addressed. This plan will address methods of behavior modification that may include home environment, classroom environment, nutritional habits, sleeping patterns, television exposure, counseling, etc. Below is the procedure followed.

HEAD START

SEVERELY CHALLENGING BEHAVIOR POLICY AND PROCEDURES

Relates to Head Start Performance Standard(s) 1302.17

Overall Purpose of Behavior Policy:

In keeping with federal performance standards (1302.17) and promoting a healthy and safe environment for all children and staff, OLHSA Head Start has established a Severely Challenging Behavior Policy

A child may be considered for alternate program options/variations if the behavior that is expressed by a child during classroom hours, is repetitive and endangers or threatens another child or classroom staff. At no time will a child be expelled for such behaviors.

(a) Limitations on Suspensions

(b) Prohibition on Expulsion

Purpose:

Severely challenging behaviors include, but are not limited to: biting, hitting, kicking, choking, throwing objects that may cause harm, and inappropriate sexual behaviors. These behaviors not only hinder the educational growth of the classroom but the child displaying the behavior. With appropriate interventions OLHSA Head Start’s purpose is to decrease aggressive behavior, protect safety of all involved and ensure educational growth while in EHS/HS.

PROCEDURE:

LEVEL I

If a child, on a regular basis (two times per week or more), is harming himself/herself, or others, or destroying property, then the following procedure is used:

1. A staffing referral is made, either by parent or staff member, outlining the general and/or behavioral concerns.
2. Teacher and Teacher Assistant record anecdotal notes, including the behavior observed, time, date, place, apparent triggers and others involved. This takes place for three (3) weeks unless it is an emergency situation.
3. Parent signs permission for observation by support staff. Appropriate support staff (mental health, disabilities, etc.) talks with the family advocate and parent to see if there is additional information that would be helpful in understanding and solving the issue. Mental Health Staff will complete a questionnaire with parents to help

obtain additional information. Support staff provides a copy of the permission for observation to the Family Advocate, providing details as necessary.

4. Appropriate support staff makes and records observations.

5. Once observation is complete, Teacher, Family Advocate and support staff meet and decide if the situation requires staffing.

6. If a child has IFSP/IEP, LEA will be consulted on services provided to child and family. Information will be brought in for review during the staffing.

7. If staffing is deemed necessary, the Family Advocate contacts the parents to schedule a meeting. (The Family Advocate is the primary contact for the family.) Staff and parents share their observations and information and together develop an Action Plan. This plan will outline strategies to be implemented both at home and in the classroom by parents, teachers and other applicable support staff to help eliminate the behavior. Everyone signs off on the plan.

8. A follow up meeting is scheduled for two weeks to discuss progress. During the two week period, the Teacher continues to record the child's behavior.

9. Level 1 should take a minimum of four (4) weeks and a maximum of eight (8) weeks.

LEVEL II

If the disruptive behavior continues the following procedure will be implemented:

1. A second follow up staffing meeting will be scheduled to review the Level I plan and its implementation. The Family Advocate will contact the parent to set up the meeting. The following questions to be considered in this meeting are:

- Have strategies been implemented on a consistent basis by both parent(s) and staff? ● Has there been measurable improvement in the child's behavior since the implementation of the strategies?
- Have parents and staff made a reasonable effort to follow Mental Health/Disability recommendations, but the child's disruptive behavior continues?
- Is the behavior life-threatening or does it pose an injury risk to self?
- Does the behavior seriously interfere with students' learning or the other students' learning? ● Does the behavior hurt other children or staff or damage materials?
- Has trained staff found it necessary to hold the child to keep the child and others safe?

2. Depending on the answers to the above questions, staff and parents will discuss and decide whether to continue with the Level I plan, or if it is necessary to continue to Level III.

LEVEL III

1. If a decision is made to move to Level III program staff and parents work together to construct an alternate program option that would best meet the needs of the child and family. The Associate Director for Mental Health/Disabilities, the Associate Director for School Readiness, and/or the Deputy Director for Early Childhood Programs will also attend this meeting. Options to be considered include:

- A shortened school day
- Fewer days per week
- Home Base Option
- Parents attending class with child

2. An Alternative Program Option Plan is written that includes input and signatures from parents/guardians and staff. The Alternative Program Option Plan is a positive plan of action which includes specific action steps, goals and time frames to improve the child's behavior with the ultimate goal of returning the child to the original program option. Parents and staff write out specifics. The plan should include any plans for further evaluation and or counseling by external mental health staff or by public school special services professionals.

3. In the event the parent or guardian, fails, refuses or is not able to comply and cooperate with the Alternative Program Options Plan and the child's behavior continues to present a danger, threat or concern for safety for

other children or adults in the classroom, the following will be a final consideration. The child's parents, Teacher, Center or Education Manager, Director, Family Advocate, Mental Health Coordinator, and Associate Director for Grantee Programs, will meet and consider all alternatives available for the best interest of the child and the program. It may be necessary to serve the child in the home base option.

Communication

We ask that all messages regarding a break in your child's normal routine be requested in writing. We will not be responsible for verbal messages. Our day is very busy and our minds are focused on your child's activities for the day. In the event of a parent concern, please set up a time for a conference. Concerns should not be discussed in front of the children.

Volunteering

Participation of a Head Start parent is voluntary and not required as a condition of your child's enrollment; however, it is only to your child's advantage that you take time to be involved in the program. We have an open door policy in our classroom. You do not have to let us know in advance if you plan on visiting the classroom.

You can assist in the classroom by:

- Reading books to children.
- Interacting with them through play (helping build blocks, playing house, etc.)
- Assisting children to the bathroom.
- Helping the children with messy activities like painting, gluing, and water play.
- Assisting at clean up time.

Some other ways to volunteer are:

- Participating in family projects
- Sharing special talents or skills with other parents, staff, or children
- Attending parent meetings
- Becoming an officer for the parent committee
- Attending policy council at OLHSA
- Sewing items for the classroom
- Saving "beautiful junk" for the classroom
- Assist in planning special events

To keep in compliance with state licensing rules and regulations, we cannot allow for volunteers to be left alone with any of the children, there will always be a staff member present. Any individual registered on the public sex offender registry(PSOR) is prohibited from having contact with any child in care. All of our staff are fingerprinted per LARA and district policy.

Licensing Notebook

The licensing notebook contains all the licensing inspection and special investigation reports and related corrective action plans for the last 5 years.

(ii) The licensing notebook is available to parents during regular business hours.

(iii) Licensing inspection reports, special investigation reports, and corrective action plans from at least the past 3 years are available on the department's child care licensing website at www.michigan.gov/michildcare.

Pest Management

Holly Area Schools has adopted an integrated pest management program. Inherent with this are the districts' efforts to reduce pesticide use as much as possible. While it may occasionally be necessary to apply a

pesticide, these will only be used as a last resort. This program does not rely on routine pesticide applications to resolve problems. We use various techniques such as habitat alteration, sanitation, mechanical means, exclusion, etc. To prevent pests from being a problem. You will receive advanced notice of the application of a pesticide, other than bait or gel formulation at your child's school. The advanced notice of the application will be given 48 hours before the application. The law requires us to do this notification by using two methods. The first method required by law is the posting at entrances to your child's school. The second method we are going to use is posting in a common area located by the main office of the school. Parents are also entitled to receive the notice by first class mail postmarked 3 days before the application. If you would like to be notified by mail please contact the operations department at the following number (248) 328-3163. Please give the operations department your

name, mailing address and what school your child attends. In an emergency (for example a bees nest), pesticides may be applied without prior notice, but you will be provided notice following such application. You may review our IPM program or pesticide application records for your child's school by emailing the facility supervisor at e-mail address: steve.lenar@hask12.org