



2018-2019

Parent Handbook



Illinois Valley Economic Development Corporation

HEAD START

Serving Birth to Five



Illinois Valley Economic Development Corporation
Head Start/Early Head Start Program

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Calendar

July 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
4w						

2 EHS Program Begins

4 Holiday

August 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
3w						14d

1-3 Staff returns

6 Preservice Dates

7-8 Home Visits

13 Parent/Child Day First day of school

September 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	4w					18d

3 Labor Day

7 Early Dismissal - Site Meeting

October 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
4w						22d

5 No School - Staff Meeting

8 Columbus Day



Calendar

November 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
4w						18d

- 2 No School - Staff Meeting
- 6 Election Day
- 12 Veterans Day
- 15 Early Dismissal—Evening Parent/Teacher Conf.
- 16 Parent/Teacher Conf.
- 22-23 Thanksgiving

December 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	3w				13d

- 7 Early Dismissal - Site Meeting
- 21 Early Dismissal
- 24-31 Winter Break

January 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
5w						18d

- 1 New Year's Day
- 3 Teachers return - No children
- 4 Staff Meeting
- 21 M.L. King Day

February 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
4w						15d

- 1 Early Dismissal - Site Meeting
- 11 Lincoln's Birthday
- 18 Presidents' Day
- 21-22 Home Visits - No School

Calendar

March 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	4w					20d

1 Early Dismissal - Site Meeting

4 Staff Meeting - No School

April 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
4w						20d

5 Early Dismissal - Site Meeting

19-22 Spring Break*

*Dependent on snow days

May 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
5w						17d

3 Early Dismissal - Site Meeting

16 Early Dismissal - Evening Parent/Teacher Conf.

17 Parent/Teacher Conf.

22-23 Early Dismissals

25 Last Day of School

27 Memorial Day

28-31 Teacher Days

June 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	3w					

24-28 EHS Summer Break

Illinois Valley Educational Philosophy

This is a child's first experience with school. It is our goal to make this experience a positive one that creates a love for learning that lasts a lifetime. Children should have positive social experiences, appreciate and accept differences in people, and feel good about themselves. We recognize the uniqueness and individuality of each child and try hard to see that children recognize their own self-worth.

We know that children learn best and the most through play. Our classrooms and home visits are carefully designed with learning activities that children can explore and experience. Children become actively involved in their own learning. As children grow in an environment of choices, they learn to make decisions, resolve conflicts, and use time and space wisely. Our developmentally appropriate practices allow for growth of the whole child.

Parents are the first teacher of their child. We believe it is important for parents to become involved in all aspects of Head Start/Early Head Start. We encourage parents to join in as teachers and observers in the classroom, during home visits, and on field trips. A wealth of resources are available for parents. We encourage parents to let us know of any resources they may provide. Through their involvement in our program, we hope the parents will extend their efforts into the community and become more active citizens.

For Head Start/Early Head Start to be successful, children and parents - the whole family - need to be successful. Our goal is to make sure that they are offered every opportunity to achieve their full potential.




Curriculum

Illinois Valley Head Start uses “Creative Curriculum” from Teaching Strategies, Inc. This play-based curriculum allows the children to engage in fun activities at various centers that help them learn academic skills at their developmental levels. Learning is focused on six important areas: social-emotional development, language development, literacy, cognitive development (thinking skills), physical development, and mathematics. The following ‘centers’ are set up in each classroom: dramatic play, blocks, discovery, library, art, toys and games, and music and movement. Children are allowed to choose where they ‘play’ and teachers will be available to support learning and language development. Teachers will regularly meet with parents/guardians to share information about how well each child is learning.

Social Emotional Curriculum

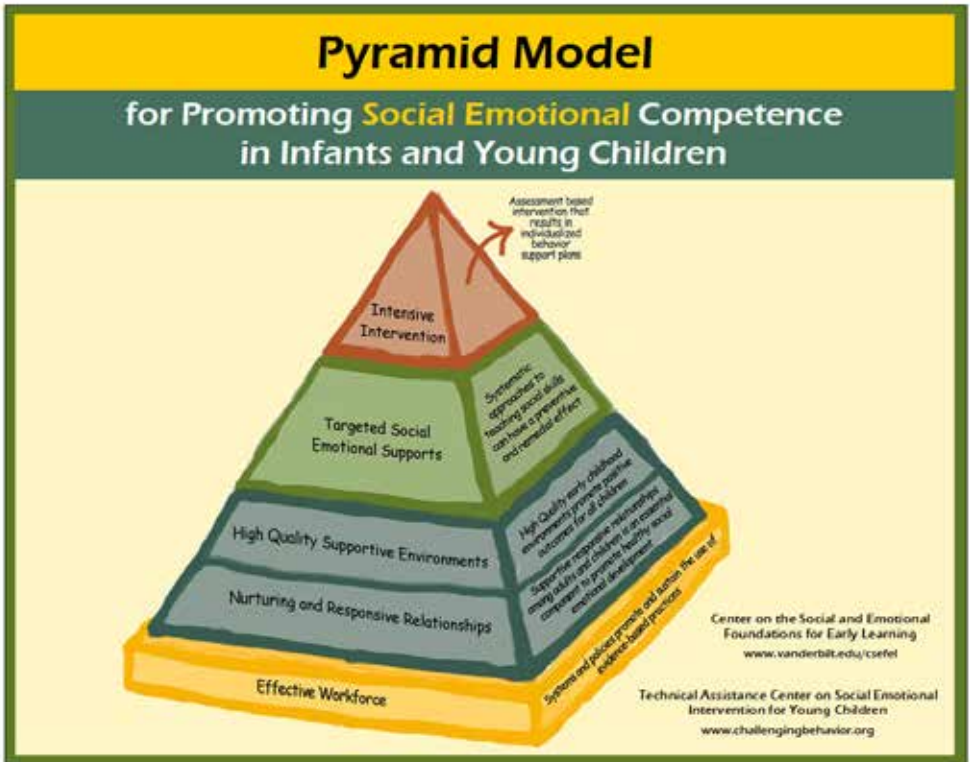
Conscious Discipline is a research based social emotional curriculum that is designed to help children learn to self-regulate. This curriculum teaches children to connect with their school family to encourage impulse control and teaches self-regulation skills in context. Conscious Discipline teaches children different breathing techniques to calm, and each classroom offers a safe place for students. The students seek the safe place when they need a quiet place to self-regulate.

<https://consciousdiscipline.com/>

 <h3>Drain</h3> <p>Extend arms out, pretending your arms are faucets. Tighten arm, shoulder, and face muscles. Exhale slowly making a “ssshhh” sound and release all your muscles, draining out the stress.</p>	 <h3>S.T.A.R.</h3> <p>Smile, Take a deep breath And Relax. Encourage belly breathing where the tummy goes out when the air goes in, and in when the air goes out. Also help children learn to exhale slower than they inhale.</p>
 <h3>Pretzel</h3> <p>Standing up, cross your ankles. Now cross your right wrist over left, turn your hands so your thumbs are facing the floor, put palms together and interlace fingers. Bend your elbows out and gently turn your hands down and toward your body until they rest on the center of your chest. Put your tongue on the roof of your mouth. Relax and breathe.</p>	 <h3>Balloon</h3> <p>Place your hands on top of your head and interlace your fingers. Breathe in through your nose as you raise your arms, inflating an imaginary balloon. Release the air in the balloon by pursing your lips, exhaling slowly, lowering your arms and making a “pbbppppb” sound.</p>

Center Based Information

In addition to Conscious Discipline, our staff is also trained on the Center on the Social Emotional Foundations for Early Learning Pyramid Model. This model also teaches children strategies for self-regulation and impulse control through relationships, learning environments, social stories, problem solving task cards, and behavior plans. www.pyramidmodel.org or csefel.vanderbilt.edu



Parenting Curriculum

Ready Rosie is a researched based parenting curriculum that builds on parent's knowledge. Ready Rosie harnesses the power of video and mobile technology to empower families and schools to work together to promote school readiness. Parents are invited to join with an email address and/or cell phone number. Each week Ready Rosie sends out videos with strategies to work on with your child. Your child's teacher

will also send out a monthly play list of videos related to classroom themes. www.readyrosie.com

Additional parental training will be provided through parent meetings provided by Head Start staff or outside agencies. Trainings range in a variety of topics including: Setting Routines, Money Management, Positive Discipline, and Transition to Kindergarten. Additional training that meets a need of the parents may be provided at any time.

Sample Schedule of the Day

8:00-8:15	Arrival
8:15-8:45	Breakfast
8:45-9:00	Morning Meeting
9:00-10:15	Work Time (Centers)
10:15-10:30	Clean Up
10:30-10:45	Circle Time
10:45-11:00	Music and Movement
11:00 - 11:30	Lunch
11:30 - 11:45	Story Time
11:45 - 12:15	Quiet Time
12:15-12:45	Outdoor Time
12:45 - 1:15	Work Time
1:15 – 1:30	Clean Up/Dismissal

Each classroom will have a schedule very similar to this. You will receive a daily schedule with the specific times and activities from your child's teacher within the first few weeks of school. Please note that important activities for your child's learning occur early in the morning, so it is very important for your child to arrive on time each day.

Guidelines for Classrooms

- Gum, candy, mints or cough drops are not allowed at school (this is a safety issue).
- Money, electronics and toys must be left at home (please check back-packs for these items).
- Extra clothing for accidents needs to be sent to school and updated as seasons change or your child grows.
- Healthy, pre-packaged treats may be brought for your child's birthday (check with your child's teacher first).

What to wear-Children and Parents

Your child will be involved in active play and will use messy materials including paint and play dough. Please do not send your child to school in dress clothes. We offer smocks or aprons for messy activities, but we cannot guarantee that there won't be accidental spills. Comfortable clothes and shoes that fit well are very important for your child's safety. Non-skid 'tennis shoes' are the best choice for Head Start. Please do not send your child in 'flip-flops' or other open-toed sandals.

We play outside every day unless there is rain or the temperature is extreme (cold or hot). Your child will need to wear clothing that is appropriate for the weather (example: a light jacket or sweater for cool weather and a winter coat, hat and mittens for cold weather).

If you will be visiting the classroom or attending a field trip, please dress in comfortable clothing that can get dirty. We ask that you do not wear clothing with references to drugs/alcohol/smoking or offensive language or graphics when you visit our Head Start classrooms.

Visits, trips, or excursions off the premises

As part of our program, the children will participate in field trips. Such trips will include the nursing home, pumpkin farm, apple orchard, fire station, library, ambulance service and other points of local interests. Field trips are limited to a 60-mile radius. Parents are informed about field trips and must sign a parent permission slip in order for their child to participate in the field trip. Parents are encouraged to attend field trips with their child. Parents may be required to attend field trips with their child due to the behavior of the child and to ensure safety. Children are required to ride the bus to each



field trip. At the end of each field trip, children may be released to parents and not be required to return to the center. Parents must sign the child out on the Sign In/Out form for the day.

Guidance and Discipline Policy for Head Start Classrooms

Our discipline policy is designed to help your child learn to make good choices in a safe, positive and nurturing environment. Your child will develop self-control and positive decision-making skills. Teachers and staff will provide guidance to help your child develop these very important skills.

1. Illinois Valley Head Start uses Conscious Discipline, developed by Dr. Becky Bailey, as a guide for providing discipline and guidance in our classrooms.
2. A primary role of the Head Start staff is to help the children learn the rules and expectations in the classroom and the school through establishing a structured environment, following routines, and re-directing misbehavior. Rules and expectations, including good (green) and bad (red) choices, will be reviewed consistently and regularly as needed.
3. Disciplinary action will be developmentally appropriate and related to the misbehavior. For example, if a child dumps a box of toys on the floor, then he will be asked to help clean it up. The staff will help your child understand that his choices have 'consequences'
4. Whenever possible, misbehaving children will be re-directed to an appropriate activity.
5. If a child's behavior is dangerous to himself or others, he will be removed from the group and attended to by a staff member. The staff member will use calming activities and discussion with the child. At no time will a child be left unsupervised.
6. The staff will use positive statements and point out appropriate behaviors to help the children understand what is expected of them.

Center Based Information

7. No child shall be subjected, under any circumstances, to corporal punishment or verbal abuse. No child shall be deprived of regularly scheduled meals or any part of meals as a punishment. No child shall be punished for toilet accidents.
8. An acceptable reward for appropriate behavior is praise or acknowledgement (hug, high five, fist bump, etc.). Food will not be used as a reward or punishment.
9. Teachers and other adults will model appropriate behavior in the classroom. Teachers are encouraged to use books on positive behavior during story time and to use plays and puppets to teach appropriate behavior and the results of misbehavior.
10. Staff members will communicate with parents/guardians about misbehavior through phone calls or notes home. Serious misbehavior will be documented by staff and specific steps will be taken to guide children and families through the discipline policy. Head Start Performance Standard section 1302.17 (a) (b) requires that there will be very limited suspension and no expulsion of children from the Head Start program.
11. DCFS policy requires parents/guardians to sign a copy of the Discipline and Guidance Policy for each child's file.

All students receive these supports under the Guidance and Discipline Policy.

Tier One
All Students
<ul style="list-style-type: none">• Creative Curriculum• Conscious Discipline• Second Step• CSEFEL Pyramid Module 1• IMIL• Book Nooks• Social Stories• Mental Health Observations• Break Breaks• CLASS Observations• I Love You Rituals

Serious Disruptive Behavior Policy

It is our responsibility to provide ample opportunities for each child to learn and participate in a safe, secure and well-managed classroom. We support ongoing teacher training, positive reinforcement of children, graduated discipline practices, and on occasion, special intervention plans to create successful experiences for children both educationally and behaviorally. At some Head Start sites, an Educational Assistant is available to assist with children with diagnosed disabilities and/or behavioral issues. This person can provide one-on-one guidance for children with individualized needs.

Behaviors which may be considered seriously disruptive include but are not limited to:

- Aggression toward other children, staff, volunteers, or parents
- Running away from the group/or classroom where the likelihood of danger exists
- Climbing onto/into areas where a physical danger exists
- Destruction, breaking, throwing of classroom items, which may cause physical injury

For the purposes of the above procedure Serious Disruptive Behavior is NOT:

- yelling,
- cursing,
- tearing paper,
- poking or tapping,
- verbal teasing or name-calling.

Alternative classroom/teacher behavioral interventions will be used in these instances. However, continued issues in these areas may become serious disruptive behaviors.

Should a child exhibit serious disruptive behavior that interferes with the ability to maintain a safe and secure environment for themselves, other children in the classroom and staff, the following steps will be taken:

Center Based Information

Tier 2*
Students with Challenging Behaviors
<ul style="list-style-type: none">• All of Tier 1 Supports Plus:• Individual Observations<ul style="list-style-type: none">▪ Education Coordinator▪ Disabilities Coordinator▪ Mental Health Consultant• Incident Reports/Teacher Documentation• Classroom assistive Materials<ul style="list-style-type: none">▪ First/Then Chart▪ Picture Schedule▪ Daily Journal between Teacher and Parent• I Love You Rituals• Feeling Buddies

*All of these supports are offered to parents as well.

Students will move into Tier 3 based on the severity of behavior or the inability to manage behavior with Tier 2 supports.

Tier 3
Students with Extreme Behaviors
<ul style="list-style-type: none">• Behavior Plan created with input from all stake holders. (Education Coordinator, Disabilities Co-ordinator, Mental Health Consultant, Head Start Director, etc.)

Head Start Performance Standards and Illinois State Law prohibits the suspension and/or expulsion of children from any DCFS licensed childcare program. Illinois Valley Head Start may request a child with extreme behaviors to move from a center based classroom to home based option until child shows readiness for center based classroom.

Documentation

Each behavior will be documented with an Incident Report (Form ADM 007) each report will be signed by the Witness, Site Director and Parent. The Incident Reports are forwarded to the Disabilities Coordinator. These reports are documented in Child Plus and kept with the child's file. The Disabilities Coordinator will monitor the child's behavior with weekly check-ins with the teacher. Any additional supports are documented and the Education Coordinator is updated regarding the child's progress. The Head Start Director will be consulted as needed.



Home Visits

The Home Based Program is very unique! Head Start services are provided directly in your child's home environment. A Home Visitor will visit your home once a week for approximately 1-½ hours. The visit will be on the same day and time each week. During these weekly visits, the Home Visitor and the parent work together on an individual education program designed specifically to meet the needs of your child. Parents work with the child on selected developmental activities, socialization, and motor skills. Learning activities in the areas of health and nutrition are also provided as part of the program. Each child progresses at his/her own rate within the structure of the education program.

During these home visits, the Home Visitor also provides parents with information on topics relating to parenting and other areas of need, or interest expressed by individual parents. The home visit also includes an activity in which other family members, such as older and younger siblings, may participate.

Curriculum

Parents as Teachers is the chosen curriculum for all home based programs. Home Visitors use this evidence-based model to deliver parent education through weekly visits and socializations. Parents will be equipped with knowledge and resources to be their child's first teacher and prepare their children, from prenatal through kindergarten, for a stronger start in life and greater success in school. Curriculum is individualized for each child and family based on the child's age, developmental assessment, and on-going assessment data.

Social Emotional Curriculum

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Home Based Information

safe place when they need a quiet place to self-regulate. <https://consciousdiscipline.com>

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Guidelines for Home Visits

1. Be home at the time of the visit.
2. If you cannot be home, call the office or leave a note on the door.
3. Have all members of the household dressed.
4. Have the kitchen table cleared and washed.
5. Have all Head Start materials ready (crayons, pencils, scissors, glue, activity charts, etc.).
6. Turn off TV.
7. Children should be fed before the visit.
8. **To prevent the spread of illness, if your child or anyone in the home is ill, please notify the home visitor.**

Socialization Activities

In addition to weekly visits by the Home Visitor, Home Based children also have the opportunity to participate in socialization activities, which are held twice each month. Socializations provide an opportunity for the children to interact with others from their age group and to develop socialization skills.

Guidelines for Socializations

Socializations are not only a time for your child to interact with other children, but also a time for parents to build relationships. There are a few guidelines we ask of all Home Based parents during socializations.

- Plan on attending and interacting with your child while at the socialization. Play, talk, and share in all activities with your child. Socializations are not just for the children.
- We ask that you refrain from bringing in your cell phone, or at least keep it on silent, as to not interfere with the activities.
- Please refrain from bringing soda or other treats into socializations. Our goal is to help teach good nutrition choices to children while in attendance.
- Don't allow children to bring special toys from home. The socialization area is well equipped with toys and materials for the activities. Speak with your Home Visitor if your child would like to share something at the socialization.

Due to DCFS guidelines, we are not licensed for siblings; therefore, they cannot be in attendance at socializations.

Transportation Services

Illinois Valley Head Start will provide bus transportation to and from the Head Start center via pick-up and drop-off locations whenever possible; however, the location of some Head Start children may require parents to transport their own child. Family needs will be assessed to determine priority for busing of each child.

Parent's cooperation and promptness are expected in order to retain bus privileges. Head Start bus routes are limited to 1 hour each except in cases of inclement weather when, for the sake of safety the route may take longer.

Transportation Schedule

It is the intention of Illinois Valley Head Start to always provide safe and secure transportation to and from school. To keep your child safe and secure, we need the support of our families by keeping a consistent pattern of transportation for their child. When children are inconsistently moved from riding the bus to being picked up from the Head Start center, it is difficult for our staff to make sure each child is where he needs to be. This inconsistency in schedule may create an opportunity for a child to be incorrectly placed on a bus or left at a center. Although the children are always supervised, this also creates a problem for parents who now have to meet their child in a place not expected.



Transportation Services

It is very important that you keep a schedule of pick-up at the Head Start center OR bus transportation daily. This keeps our bus routes secure and timely for other families. If a situation should arise that you need to change your child's schedule, please contact the Head Start center as soon as possible. We understand emergencies happen and those situations will be considered. Failure to comply with a transportation schedule for your child may result in changes to your child's transportation services.

Bus Pick-Up & Drop-off Locations & Times

Bus pick-up and drop-off locations are determined by each bus driver. These locations and times are determined on a year-to-year bases and in some instances may even change throughout the year, depending on children leaving and entering the program as well as families moving. Bus drivers will notify each parent with accurate pick-up and drop-off locations and times for their child.

AM Pick-Up

Parents of children riding the bus should watch for the bus drivers to arrive at the pick-up location 10 minutes before and 10 minutes after the usual pick-up times, and then accompany their child to the bus.

PM Drop-off

When the children are delivered to the designated drop-off location, **ONLY** the parent or those individuals designated on the Child Pick Up Form must accompany their child from the bus. Children will **NOT** be released to an individual under the age of 16.

Bus drivers are on a very tight schedule that allows only for a short window of time for them to wait for families at pick-up and drop-off locations. As a courtesy to other Head Start families, please be on time at your child's assigned pick-up and drop-off location. When a family is late, the entire bus route is late, affecting other families.

Releasing Procedures

Bus drivers and bus monitors can **ONLY** release a child to those names listed on the Child Pick-Up Form. Parents or those individuals designated on the Child Pick Up Form must retrieve their child from the

bus, unless other arrangements have been made. If a new individual is picking up the child from the bus, an ID must be provided before the staff can release the child to them.

Safety Restraints

Each of our buses are equipped with 5-point safety restraints. All children are required to wear a safety restraint while on the bus. The bus monitor will be responsible for helping each child to buckle up and unbuckle their restraint. If a child repeatedly unbuckles their restraint and/or refuses to stay buckled, transportation services may be suspended.

Loading & Unloading

Children will be instructed by the bus monitor to use the handrail when loading and unloading from the bus.

Conduct on the Bus

The bus monitor will be responsible for developing and maintaining the appropriate level of conduct of all children while on the bus. Children **MUST** remain buckled in their safety harness while on the bus. Children may **NOT** have any food, gum, or candy while on the bus as it becomes a choking hazard. Please do not send any of these items with your child. All show & tell items brought on the bus must be in sack or backpack with your child's name on it. Children must remain quiet at all railroad crossings.

All efforts will be made to enforce the rules; however, if all attempts fail, the bus driver and bus monitor will be required to complete an Incident Report. This will be used to monitor the severity of behavior and help in making decisions for continued transportation services for each child.

Bus Evacuations

Children will participate in at least three bus evacuations throughout the year to practice in the event of an emergency. Evacuations occur from the front and rear doors to prepare children for actual emergencies.

Bus Absences

If a child is ill or not going to ride the bus for any reason, parents must call the Head Start center or bus phone before 7:00 am to inform Head Start not to pick up their child. If bus drivers are not properly notified of a child's absence or there becomes a pattern of unreported absences, transportation services may be temporarily suspended.

Special Needs Children

Illinois Valley Head Start can transport children with specialized needs to and from the Head Start center to a designated location or the child's home. For accommodations, please contact the Transportation Coordinator.

Children who will be leaving Head Start to receive specialized services from another provider will be signed out the care of the provider.

Weather

In the event of weather that would make it unsafe for children to be transported on buses safely, but school is still in session, transportation may be canceled for the day. Parents may choose to transport children to and from the center. If severe weather begins after children have already arrived at school for the day, Site Directors, along with bus drivers, will monitor the weather to determine if an early dismissal is necessary. Electronic messages will be sent to alert parents of any weather-related emergencies regarding transportation.

All safety rules and guidelines apply to Home Based children as well.

Sign-In/Sign-Out

All parents or individuals bringing or picking their child up from the Head Start center or from the school bus will be required to sign the child in and out on the Sign In/Out form.

Illinois Valley Head Start staff can **ONLY** release a child to those names listed on the Child Pick-Up Form. If a new individual is picking up the child from the center or the bus, an ID must be provided before the staff can release the child to them.

Policy for Children Who Are Not Picked Up on Time

If a child is not picked up from school on time or from a bus stop; the following procedures will be followed.

- A. If the individuals on the child pick up form are not available at the pick-up point, the child will be returned to the Center.
- B. The teacher will then try to call the parents or guardians. If no answer, emergency contacts will be called next.
- C. Calls will be made until one hour after dismissal time. At that time, the teacher will contact the local police department and the child will be left with someone at the department.
- D. It will be the discretion of the police department on how to handle the case or to contact the Department of Children and Family Services.
- E. Staff will emphasize on the importance of having up-to-date emergency contact numbers on file.
- F. Staff acknowledges the provider's responsibility for the child's protection and well-being until the parent or outside authorities arrive.
- G. The staff shall follow policy and not hold the child responsible for the situation and that discussion of the issue will only be with the parent or guardian and never with the child.



Attendance

Regular attendance at Head Start/Early Head Start is very important. Each day is filled with learning and fun activities and your child's learning will be impacted by his attendance. It is also important to start preparing your child for school, and attendance at public school will be mandatory.

If your child enrolled in a **center based program** is sick and must miss school, please call the bus driver or leave a message at the center the night before (if possible) or before 7:00 am. If we do not receive a phone call stating the reason for your child's absence, a staff member will contact you through a phone call or a text message.

If your child enrolled in the **home based program** is sick and must miss a home visit, please call your home visitor as soon as possible so she knows not to come to your home.

Your child should not attend school, home visits, field trips, or socializations if he has an oral temperature of 100.0 F or higher, is vomiting, or has diarrhea because he could have a contagious illness. **Your child will not be able to return to school until he has been free of fever, vomiting and diarrhea for 24 hours, without the use of medication.**

If a child becomes ill during the school day, you will be contacted to come to the center and pick him up. If you are unable to pick your child up, the staff will contact a person from your emergency contact list. If our staff does not know this person, he/she will be asked to show identification before receiving your child.

If your child has missed three or more consecutive days of school and you have not made contact with the center, the Family Community Development Specialist (FCD) will contact you. Families with children who are frequently absent from school and fall below 85% attendance rate will receive a letter from the Head Start Director regarding their attendance. After a second month of below 85% attendance, your family will be required to meet with the FCD Specialist or your child's teacher to complete the Attendance Action Plan. This plan will help determine the reason for frequent absences and suggest solutions to the problem. Failure to participate in the Attendance Action Plan may result in your child's enrollment being terminated.

Remember that anyone who comes to pick your child up from the bus or from the center must be a listed contact on file with Head Start. Children will not be released to anyone other than those listed contacts.

Attendance



**Help Your Child Succeed in Preschool:
Build the Habit of Good Attendance**
Early School Success goes hand in hand with good attendance!

DID YOU KNOW?

Showing up on time every day is important to your child's success and learning from preschool forward.

Missing 10 percent of preschool (one or two days every few weeks) can

- Make it harder to develop early reading skills.
- Make it harder to get ready for kindergarten and first grade.
- Develop a poor attendance pattern that's hard to break.

High quality preschool programs have many benefits for your child. The routines your child develops in preschool will continue throughout school. You can make the most of preschool by encouraging your child to attend every day!

WHAT YOU CAN DO

Work with your child and his/her teacher to help your child develop strong attendance. Your enthusiasm is a big boost to success.

Talk about it – sing about it – make it an adventure!

- Set a regular bed time and morning routine
- Lay out clothes and pack backpacks the night before
- Share ideas with other parents for getting out the door on time

Before the school year starts:

- Find out what day preschool starts and start the exciting count down!
- Make sure your child has the required shots.
- Attend orientation with your child to meet the teachers and classmates.

Ready – Set GO!

- Develop back-up plans for getting to preschool if something comes up
- Ask family members, neighbors or other parents to lend a hand if you need help dropping off or picking up your child
- Schedule medical appointments and extended trips when preschool is not in session
- If your child seems anxious about going to preschool, talk to the program director, teacher, your doctor or other parents for advice. If the problem persists, make sure the program is a good fit for your child.



Volunteering in the Classroom

We welcome all parents to come and help in our classroom, during socializations, and on field trips. It's important that you see your child learning and growing and you will learn new ideas, games, songs and activities too. The classroom is often a place where several activities are going on at the same time. As a parent volunteer, you may be needed to help with a particular activity, to supervise an area of the room or to work with an individual child.

When you are doing an activity, you should invite a few children at a time to come over and do it with you. No one needs to be forced to do a particular project. Encourage reluctant children. As much as possible, children are encouraged to do things for themselves and talk about what they are doing. We are not as interested in "perfect artwork" or a project just like the "teacher's" as we are in the child having the experience of creating something of his own. Being a good listener is as important as asking questions and giving directions.

You can help the children share materials, talk with them about whatever they are doing, make sure things are put away when they are done with them, and manage the number of children in the area. Be sure to always ask if you have a question or don't understand something.

If you notice any special problems when working with the children, mention the problem to the teacher or aide at a later time. In keeping confidentiality, please limit comments about children to the appropriate personnel only. As referenced on Guidelines for Volunteers (Form HV 005) failure to comply with any of the guidelines listed will result with in the termination of any ability to volunteer in the classroom. We do not talk about children in front of them or to other parents. We respect each child as an individual and expect you will do the same.

General Volunteer Guidelines

1. Please remember as a volunteer, you may hear or see things that **MUST** remain confidential. Children's behavior, skill, family situations, etc. should not be discussed outside the classroom. If another parent has a question or wants information, please refer them to a classroom teacher.

Parent Volunteers

2. Be punctual and reliable when riding the bus.
3. Be friendly and courteous when working with other adults and children at the Center.
4. Ask the staff any questions to which you are not sure of the right answer.
5. If you enjoy doing a special activity with children, please let the teacher know.
6. Make suggestions for the classroom or let us know about a fun or interesting field trip. They are welcome as a means of improving our program.
7. Our smoking policy is: **No smoking in the building or on the buses or any space utilized by Head Start children.**
8. Always encourage children to help themselves.
9. Sit down with the children during breakfast and lunch and encourage a warm conversational atmosphere.
10. Discipline in the classroom is a learning experience. Staff will model positive reinforcement methods and should handle all discipline.
11. Be constantly aware of the safety of children. Station yourself near where children are climbing, sliding and swinging.
12. There are many ways that all parents can participate with Head Start activities, such as participating in the classroom, being a representative for Policy Council, being a Parent Ambassador, attending Parent Committee Meetings, going on field trips, and doing at home activities. Contact the Parent and Family Engagement Coordinator at (217) 839-4431 for more opportunities available to you.
13. Parents need to read and sign the Guidelines for Volunteers before participating in Head Start activities. A copy of the guidelines will be given to each parent at the first parent-teacher conference. Volunteer Training and the Volunteer Training Guide will be provided at the first Parent Committee meeting.

Parent Volunteers

14. Due to DCFS regulations, parent volunteers are not able to be left alone with children other than their own child. This includes being in the classroom, in the bathroom, and on field trips.
15. Volunteers are held to the same cell phone use policy as Head Start staff members, which states that cell phones are not to be used while supervising children. Volunteers are **ONLY** allowed to photograph their own children!
16. Any individual registered on the Illinois State Police Sex Offender Registry list is prohibited from attending field trips, socializations or volunteering at the center while children are present. Special arrangements may be made to provide services to the child while maintaining the individual's adherence to the law.

Parent Committee Meetings

During the year we will have several parent meetings in which the parents make important decisions about their part in the Head Start program. The meetings will include a short parent training on topics of the parents' choice and updates on classroom activities. Sometimes special speakers come to our meetings to present short training on subjects the parents are interested in and want to learn more about.

At the first parent committee meeting, parents elect parent committee officers. The parent committee officers conduct future meetings. Duties include choosing the date, time and content of the meeting; deciding items that may need to be discussed with the parent group and voted on; scheduling parent group activities; and possible planning of field trips and special events. Any decisions made in parent meetings are called to a vote with a quorum of parents present. There must be 30% attendance of total parent members to vote and carry a motion. The motion must be won by a majority or it will be brought up at the next parent meeting. At times, it may be necessary to send a written ballot home with students for the parents to reply. This is the case when it has become impossible to schedule a date and time for 30% of the total parents to attend a meeting.

Policy Council

It is our procedure to have Policy Council representatives elected during the first Parent Committee Meeting. The parents on this council make decisions about the Head Start program involving all four counties, all of our Head Start Centers, and all of our Home Based programs.

Policy Council meetings are held approximately six times a year. Meetings are held at the Illinois Valley Office in Gillespie with the first meeting scheduled for September. Drivers are paid a mileage reimbursement of \$.42 per mile. A child-care reimbursement is issued to assist with child-care costs.

Health Services Advisory Committee

The Health Services Advisory Committee (HSAC) brings together community professionals and Head Start parents to gather input from all involved in the planning of the Health and Nutrition needs of the Head Start children. The HSAC helps to ensure children's needs are met while also remaining in compliance with Head Start Standards. The committee meets at least two times a year at the Administrative Office.



Head Start programs are required to match a portion of federal funds through community support. This match is called In-Kind. For every dollar received in our grant, 25¢ must be collected from the community. If the program misses meeting this goal, actual money must be returned the Federal Government which would cause loss of program services for children and families.

This collection does not have to be in actual dollars. There are many ways to help the program earn In-Kind. Here are a few ideas:

- Activities completed at home with your child that relates to specific educational goals or weekly topics of study.
- Share special activities with children like sharing a talent, talking about your occupation, put on a puppet show.
- Volunteering in the classroom, playing with children, cleaning the center
- Attending field trips to assist children
- Doing projects for the teacher or home visitor such as coloring name tags, cutting items out, file folder games, etc.
- Assisting on the playground
- Making repairs to the Center such as building shelves, cleaning playground, painting, etc.
- Donate equipment, materials, or supplies to be used in the classrooms or on home visits
- Serve on Parent Committee or Policy Council

If each family donates the equivalent of 5 hours per week, Illinois Valley Head Start program will meet their In-Kind requirement and not have to risk losing valuable grant funds to provide services.

Your child's teacher or home visitor will be able to provide you additional ways to help meet our goal.

Recommendations for Preventative Pediatric Health Care

	INFANCY											EARLY CHILDHOOD					
	PRENATAL ¹	NEWBORN ²	3-5 ³ or By 1 mo ⁴	2 mo ⁵	4 mo ⁶	6 mo ⁷	9 mo ⁸	12 mo ⁹	15 mo ¹⁰	18 mo ¹¹	24 mo ¹²	30 mo ¹³	3 y ¹⁴	4 y ¹⁵			
AGE																	
HISTORY Initial/Interval	•	•	•	•	•	•	•	•	•	•	•	•	•	•			
MEASUREMENTS Length/Height and Weight Head Circumference Weight for Length Body Mass Index Blood Pressure ¹⁶		•	•	•	•	•	•	•	•	•	•	•	•	•			
SENSORY SCREENING Vision Hearing		• ¹⁷	•	•	•	•	•	•	•	•	•	•	•	•			
DEVELOPMENTAL/BEHAVIORAL ASSESSMENT Developmental Screening ¹⁸ Autism Screening ¹⁹ Developmental Surveillance ²⁰ Psychosocial/Behavioral Assessment Alcohol and Drug Use Assessment			•	•	•	•	•	•	•	•	•	•	•	•			
PHYSICAL EXAMINATION²¹		•	•	•	•	•	•	•	•	•	•	•	•	•			
PROCEDURES²² Newborn Metabolic/Hemoglobin Screening ²³ Immunizations ²⁴ Hematoit or Hemoglobin ²⁵ Lead Screening ²⁶ Tuberculin Test ²⁷ Dyslipidemia Screening ²⁸ STI Screening ²⁹ Cervical Dysplasia Screening ³⁰			↔		•	•	•	•	•	•	•	•	•	•			
ORAL HEALTH³¹						•	•	•	•	•	•	•	•	•			
ANTICIPATORY GUIDANCE³²	•	•	•	•	•	•	•	•	•	•	•	•	•	•			

● Required at this age

★ Risk assessment to be completed at this age, with appropriate action to follow

The role of Illinois Valley Head Start is to help our students participate fully in their learning by preventing, removing, and /or reducing health-related barriers that interfere with their development and learning.

Current Health Status

All families will provide the following information on their child:

- Parent contact information
- Emergency contact information
- Health care provider contact information
- Dental care provider contact information
- Current well child exam (physical exam form)- yearly
A physical exam is a well child exam that includes their height, weight, and blood pressure as well as any medical conditions or limitations that must be addressed.
- Current dental exam (dental exam form) - yearly
A dental exam is required to be completed within the first 90 days of school. A dental exam is an exam of your child's teeth and gums, possibly a cleaning, and the placement of fluoride. The dentist will also check for any cavities and may want to have your child's teeth x-rayed.
- Immunization history- updated as necessary
Immunizations or shots are given to protect your child from certain childhood diseases. The shots are usually given in the upper arm area. These will only be needed if your child is not up to date.
- Child's Medical History- updated as necessary and reviewed each year
- Nutrition Assessment

A TB test must have been obtained no earlier than six months prior to starting school. *A TB test is both a DCFS requirement and Head Start requirement. A TB or Tuberculosis Test shows if the child has been exposed to the respiratory disease known as Tuberculosis. This can be done by your doctor or your local health department. Your child will have a needle inserted just under the skin on the forearm (it will look like a small mosquito bite at first) and then you will go back to your*

doctor or health department in 48-72 hours to have it read.

A hemoglobin/hematocrit must be obtained before a child begins Head Start. *This is a needle prick of your child's finger to obtain a small amount of blood to be screened to show if there is enough iron in your child's blood. This can also be done by a venous draw which is taking blood out of the vein in your child's arm. A hemoglobin is usually done at 6 months and 1 year of age and will not be repeated unless your child's doctor requires more follow-up screenings.* Failure to complete these basic health requirements will exclude your child from attending any group session.

Head Start also requires that children continue to show progress toward receiving all remaining age-appropriate immunizations. If a child is behind on immunizations, a "catch-up" schedule will be created. If your religious beliefs do not allow your child to receive immunizations, we require signed documentation stating this.

State law requires that all children between the ages of six months and six years of age have a lead screening completed before entering a childcare program or public school. *A Lead test is a way to determine if your child has been exposed to lead in the environment. Too much lead in a child's blood can lead to harmful nerve damage that may affect learning, especially in small children. A screening will involve taking a very small sample of a child's blood either by a finger prick or from the child's vein by a venous draw. This test can also be done at your local health department or at your child's doctor.* It is the parent's responsibility to have this done and to submit appropriate documentation that states that this has been completed. A lead test must be obtained at 2 years of age or over to be in compliance. An elevated lead level, anything over 3.0, will require rescreening.

Screenings

In addition to the medical information families provide to the program, we will provide your child with several screenings to make sure he/she is developing as expected and there are no concerns. You will be notified of all screening results in writing either by mail, notes sent home from school, or during Parent Teacher Conferences. If you have any questions regarding any screening result, please contact your child's teacher for further information.

Vision/Hearing Screening

We depend on our vision and hearing to provide the primary cues for learning about our environment. Preschoolers typically develop visually guided eye-hand-body coordination, fine motor skills, and visual motor skills necessary to learn to read. Hearing loss may interfere with speech and language development, overall health and well-being, or future school performance. Each Head Start student is required to be screened for vision and hearing. A vision and hearing screen gives us a “snapshot” of what is happening with your child. Early childhood screening can prevent the unnecessary loss of sight and / or hearing by finding these problems early, prompt care may minimize the effects of a suspected vision or hearing problem. *A vision screening will be done within the first 45 days of school and consists of having a child sit or stand at a distance of 10 feet from vision equipment and observe if they can match the letters that are displayed. A hearing screening will be done within the first 45 days of school and consists of having your child place earphones on their ears and observe if they are able to hear the sounds placed at different noise levels through the earphones.*

Height/Weight Screen

Head Start students will be measured for height and weight. We use the measurements of your child’s height and weight to calculate their body mass index (BMI). The BMI has been shown to be a reliable indicator for determining for most children if they are under weight, at a healthy weight, and / or at risk or overweight. *Body mass index is calculated using height and weight measurements along with gender and age. Your child will take his or her shoes off, leaving on the socks, and stand on a scale to measure weight as well as height.*

Social Emotional Screenings

Each family will be asked to complete a short survey about their child’s ability to cope with situations and about his overall emotional wellness. Teachers will also complete the survey on the behaviors they see in the classroom. Children with difficulty coping or who are experiencing stress in the classroom may be referred to our Mental Health Consultant for further evaluation or counseling if the family approves.



SCREEN TIME FOR KIDS: new recommendations

The longtime "no screen time before 2" rule is out. Here are the latest recommendations from the American Academy of Pediatrics.

18
months
or
younger



No screens are still best.

The exception is live video chat with family and friends.

18
months
to 2
years



Limit screen time and avoid solo use.

Choose high-quality educational programming, and watch with kids to ensure understanding.

2 to 5
years



Limit screen time to an hour a day.

Parents should watch as well to ensure understanding and application to their world.

6 or older



Place consistent limits on the time spent and types of media.

Don't let screen time affect sleep, exercise or other behaviors.

Set family media-free times, like meals or driving, and media-free zones, like bedrooms.

Continue discussing online citizenship and safety, including treating others with respect online and offline.

Health Services

Developmental Screenings

Children will be screened with a developmental screening tool within the first 45 calendar days of attendance. This screening will help your child's teacher/home visitor to plan an individualized program for your child's learning needs. It will also help to identify any areas of possible delayed development that may need further evaluation. Children will also be assessed three times per year using the Teaching Strategies Gold Tool along with a portfolio that is kept on each child. These assessments and progress will be shared with you at Home Visits and Parent Teacher Conferences.

Health and Wellness Guidelines

Physical Activity

Preschoolers should have a minimum of one hour of structured and several hours of unstructured physical activity per day. Families are asked to partner with Head Start to keep their children and family active at home. For physical activity ideas contact your child's teacher.



PHYSICAL ACTIVITY

Physical activity produces overall physical, psychological and social benefits. Inactive children are more likely to become inactive adults.

All children age 2 and older should get at least 60 minutes of enjoyable, varied, moderate-intensity physical activities every day.



12.6% of children who participate in sports are overweight, compared to 16.1% of children who do not participate.

Only 1/3 of high school students get the recommended levels of physical activity.



MEDIA

Only 2% of food advertising contained a fat, fruit, vegetable, grain and beans.



90% of the ads on Saturday morning television are for foods and beverages high in fat, sodium and added sugars, or are low in nutrients like sugary cereals, fast food and snack foods.

8 to 18-year-old adolescents spend an average of 7.5 hours a day on screen time, including TV, computers, video games, cell phones and movies.



Children age 2 years and over should be encouraged to eat at least five servings of fruits and vegetables daily as well as a wide variety of other foods low in saturated fat and cholesterol.

FOOD



Children eat almost twice as many calories when they eat a meal at a restaurant compared to a meal at home.

30 years ago, kids ate just one snack a day, whereas now they are trading in for three snacks, resulting in an additional 200 calories a day.



Children who consume more soft drinks consume more calories than kids who drink fewer soft drinks and are more likely to become overweight.

Childhood obesity is now the No. 1 health concern among parents in the United States, topping drug abuse and smoking.

HEALTH

Currently, less than 1% of the population, and almost no children in the United States ages 5-19, have ideal health, as it relates to the American Heart Association's healthy Diet Score.

Among American children ages 2-10, the following are overweight or obese.



CHILDHOOD OBESITY

Over the past three decades, childhood obesity rates in America have tripled and today, nearly one in three children in America is overweight or obese. The numbers are even higher in African-American and Hispanic communities, where nearly 40% of the children are overweight or obese. If we don't solve this problem, one third of all children born in 2000 or later will suffer from diabetes at some point in their lives. Many others will face chronic obesity-related health problems like heart disease, high blood pressure, cancer and asthma.

WHAT THE AMERICAN HEART ASSOCIATION IS DOING



Through our educational and fundraising programs for elementary and middle school students, we've helped generations of kids learn physical education skills, community responsibility and how to keep hearts healthy. www.heart.org/jrhc or www.heart.org/roops



Be the Best is an online Sudden Cardiac Arrest awareness initiative to teach teens the simple steps that can save a life — and create the next generation of Rescuers. Anyone can utilize these free tools to help start and sustain CPR and AED programs. www.bethbest.heart.org/achort



We've teamed with noted child-nutrition activist and philanthropist Kelly Meyer to create the American Heart Association Teaching Gardens. These real-life learning laboratories in elementary schools across the country are teaching students what it means to be healthy. www.heart.org/teachinggardens



Our You're the Cure advocates are the moving force behind policy change for physical education, school and childhood nutrition and other childhood obesity issues at the local, state and national levels for the AHA/ASA. www.YoureTheCure.org

Illnesses

Children should only be at Head Start when they can fully participate in the program. At the Illinois Valley Head Start Program we want to keep illness to a minimum in the classroom, and we are not staffed to care for sick children. Therefore we ask that you keep your child home when:

- A child has a temperature of 100 degrees or above in conjunction with other symptoms. (Please keep your child home until the temperature has returned to normal, 98.6 degrees, for 24 hours without the aid of medication to bring the fever down.)
- A child vomits or has diarrhea. Parents must keep the child home for 24 hours after the condition ends.
- A child has an undiagnosed rash. Please consult a doctor before sending the child to school. The child will need to bring a note from a doctor in order to re-enter school.
- A child has skin or mouth lesions that are draining and unable to be covered.
- A child has been diagnosed with conjunctivitis (pink eye). The child must stay home for 24 hours after taking the first dose of medication or have a note from a doctor in order to re-enter school.
- A child goes to the doctor for a strep test. The child must stay home while waiting for the results of the test. If a child is diagnosed with strep throat, the child must stay home for 24 hours after taking the first dose of medication.

Please **DO NOT** send your child to Head Start in these instances. If your child becomes ill while at Head Start, we will notify you and ask you to come to pick him up within one hour. **If you cannot pick your child up within one hour after you are called, you are responsible for having a RELIABLE emergency person come for your child.** If you cannot be reached, an emergency contact person will be called to pick your child up.

NOTE: *When your child returns to school after an illness he will be going outdoors as weather permits.* If you feel your child should not go outdoors, you should keep him at home.

Health Services

I NEED TO STAY HOME IF...						
I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE HEAD LICE	I HAVE AN EYE INFECTION	I HAVE BEEN IN THE HOSPITAL
						
Temperature of 100 or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Itchy head, lice, nits or eggs.	Redness, itching and/or "crusty" drainage from eye.	Hospital stay and/or ER visit

I AM READY TO GO BACK TO SCHOOL WHEN I AM...						
Fever free for 24 hours without the use of fever reducing medication i.e. Tylenol, Motrin	Free from vomiting for at least 2 solid meals	Free from diarrhea for at least 24 hours	Free from rash, itching, or fever. I have been evaluated by my doctor if needed	Treated with appropriate lice treatment at home and proof is provided	Evaluated by my doctor and have a note to return to school	Released by my medical provider to return to school
School policy may differ from your doctor's recommendation.						

Communicable Diseases

Some illnesses are highly contagious. Head Start will have communicable diseases just like all public places. Germs can be spread between two children playing with blocks just as they are passed on shopping cart handles, library books, or at the playground or park. There are also communicable conditions, such as head lice, ringworm and scabies. These conditions are not diseases, but they are and can easily spread from one person to another. If your child is diagnosed with a communicable disease or condition please keep him/her home until it is no longer, and notify your Head Start Center. This will help your child recover more quickly and prevent other children and families from getting sick.

Help Prevent the Spread of Norovirus ("Stomach Bug")

IF NOROVIRUS IS AFFECTING YOUR COMMUNITY, HERE ARE SOME ACTIONS YOU CAN TAKE TO HELP PREVENT FURTHER ILLNESS

1 Clean up surfaces

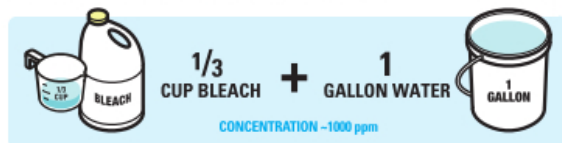
- Clean frequently touched surfaces with soapy water
- Rinse thoroughly with plain water
- Wipe dry with paper towels
- Dispose of paper towels

DON'T STOP HERE: GERMS CAN REMAIN ON SURFACES EVEN AFTER CLEANING!

2 Disinfect surfaces

- Prepare and apply a chlorine bleach solution

Make bleach solutions fresh daily; keep out of reach of children; never mix bleach solution with other cleaners



- Air dry surfaces unlikely to have food or mouth contact or...
- Rinse all surfaces intended for food or mouth contact with plain water before use

3 Wash your hands thoroughly with soap and water

Hand sanitizers may not be effective against norovirus



Facts about Norovirus



Norovirus is the leading cause of outbreaks of diarrhea and vomiting in the US, and it spreads quickly.

Norovirus spreads by contact with an infected person or by touching a contaminated surface or eating contaminated food or drinking contaminated water. Norovirus particles can even float through the air and then settle on surfaces, spreading contamination

Norovirus particles are extremely small and billions of them are in the stool and vomit of infected people.

Any vomit or diarrhea may contain norovirus and should be treated as though it does.

People can transfer norovirus to others for at least three days after being sick.

Scientific experts from the U.S. Centers for Disease Control and Prevention (CDC) helped to develop this poster. For more information on norovirus prevention, please see <http://www.cdc.gov/norovirus/preventing-infection.html>.



co.somerset.nj.us/health



FOOD SAFETY TRAINING

neha.org



WATER QUALITY & RESILIENCY CENTER

waterandhealth.org



American Chemistry Council
americanchemistry.com

disinfect-for-health.org

STOMACH “FLU” **VS.** THE “FLU”

NICKNAMES

- Stomach Flu, Stomach Bug, Pukey Flu, The “Shits”

WHAT IT REALLY IS

- Viral Gastroenteritis

CAUSES

- Norovirus, Rotavirus

INCUBATION PERIOD

- Symptoms appear 1-3 days after exposure

SYMPTOMS

- Diarrhea, vomiting, nausea, stomach cramps, muscle aches, headache, low-grade fever

HOW LONG IT LASTS

- Symptoms typically last 1-3 days but can linger for up to 2 weeks

TREATMENT

- Fluids, bland food and rest

CONTAGIOUS PERIOD

- You can be contagious 2 days BEFORE to up to 2 weeks after symptoms appear

HOW IT SPREADS

- Fecal-Oral Route:
When poopoo or vomit particles get in your mouth!

PREVENTION

- Handwashing, quarantine and properly killing the virus
THE FLU SHOT WILL NOT HELP YOU!

SURFACE LIFE

- The virus can live on surfaces (countertops, toilets, doorknobs and even the floor) for up to 3 WEEKS!

HOW TO KILL IT

- Bleach, bleach and only BLEACH!



NICKNAMES

- Flu

WHAT IT REALLY IS

- Influenza

CAUSES

- Human Influenza A, B and C Viruses

INCUBATION PERIOD

- Symptoms appear 1-4 days after exposure

SYMPTOMS

- Fever over 100° F, nasal congestion, cough, sore throat, muscle aches, chills and sweats, fatigue and weakness

HOW LONG IT LASTS

- Symptoms typically last 1-2 weeks

TREATMENT

- Fluids, rest, pain relievers, decongestants and anti-virals

CONTAGIOUS PERIOD

- You can be contagious 1 day BEFORE to up to 7 days after symptoms appear

HOW IT SPREADS

- Inhalation of tiny droplets made when people cough, sneeze or talk. Less commonly by touching a contaminated surface

PREVENTION

- Flu Vaccination (Shot), handwashing, limited contact with infected individuals

SURFACE LIFE

- The virus usually only lives on surfaces for 24 hours

HOW TO KILL IT

- Soap and water, disinfectant wipes (Clorox/Lysol), disinfectant sprays (Lysol), alcohol-based hand sanitizer, bleach, hydrogen peroxide



Head Lice/ Bed Bugs/ Scabies

To decrease and eliminate cases of head lice in the school setting, Illinois Valley Head Start has adopted a **“NO NIT” policy** which states that any child found to have nits present must be sent home. Head checks for lice are done on the first school day of the week for every child. Parents of those children found to have head lice will be contacted and asked to pick up their child. **You will be required to bring your child to school to be checked before the child can return to class.** If you will need transportation for this, please contact the Head Start office. Please review the Head Lice Protocol (see below) for cleaning and treatment procedures. **It is expected that the child will be treated and will usually be back to school within 24 hours.**

Policy for Head Lice

Weekly checks for head lice will be done. If a child is found to be infested with lice or nits (eggs), the parent will be notified and **MUST** send an authorized person to come pick up the child to avoid any spread of the lice to other individuals in the facility. The child must be treated with a shampoo specifically designed for head lice and follow up treatment at home. We have a **nit free policy**, which means that any lice eggs must be taken out. If you have any questions contact the Health and Nutrition Coordinator at 217-839-4431. The following are the procedures to follow if you child has head lice:

1. Buy shampoo.
2. Read the directions for the shampoo.
3. Help you child wash and comb his/her hair. Your child cannot do it alone.
4. Make sure you shampoo your child’s head before you give them a bath.
5. Shampoo your child’s head; leave the shampoo in for at least 10 minutes. Make sure you cover your child’s eyes.
6. Then use the fine toothed comb to comb out all of the nits. Make sure you do this, not your child.

7. Treat everyone's head in your family with the shampoo if one has it, it is likely more do.
8. Vacuum all carpets and sweep all floors.
9. Wash favorite blankets and pillows along with bedclothes in hot water. Cold water will not kill the bugs.
10. There is a spray you can buy at Wal-Mart called lice spray. If you spray it on furniture and carpets, it will kill the bugs.
11. In 10 days make sure you treat your child again with the shampoo. This is very important.

With head lice, don't panic. Everyone gets them. They live off of human blood. They do not come from pets or animals. To prevent the spread of lice, discourage your child from wearing someone else's coat, hat, clothes. Make sure they do not use someone else's comb, brush, or towel.

To indicate if the nits are a new batch or old, look at how far they are from the scalp. If they are new they will be half an inch away from the scalp and if you try to pick it off, it is hard to get off. If they are old, they will come off easily and be farther away from the scalp.

Head Lice Check List

1. Check everyone who lives in your house for lice and nits.
2. Shampoo hair over sink and towel dry.
3. Apply lice treatment. Leave on for 10 minutes.
4. Rinse hair well.
5. Blow dry hair thoroughly.
6. Boil in clear water for 10 minutes ALL combs, brushes, barrettes, and headbands.
7. Wash all sheets, pillowcases, coats, and clothing in hot water and use hot dryer.
8. Put all blankets and bedspreads in a hot dryer for at least 20 minutes.
9. Vacuum all carpets, hard floors and furniture. Change

vacuum bag.

10. Wipe the carpet upholstery clean.
11. Wait 7-10 days before repeating the head lice treatment.
12. Do **NOT** use the lice shampoo treatment if you're pregnant or on a child under 12 months of age. **CALL YOUR DOCTOR!**
13. Check hair very carefully every 3 days for 2 weeks.

Medication Administration

Only those medications which are absolutely necessary to maintain the student in Head Start, and that must be given during school hours, will be administered. Medications should be administered to students by their parents/guardians at home whenever possible. Head Start staff will administer medication to a student only when the medication schedule cannot be adjusted to exclude school hours, or when a chronic medical problem may make administration necessary during school hours.

Medications that can be safely administered at Head Start include:

- Those medications prescribed by your physician.
- Those not prescribed, but available over the counter, for which written instructions are given by your physician or other health-care provider legally authorized to prescribe medication.

In order to give any medication at Head Start the following rules apply:

- A **Medication Authorization Form** requesting that medication be given during school hours must be filled out and **signed by a parent or guardian**. All requests for the administration of prescription and over the counter medication **must have written instructions and be signed by a physician or other healthcare provider legally authorized to prescribe medications**.
- Over the counter medication must be brought in the original container.

Health Services

- Prescribed medication must be brought to Head Start by the parent or guardian in a container labeled by the pharmacy with the following clearly stated:
 - a. Child's Name.
 - b. Physician's Name.
 - c. Name of Medication.
 - d. Dosage to be given
 - e. Time(s) to be administered
 - f. Expiration Date

When having a prescription filled, please ask the pharmacist to give you a second properly-labeled bottle for school.

Parents are required to sign in ***all medications***. Medication will be given to the child by the Head Start Staff at the scheduled time. It will be staff's responsibility to document the administration of the medication in the Medication Log (HEA 007) as well as on the Medical Administration Form (HEA 004, HEA 005). All medications will be stored in a locked box and refrigerated if needed. The Head Start Health Coordinator will check the medication administration form periodically and be available for any question or concerns regarding the medication(s). The Head Start Health Coordinator has the discretion to reject, in a timely fashion, requests for administration of medications in school. (See Medication Authorization Form)



Provision for Emergency Medical Care, Treatment of Illness and Accident

In case of minor illness or accident, basic first aid will be administered on site by Head Start staff. Staff is trained in first aid and CPR. If an illness or accident requires additional medical attention, the child will be transported by ambulance to the nearest hospital. A staff member will accompany the child to the hospital until the parent has arrived. The parent will be notified immediately. If the parent cannot be contacted, the emergency contact person will be contacted. If that person is not available, the local police department will be contacted to locate and inform

the parent or legal guardian of the situation with their child. Illinois Valley carries insurance to cover any injury or accident that may occur to a child while in attendance at Head Start.

Sunscreen

To help prevent overexposure to the sun's ultraviolet rays that can cause harmful effects to the body, the Illinois Valley Head Start Program will apply sun screen to those children whose parent / guardian have given their consent. Consent for the application of sun screen must be obtained each school year. Sun screen will not be applied to children who do not have a signed consent form on file. (See Topical Consent Form) This also applies to any lotions, bug sprays, or topical ointments.

Toilet Training

A child who is not toilet trained, regardless of whether or not the child has a disability, shall not be denied placement in a center or home based program.

We allow and enable all children to learn independent toileting skills when it is developmentally appropriate and supported by parents. All appropriate sanitation procedures will be followed according to the Illinois DCFS Licensing Standards Section 407.340. Head Start will provide pull-ups / diapers and wipes to all the Head Start Centers who have children involved in toilet training. If a special request is made by the parent for a specific brand of pull-ups/ diapers and/or wipes, medical documentation will be needed for this request to be approved. Adaptive toilet training seats will also be accessible at each of the Head Start Centers. Toilet training will begin when the parents/guardians and teacher feel that the child is developmentally ready. Each child being toilet trained will have an individual written, developmentally appropriate, toilet training plan developed by the teacher in conjunction with the child's parents/guardians. (HEA 023) Having both the teaching staff and parents/guardians share in the progress and successes will reinforce a positive toilet training experience and outcome. Children involved in toilet training will be treated with respect, provided positive reinforcement, and given as much privacy as possible.

Toilet Training Policy

Goal: To provide a positive toilet training experience for each child to develop independent toileting skill when developmentally appropriate.

Objectives and Strategies:

1. Obtain information during the enrollment process in regard to toilet training.
 - a. Gain information from the initial application regarding how the parent/ guardian responded to the toilet trained question.
 - b. Note any other underlying health conditions that would impede toilet training.
 - c. Note any suspected or known developmental delays that would deter toilet training. (FCD Specialist or Head Start staff person taking the application.)
2. At this time if the parents/ guardians responded “no” to the toilet trained question, they would then be asked to fill out the Developmental Capabilities Toilet Training Questionnaire. (HEA 021 with FCD Specialist)
3. The toilet questionnaire will be kept in the child’s file for review. (FCD Specialist, Teacher, Health Coordinator)
4. The teacher will review the form with the parents/ guardians at Home Visit #1 in August. (Teacher, Teacher Aides)
5. The teacher will have the parents/ guardians fill out a second Toilet Training questionnaire to see if any progress has been made since application. (HEA 022 with Teacher, Teacher Aides)
6. The teacher and parents/ guardians will discuss if the child is developmentally ready to start the toilet training process. This would require the parents/ guardians to be supportive and ready for their child to start the training process as well. If, at this time, it is apparent to both the teacher and the parents/ guardians that the child is not

ready, he/she will be supported in the classroom and the staff will abide by the Illinois DCFS Licensing Standard Section 407.30 in regards to proper changing procedures. All staff will support the child with privacy and respect. The child's progress will then be reassessed at the October Parent/ Teacher Conference #1. At the October conference the parents/ guardians will be asked to fill out a third Toilet Training questionnaire. This information will be discussed and shared with the FCD specialist. If, at this time, parents/ guardians and teacher feels that the child is ready to begin the toilet training process, an individual plan will be discussed. A form for individualized toilet training will be completed and signed by parents/ guardians and teacher. (HEA 023) This information will also be shared with the FCD Specialist and Health Coordinator. (Teacher, Teacher Aides, FCD Specialist, Health Coordinator)

7. Upon agreement to begin toilet training, an individual toilet training plan will be completed and initiated by the child's teacher, teacher aides, staff and parents/ guardians.
8. The child and family will be offered books and other teaching materials related to toilet training. (Teacher, Teaching Staff, PFACE Coordinator, FCD Specialist, Health Coordinator)
9. Children will be offered regular opportunities to sit on the toilet daily, with staff monitoring. A child is never left unsupervised in the restroom. (Teacher, Teacher Aide, Staff)
10. Adaptive toileting training seats will be available at each of the Head Start Centers. Seats will be sanitized with each use, according to the sanitation procedures. (Teacher Aides, Staff)
11. Staff and child must wash their hands after each toileting experience.
12. Pull-ups and wipes will be provided by Head Start. If a special request is made for a specific brand of pull-ups and/

or wipes, written medical documentation will be needed in order to approve this request. (Site Director, Teacher, Health Coordinator)

13. Parents/ guardians and staff will exchange information that will be helpful in the classroom and at home. This will be done by sending notes, phone calls, and home visits. (Teacher, Teacher Aide, Staff)
14. Children in toilet training will be treated with respect, provided positive reinforcement, and given as much privacy as possible. (Teacher, Teacher Aides, Staff)

Diapering and Toilet Training Procedures:

All diapering/ pull-up changing must comply with the Illinois DCFS licensing standards Section 407.340

1. An area must be designated for diapering that is not located in or near any food handling and that allows privacy for the child being diapered.
2. All surfaces and mats used for diapering must be kept clean, waterproof, and free of cracks, tears, and crevices. Disposable materials will be used to cover changing mats before each use. Mats will be sanitized after each use.
3. All diapering supplies will be stored out of reach of the children.
4. Only Head Start staff will be responsible for diapering children. When possible, a second Head Start staff or adult should be present within visibility when diapering a child.
5. There should be easily accessible, covered receptacles conveniently located close to the changing surface for the disposal of soiled diapers/ pull-ups. These receptacles shall be washable, plastic lined, and tightly covered.
6. Supplies should be gathered before bringing child to the changing area. These would include diapers/ pull-ups, wipes, gloves, and extra clothing if needed.
7. Staff needs to wash hands before diapering and wear

gloves throughout the diapering process.

8. Remove diaper/ pull-ups and any soiled clothing.
9. The soiled disposable diaper/ pull-up must be double bagged and discarded into the trash receptacle.
10. Clean the child's bottom properly (front to back) using a disposable wipes. The wipes may only be used once and not used on any other part of the body after it touches the child's genitalia.
11. If possible, the child can be instructed on removal of wet (not soiled) diaper/ pull-up and assist in cleaning his/her genitalia, and helping to put a clean diaper/ pull-up on.
12. Remove gloves and throw away in the diaper/ pull-up trash receptacle.
13. The area and surfaces used for diapering will be cleaned and sanitized after each use.
14. The diaper/ pull-up receptacle shall be cleaned and sanitized daily.
15. The staff and the child must wash their hands after diapering.

Toilet Training equipment Procedures:

Adaptive Toilet Training Seats

1. Children are not allowed to go to the bathroom without a staff person.
2. Adaptive toilet training seats will be kept out of reach of the children.
3. Staff person is required to wear disposable gloves while cleaning the adaptive toilet training seat.
4. Adaptive toilet training seats will be cleaned and sanitized after each use.
 - a. Spray with a bleach solution.
 - b. Air dry the adaptive toilet training seats
 - c. Properly dispose of gloves and wash hands (according

Health Services

to hand washing procedure).

Changing Mats

1. Mats must be kept out of reach of children.
2. Staff must wear gloves while cleaning the changing mat.
3. Changing mats will be cleaned and sanitized after each use.
 - a. Spray with a bleach solution.
 - b. Wipe mat down with paper towels and air dry.
 - c. Properly dispose of gloves and wash hands (according to hand washing procedure).



Nutrition

During the course of the Head Start program day, breakfast and lunch will be served. Head Start gives special attention to the food requirements of children. Children are encouraged to eat and experiment with new foods. Food is not used as a reward or a punishment. All staff is expected (and any other adult present is encouraged) to eat with the children and converse with them. Mealtime is a happy, pleasant experience for all. The meals are planned to provide children the opportunity to become familiar with different foods, and experience a variety of food shapes, textures and colors. Meals are served family-style. We encourage the children to try all meal components with the appropriate portion sizes. Meals are not served family-style at the centers located in school districts.

Food allergies (form NUT 019) and religious food exemptions (form NUT 016) will be accommodated. Head Start requires forms to be completed for both accommodations by a physician.



Disability Services

Head Start encourages the enrollment of children with disabilities. Head Start offers children with disabilities the opportunity to learn and play alongside their peers. The full range of Head Start services; including health, nutrition, social services and parent involvement, are available to families of children with disabilities. Parents are supported in developing parenting practices which effectively meet the needs of their child.

The program works closely with the local school districts to coordinate any services a child may need when services are available. The Disability Coordinator will be available to help your family through any process involving referrals, screenings, or IEP services. Students with dual enrollment with local school districts will be signed into the care of the school district at the time of transfer.



Integrated Pest Management Procedures

It is the policy of Illinois Valley Head Start to incorporate the following Integrated Pest Management (IPM) Procedures for control of structural and landscape pest. These pests and pesticides can pose significant hazards to people, property, and the environment.

Pests

Pests are populations of living organisms (animal, plants or microorganisms) that interfere with the human purposes of day care centers. Strategies for managing pest populations will be influenced by the pest species and any threat they pose to people, property, or the environment.

Pest Management

Pest management will:

- Reduce any potential harm or protect against a significant threat to public safety;
- Preserve the integrity of the school buildings or structures;
- Prevent interference with the learning environment of the students;
- Prevent pest from spreading in the community or to plant and animal operations beyond the site.

Integrated Pest Management Procedures

Site directors at each Center will be responsible for pest management operations at their Centers. They will report to the Facilities Coordinator or Head Start Director about any potential problems with pests and for further instruction. Written documentation will be kept at each center on parent notification, pest monitoring, and pesticide applications.

Monitoring will be completed on a monthly basis (or more often if problems arise) and documented on the Pest Management Monthly Monitoring Form. If pests are found during monitoring, staff will determine if it's a health, nuisance, or safety issue. They will complete the Pest Management Report and then take appropriate actions.

Staff will follow effective pest management tips found in the Practical Guide to Management of Common Pests in Schools. The choice of using a pesticide will be based on a review of all other available options and a determination that these options alone are not acceptable or feasible. Selected non-chemical pest management methods will be implemented whenever possible. The full range of alternatives, including no action, will be considered. When it is determined that a pesticide must be used to meet important management goals, the least hazardous material will be chosen.

Notification

If pesticide is needed, parents will be notified at least 2 working days prior to but not more than 30 days prior to the pesticide application at the Head Start Center. This will either be done in a newsletter, calendar or a note sent home. Staff will also post notes in the building accessible to parents as to when pesticides will be applied. Pesticides may not be applied while children are present. Children cannot be in the building until 2 hours after pesticide application.

Pesticide contractors will apply pesticide in the afternoon or evening hours after the children have departed from the center or on the weekends when children are not in attendance. If there is an imminent threat to health or property, a staff member will sign a statement describing the circumstances that caused the health threat and ensure that a written notice is provided to parents as soon as practicable.

Educating IPM Participants

All staff will be educated on the IPM program following the IPM strategies located in the Integrated Management of Structural Pests in Schools 1994 handbook. Staff will learn about the basic concepts of IPM and how the principles are being applied. Parents will be notified of the IPM program in the parent handbook.

Recordkeeping

Records of pest monitoring, parent notification, and pesticide use will be kept on site to meet the requirements of the state regulatory agency. Records will be current and up to date. The site director will be responsible for the record keeping.

Pesticide Storage and Purchase

Pesticide purchases will be limited to the amount needed for use during the year. Pesticides will be stored in an appropriate, secure site that is not accessible to students or unauthorized personnel and disposed of in accordance with USEPA-registered label directions and state regulations.

Pesticide Applicators

In most cases Illinois Valley Head Start will contract application to certified applicators. In rare cases when pesticides are applied by staff, the site director will evaluate the situation and follow regulations and label precautions.

Radon Testing

Illinois Valley Head Start is required by the Department of Children and Family Services (DCFS) to test their facilities for radon at least once every three years by a licensed Radon Measurement Professional. The report of the most current radon measurements will be posted at each Head Start center.

Water Lead Testing

Illinois legislation requires lead testing of water for all day care centers. Illinois Valley Head Start will test the water for lead at each facility. For those Head Start classrooms inside a school district, the school district will be required to test the water. The report of the most current results will be posted at each Head Start center.

Policy regarding personal information

Head Start classroom staff will not release any information on a child without the permission of the parent. The release of information signed by the parent at the time of enrollment allows Illinois Valley to pass information on to the public school such as health and developmental screening results prior to the child's entry into kindergarten.

Planned means of communication between the program and parents

Phone calls are the easiest method of communication. Teachers will contact parents by phone for injuries and sick children. Make sure to have updated phone numbers on record at all times. Parents can call the Center between the hours of 8:00 a.m. and 2:30 p.m., Monday through Friday. If you have any questions or concerns regarding your child that require discussion with the teacher, please call after 1:30 p.m. when the children have left the Center.

Newsletters and notes are sent out from Illinois Valley and the teachers. Newsletters contain information about important upcoming events, educational activities taking part in the classroom, community events, and field trips. It is important to read your child's newsletters and keep in a safe place for reference. Feel free to send in notes with your child to communicate with the teacher. You can place in a child's backpack or hand notes to bus drivers and monitors for teachers also.

Mail will be used for some communication purposes although generally not the first option. Mailed items will be a last resort to reach a family.

Illinois Valley uses a system to alert parents through text and email. This system will be used to remind families of events, items due, and other information. Parents will not be able to respond to these texts and emails. Parents are automatically enrolled into the text and email feature. If a family wishes to be removed from this services, contact your child's teacher to be removed.

Additional Policies of Interest

Illinois Valley Head Start Communication Plan

Teacher

- If you feel there is an issue to discuss, please begin with your child's classroom teacher. They may be contacted at the center during the hours of 8:00 am. to 2:30 p.m. If it is not an emergency, please wait until all children have left the facility. Home Visitors may be reached at their office from 8:00 a.m. to 4:30 p.m.

Site Director

- If you have spoken with your child's classroom teacher and the issue has not been resolved, contact the Site Director during the hours of 8:00 am. to 2:30 p.m. If it is not an emergency, please wait until all children have left the facility.

Education Coordinator

- If you have spoken with the Site Director and the issue has not been resolved, contact the Education & Operations Manager to resolve the issue or involve additional personnel to resolve the issue at 217-839-4431 or ahess@ilvalley-edc.org.

Head Start Director

- If you have spoken with the Education Coordinator and the issue has not been resolved, contact the Head Start Director to resolve the issue at 217-839-4431.

Executive Director

- If you have spoken with the Head Start Director and the issue has not been resolved, contact IVEDC Executive Director to resolve the issue at 217-839-4431 or tkreipe@ilvalley-edc.org.

Planned lines of communication between the IVEDC Governing Board, Head Start Facilities, Staff & Parents

There is a formal method of communication to ensure communication between all persons and groups involved in the IVEDC Head Start Program. These specifics are outlined in the By-Laws of the Governing Board, Head Start Policy Council & Head Start Parent Committees. As stated under Parent Meetings-Policy Council in this Parent Handbook, parents are provided with the opportunity to participate in parent meetings at their center and be elected to the Policy Council where they can provide input into the operation of the Head Start Program. In addition, Head Start parents serve as members of the Governing Board and report back to the Policy Council. Elected parent Policy Council members provide feedback to their parent committee at their local center. Staff receive information and updates regarding program changes and goals and objectives during pre-service training in August, throughout the program year at regularly scheduled staff meetings and through emails and memos.

Home Visits & Parent Teacher Conferences



An initial home visit is required prior to your child's enrollment in the Head Start program. Important information is gathered about your child and your family. An additional home visit will be scheduled in the spring and two parent teacher conferences are scheduled in October and February. The purpose of parent conferences is for the teacher to share your child's progress and to plan activities for home and classroom to help your child learn and grow. Your child's teacher will work with you to plan the home visit for a time that is convenient for you. If an emergency comes up, please let the staff know that you must change your appointment as soon as possible. Of course, you are welcome at any time to request an additional conference to discuss any concerns or questions you may have.

Head Start Transition Program

The Kindergarten Transition Program is set up for families that have children going into kindergarten. When your child is ready for this transition you will receive a checklist of things to do before the first day of school, a summer activity calendar, and a transition kit with additional activities, a children's book about kindergarten, and materials to help you prepare your child and your family for this very important change.

At Head Start, we believe that children as well as parents will feel more at ease with change if they have a better idea about what to expect when they make that change. We work together with the public schools to share information that is important for you to know. Some of our centers plan visits to the kindergarten classrooms at the local school for the children who will be moving on.

As a parent you may be concerned with how your child's specific needs or special needs will be met when he enters kindergarten. We will work together with you to help answer any questions and to communicate your concerns.

We believe that this transition program will be a great help in preparing you and your child for kindergarten. If you would like more information about this program, you can contact the Education Coordinator at (217) 839-4431.

Early Head Start children will also transition to Head Start. Although this change is not as dramatic as entering kindergarten, children are often concerned about a new teacher and a new setting. Prior to a child's transition to the center based Head Start, a visit to the classroom will be set up with the teacher and the family.

Fees

Although the Illinois Valley Head Start Programs operate as DCFS Licensed Day Care Centers, no fees of any type are charged to families for the participation of their child in the program. The Head Start program is provided free of charge to all families who meet the federally defined eligibility requirements which are based on family income.

Additional Policies of Interest

Holiday and Vacations

The following holidays are always NO SCHOOL days for children.

September

Labor Day

October

Professional Development Day

Columbus Day

November

Professional Development Day

Election Day – even years

Veteran's Day

Thanksgiving

December

Christmas

January

New Year's Day

Professional Development Day

Martin Luther King Jr's Birthday

February

Abraham Lincoln's Birthday

President's Day

March

Professional Development Day

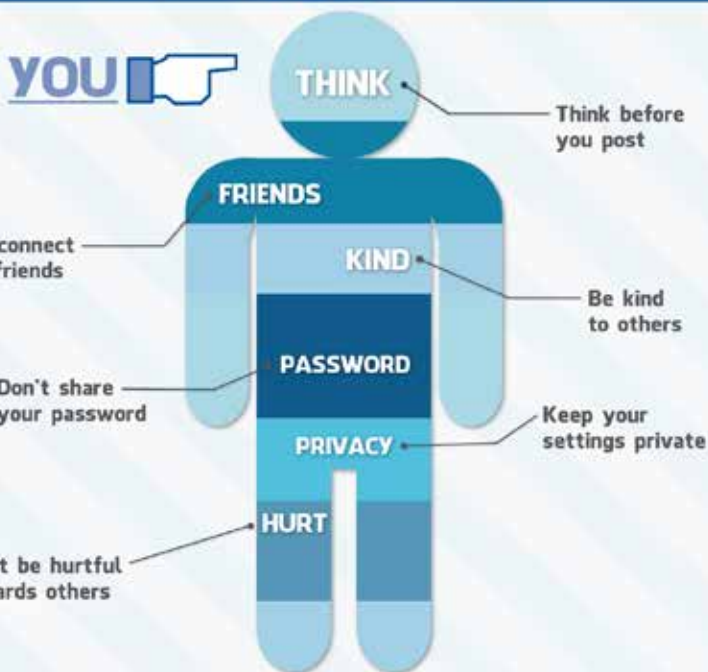
May

Memorial Day

- Site Meeting Days are Early Dismissal days.
- Centers in school districts will follow the school district calendar for closures.
- Snow days: Centers follow the school district. If your local school district closes then your center is closed.

Social Media

safebook



PARENTS & TEACHERS

Join Facebook
Understand how it works
Teach safety and responsibility
Privacy - check their settings



FRIENDS

DON'T: Stay silent

DO: Help your friend
Report the bully
Tell your parents
Tell your teacher



THE BULLY

DON'T: Respond

DO: Save what they say
Unfriend the person
Block them
Tell a Friend
Tell your Parents
Report the person

TELL • UNFRIEND • BLOCK • REPORT

This is our reaction to cyber-bullying. We must all play our part! Play yours - email design@fuzion.ie for a print ready file

Think Before You Post

Remember That Anything Posted Online Is Permanent

PROTECT YOUR PRIVATE INFORMATION!

USE DIGITAL TOOLS TO TALK WITH PEOPLE NOT ABOUT THEM

FOLLOW THE SCHOOL'S ACCEPTABLE USE GUIDELINES

What Is GOOD DIGITAL CITIZENSHIP?

Communicate Respectfully

Stand Up To Cyberbullying

Give Proper Credit When Using Other People's Work

The infographic features a central red circle with the text "What Is GOOD DIGITAL CITIZENSHIP?". Surrounding this are several tips in different shapes and colors: a yellow rectangle at the top with a share icon, a pink speech bubble with a checkmark, a green dotted circle with a keyboard icon, a red dashed box with a mobile phone icon, a purple dashed box with a key icon, a green circle with a thumbs up icon, an orange speech bubble with a sad face icon, and a blue starburst with a lightbulb icon. The background is blue with a circular pattern.

Think B4 U Post

Follow these five simple rules when you're publishing anything, anywhere.

1. Would your grandma want to see that?

Is that photo / video / comment appropriate for a wide public audience, your future husband, your future child, your future employer? Remember, what goes online can stay online forever.

2. Do you really think that's private?

Don't publish personal information (last names, birthdays, phone numbers, etc.) just because it says it's private, doesn't mean it can't be republished by someone else.

3. Would you say that to someone's face?

If you don't have something nice to say, don't say anything at all. Portray yourself, your peers and your community in a positive light.

4. Is that your work to publish?

How would you feel if someone stole your work and said it was theirs?
Have you credited the original owner?
Have you licenced it so someone else can use it?

5. What if someone published a photo like that of you?

Don't publish media of others in a light you wouldn't want published of yourself. If you're not sure, don't post.



Licensed under a Creative Commons Attribution Licence
Created by Garry Baker, Hiromi Hosoi, Joy Seed & Mitch Norris
Design by www.misternorris.com

Master House Cleaning List

Daily	Weekly	Monthly
<ul style="list-style-type: none"> ✓ Make Beds ✓ Wash dishes ✓ Scrub kitchen sink ✓ Wipe kitchen counter ✓ Wash kitchen table ✓ Declutter paper pile ✓ Stain treat laundry ✓ Wash, dry, fold and put away 1 load of laundry 	<ul style="list-style-type: none"> ✓ Wash door knobs ✓ Wash all mirrors and glass (TV and doors) ✓ Empty and wipe out trash cans ✓ Scrub toilets ✓ Wash all hard floors ✓ Wash bathroom sinks and counters ✓ Wash towels ✓ Clean tubs and showers ✓ Dust furniture ✓ Vacuum carpets ✓ Wash sheets ✓ Wipe down kitchen appliances ✓ Clean out fridge ✓ Grocery shopping 	<ul style="list-style-type: none"> ✓ Wipe down all doors ✓ Dust ceiling fans ✓ Vacuum along baseboards ✓ Wash light switch plates ✓ Wash legs of all tables and chairs ✓ Wash all railings ✓ Tidy inside kitchen cabinets/pantry ✓ Wash throw blankets ✓ Clean out freezer ✓ Wipe down bathroom cabinets ✓ Dust air returns ✓ Clean inside of oven & microwave

Every 1-3 Months	Every 6 Months	Every 12 Months
<ul style="list-style-type: none"> ✓ Change furnace filters ✓ Clean pantry, checking for expired items ✓ Wash car seat covers 	<ul style="list-style-type: none"> ✓ Vacuum exhaust fans ✓ Vacuum behind and under all furniture ✓ Wash rugs ✓ Launder comforters ✓ Wash decorative towels ✓ Wash all baseboards ✓ Wipe down kitchen cabinets ✓ Dust tops of cabinets ✓ Dust all lights/ fixtures ✓ Clean closets ✓ Wash blinds ✓ Wash windows ✓ Clean oven ✓ Change batteries in smoke detectors 	<ul style="list-style-type: none"> ✓ Wash curtains ✓ Vacuum behind fridge ✓ Vacuum behind washer and dryer ✓ Remove and wash floor vents

Illinois Valley Economic Development Corporation

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South Macoupin Head Start, Southwest Macoupin Head Start, Head Start Home Base, Early Head Start

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Krista Flatt, FCD Specialist
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Jersey County Head Start

Tabitha Barrow, FCD Specialist
tbarrow@ilvalley-edc.org
Greene County Head Start

Calhoun Head Start

Calhoun Elementary School
52 Poor Farm Road, PO Box 553
Hardin, IL 62047
618-576-2334
Site Director: Becky Wells

Carlinville Center Base

501 West Nicholas
Carlinville, IL 62626
217-854-6736
Site Director: Tisha Whitley

Greene Center Base

302 Higbee
White Hall, IL 62092
217-374-2390
Site Director: Mary Hawkins

Jerseyville Center Base

111 East Main
Otterville, IL 62052
618-498-6922
Site Director: Cathy Reif

North Macoupin Center Base

Virден Elementary School
231 W. Fortune St.
Virден, IL 62690
217-965-5424
Site Director: Jodi Clark

South Macoupin Center Base

314 East Central
Benld, IL 62009
217-835-2239
Site Director: Barb Osmoe

Southwest Macoupin Center Base

Brighton North Primary School
201 East City Limits Road
Brighton, IL 62012
618-372-4401
Site Director: Erin West

Head Start and Early Head Start Home Base

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