



Centerburg



119 South
Preston Street
Centerburg, OH
43011
740-625-9500

Danville



808 East Street
Danville, OH
43014
740-599-7122

Fredericktown



124 High Street
Fredericktown, OH
43019
740-694-1188

**Gambier Child
Care Center**



119 Meadow Lane
Gambier, OH
43022
740-427-2519

**New Hope Early
Education Center**



11700 Upper
Gilchrist Road
Mount Vernon, OH
43050
740-397-9304

Northgate



20 Northgate Drive
Mount Vernon, OH
43050
740-397-3454



**KNOX COUNTY
HEAD START INC.**

2021-2022

Funded in part by:



Connect with us!

Welcome to Knox County Head Start, Inc.

A National Head Start Center of Excellence

Knox County Head Start, Inc. (KCHS) was founded in 1965 as Kokosing Day Care Centers. KCHS was one of the original Head Start programs in the United States, affiliated in the late 1960's with Kno-Ho-Co Community Action, and reorganized as a stand-alone non-profit, Kokosing Early Childhood Centers, in 1978. In 2001, the agency's name was changed to Knox County Head Start, Inc.

Knox County Head Start offers comprehensive early education and care services throughout Knox County, with centers in Centerburg, Danville, Fredericktown, Gambier, and Mount Vernon. Additionally, KCHS partners with Type B (family child care) providers located in Apple Valley and Mount Vernon. KCHS provides high-quality Early Head Start and Head Start, child care, parent education, family services, health, and nutrition services.

In September of 2010, KCHS was recognized as a National Head Start Center of Excellence for our partnerships in support of Conscious Discipline® and Conscious Discipline for Parents™. We are one of the first ten programs in the United States to achieve this designation. There are only nineteen Head Start Centers of Excellence in the United States.

We reference the "School Family" repeatedly throughout this guide, including in its name, the School Family Guide. This language comes to us from Conscious Discipline®, and its founder, Dr. Becky Bailey. Dr. Bailey encourages us to move beyond the traditional "factory" model of education that is dependent upon imposing standardized efforts with specific timelines for all children. This model conflicts with what we know about human development: that we all learn best in the context of healthy relationships, and that we may develop on our own timeline. Dr. Bailey encourages us to use the metaphor of a happy family – not to replace each child's family – but to signify that in our school we are focused on creating a positive school climate that promotes the healthiest development for each child, for each educator working with children, and for families engaged in our programs.

A core value in Head Start is the strong belief that parents are the first and most important teachers of their children. We know that a child's early years are critically important. Each child is rapidly developing; he or she is learning to talk, to manage his or her body, and to get along with others. Each child is a unique individual who develops at his or her own pace. By matching activities and expectations to his or her developmental age, Knox County Head Start educators partner with families to support each child's need to learn about and to master the environment while building on his or her strengths.

By providing family style meals* and comfortable spaces for sitting, our warm setting allows children to feel confident, safe, and at home. In this secure and engaging environment, they can begin to master the skills necessary for learning in kindergarten and success in life.

Our programs are supported at the federal level through direct grants funding of Head Start and Early Head Start programs from the US Department of Health and Human Services' Administration for Children and Families. The Ohio Department of Education provides funding for food service under the Child and Adult Care Food Program (CACFP), passed through from the US Department of Agriculture. Funding for children receiving childcare subsidy is provided under contract with the Ohio Department of Job and Family Services.

Locally, KCHS benefits from generous support from the United Way of Knox County and the Knox County Community Foundation. We are thankful for these funders, and for our partners, including: the Knox County Board of Developmental Disabilities, Knox Public Health, Behavioral Healthcare Partners of Central Ohio, the Freedom Center, Kenyon College, the Ariel Foundation, the Knox County Department of Job and Family Services, the Knox County Educational Service Center, Centerburg Local Schools and Mount Vernon City Schools.

We hope this year brings success for you and your family. Thank you for trusting us to care for and educate your child.

*Please note, throughout this guide an * will identify modifications or potential modifications to services in response to the COVID-19 pandemic. Based on current health recommendations, family-style meals are not being served; children's meals are plated individually.

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Our Leaders, Our Mission

Administration

Executive Director.....	Peg Tazewell
Fiscal Officer.....	Felisha Goldsmith
Fiscal Specialist.....	April Hull
Fiscal Specialist.....	Andrea Adams
Fiscal Assistant.....	Sarah Cooke
Human Resources Director.....	Julie Mickley
Administrative Assistant.....	Fonda Kendrick

Coordinators & Specialists

Child Development Coordinator.....	Cassandra Hoeflich
Child Development Coordinator (Home Education Supervisor)	Jessica Collins
Family & Community Engagement Coordinator.....	Halle Krajenski
Family & Community Engagement Coordinator.....	Susan Trent
ERSEA, Data and Grants Administrator	Anna Yoder
Program Compliance Coordinator.....	Donna Beckley
Recruitment & Health Data Specialist.....	Mary Martin
School Nurse.....	Candy Thomas
Child Development Specialist (Teacher Mentor, Head Start)	Christie Perkins
Child Development Specialist (Teacher Mentor, Early Head Start)	Nic Medley
Trauma Support Specialist.....	Anna Kelley
Educational Consultant.....	Holly Trask

Mission Statement

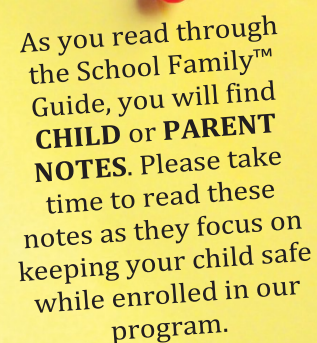
Committed to the future of Knox County and its changing and diverse needs, Knox County Head Start works in partnership with the community to provide quality preschool, childcare, and family services. Our purpose is to engage children, families, and staff in reaching their full potential.

Values Statements

We value families: fathers, mothers, and primary caregivers as the first and most important teachers and advocates for their children.

We strive to make a difference through the education, care, and support of our children, families, and staff by:

- Committing to provide quality services
- Hiring, training, and retaining competent staff
- Providing opportunities for personal and professional growth
- Developing and nurturing trusting personal and professional relationships built on honesty and open communication
- Acknowledging and seeking diversity through our program design
- Creating and maintaining healthy and productive community partnerships



As you read through the School Family™ Guide, you will find **CHILD** or **PARENT NOTES**. Please take time to read these notes as they focus on keeping your child safe while enrolled in our program.

Program Options

Your child will be enrolled in one of the many program options Knox County Head Start has to offer. Below is a short summary of all our program options. If you are interested in a different option for your child, please reach out to your family advocate or the ERSEA (Enrollment), Data and Grants Administrator.

Enrollment

KCHS is excited that you are part of our School Family™. As a parent or caregiver of a child in our program, you have met the eligibility requirements for enrollment. You will be asked to update your Child's Enrollment and Health Information (Form JFS 01234) yearly and submit any other information necessary to keep your child's enrollment information current. Annual updates are required by state licensing.

Recruitment for all age groups will continue throughout the program year. If there are no openings available, your child will be placed on a waiting list at their respective center.

It is unlawful for the facility to discriminate in the enrollment of children upon the basis of race, color, religion, sex, national origin, or disability in violation of the Americans with Disabilities Act of 1990, 104 Stat. 32, U.S.C. 12101 et seq.

CHILD ENROLLMENT NOTES:

Your child's file must have the completed Child's Enrollment and Health Information on file prior to his/her first day of class.

All children enrolled in Early Head Start or Head Start programs must have on file:

- Age Verification
- Current Physical
- Current Immunization Record

Withdrawal Policy

When withdrawing your child from a full-day, full-year childcare classroom, a written two-week notice must be given to the Center Administrator. Families will be charged a withdrawal fee equal to two-week tuition for withdrawing a child or children without prior notification.

Your child may be withdrawn from the program if attendance or participation falls below 90%. (See Attendance Policy). We will work with you to determine barriers and engage in a Family Partnership Agreement to support the education process. If your child is withdrawn due to lack of participation, he or she will be placed on the Wait List and may be eligible for re-enrollment when there is an opportunity available.

Early Head Start

Early Head Start (EHS) is a federally funded community-based program for low-income families. Its mission is simple: to promote healthy prenatal outcomes for pregnant women, to enhance the development of very young children, and to promote healthy family functioning. EHS serves pregnant moms and infants and toddlers with prenatal, home-based, or center-based services year-round.

If your child is enrolled in an Early Head Start program, he or she will remain eligible for the program until he or she turns three years old. Seven months prior to your child's third birthday, you will be asked to update enrollment information. You will be requested to provide your current income prior to transitioning to a Head Start program. Your family advocate or home educator will work with you to review and update all forms for preschool, including the DJFS Child's Enrollment & Health Information form.

Full-Day, Full-Year Early Head Start and Head Start with Child Care

Full-day/full-year (FD/FY) Early Head Start, Head Start and childcare services are educationally based and support the healthy development of the whole child. Services are provided for children ages six weeks to five years at centers located in Fredericktown, Gambier, and Mount Vernon, and in three family childcare homes. KCHS' Gambier center provides school-age services, including before- and after-school care, and a school-age summer camp.

If your child is enrolled in the full-day, full-year Head Start, Early Head Start, or child care program, he or she will remain eligible for those services until he or she is eligible for kindergarten, as long as all required eligibility requirements have been met. These requirements include, but are not limited to:

- Current year's income does not exceed the federal income guidelines (EHS to HS or 3rd year HS children)
- Department of Job and Family Services' Child Care application is up-to-date and renewed as needed
- Your payments or co-payments are current

School-Year-Based Head Start Classes*

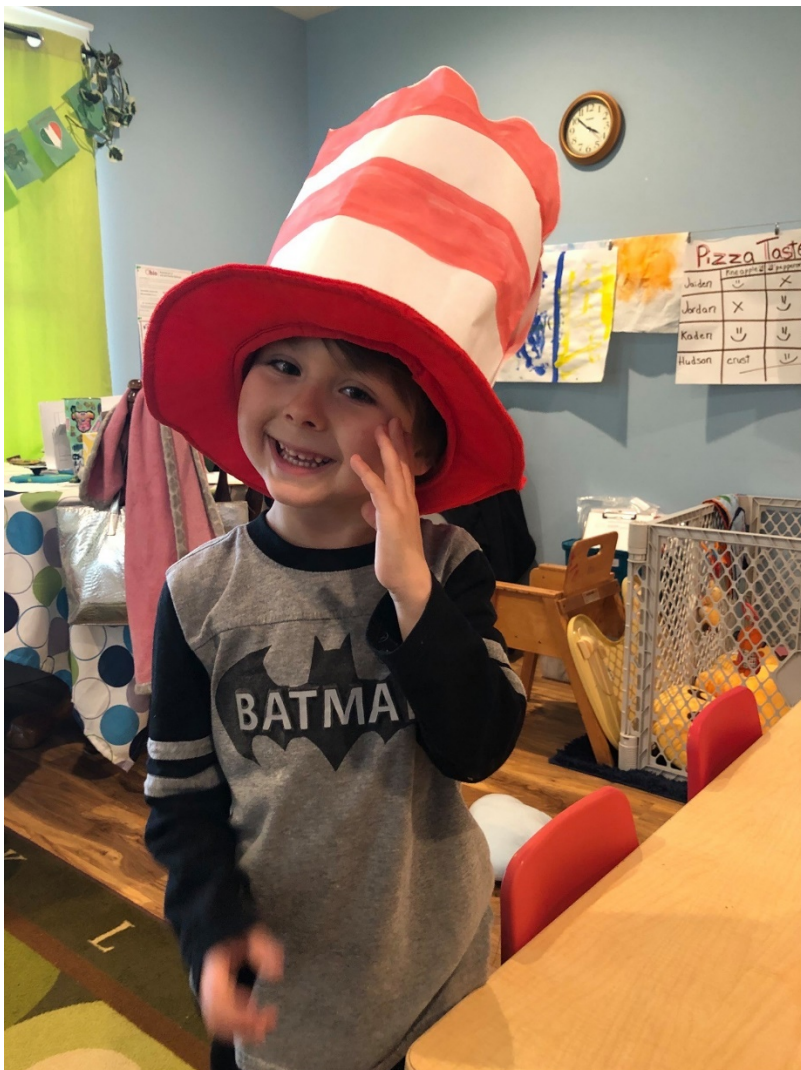
Head Start (HS) offers comprehensive, federally funded preschool in half-day and six-hour school-year-based classrooms and via home-based services. We prepare children for kindergarten while providing nutritious meals as well as educational and social/emotional development, focusing on health, mental health, dental supports, and family engagement. (**Please note the schedule for these classrooms may be modified due to pandemic changes or staffing concerns*).

If your child is enrolled in the 3 ½, 5 ½, 6 ¼ -hour or home-based Head Start program, he or she may remain eligible in the program until he or she is eligible for kindergarten. If your child is an eligible age for a third year of Head Start, you will be asked to provide the previous year's income.

Family Child Care Partnerships

KCHS provides both Head Start and Early Head Start full-working day services in contractual child care partnerships with licensed State of Ohio in-home family child care providers (also known as Type-B providers). Services are provided for children 0-5 years old in three family childcare homes in Apple Valley and Mount Vernon. Children and families receive comprehensive Early Head Start and Head Start services, and providers are supported with educational and training opportunities, increased focus on children's education through curriculum and assessment services, and funding to support high-quality and continuous learning in the child care setting.

If your child is enrolled in a family child care home, he/she will remain eligible in the Early Head Start program until he/she turns four years old. Seven months prior to your child's fourth birthday, you will be asked to update enrollment information. You will need to provide the previous year's income prior to transitioning to a Head Start slot. Your family advocate will work with you to review and update all forms for preschool, including the DJFS Child's Enrollment & Health Information form.



Enrollment Note

Please note that there is no guarantee of enrollment when transitioning from Early Head Start to Head Start if your family does not meet eligibility requirements. Should your child not qualify for Head Start, KCHS will work with you to locate an appropriate preschool program.

Home-based Program Options

Knox County Head Start offers home-based education services for pregnant moms and parents with infants, toddlers, and preschoolers (ages 0-5). Home educators will visit with each parent and child in their homes* for 90 minutes each week and help parents support their child's healthy development and create learning opportunities for children using daily routines and materials within the home. Both Head Start (HS) and Early Head Start (EHS) home education programs offer socialization* opportunities at least twice a month to build connections between families and to provide children opportunities to play with other children their age.

The EHS home-based program serves pregnant moms, infants, and toddlers. The HS home-based preschool program may be an option for three-year-olds who are not ready for the classroom, or for children who have severe challenges that prevent their success in the classroom.

The home-based programs:

- Involve parents directly in the education of their children.
- Emphasize supporting and encouraging each family's goals and objectives, attaining and/or strengthening self-sufficiency.
- Strengthen parents' knowledge about the development of their children and help parents to support their child's healthy development.
- Help children to grow to their maximum potential physically, mentally, socially, and emotionally with regularly-scheduled and developmentally appropriate educational experiences.
- Broaden opportunities for families to learn about techniques and resources to maximize their potential as a family to learn together.

****Pandemic modifications in 2021-2022 may include outdoor and/or virtual home visits and socializations.***

PAC Times (Parent and Child)

Our home-based programming offers multiple socialization* events, called Parent and Child (PAC) times, each month for families to gather, bring their child(ren) and participate in activities. These PAC times promote socialization and prepare children for transitioning to the classroom through learning and play.



Partnership & Communication



The Importance of Communication

Communicating regularly with your child's educator, family advocate and/or center manager is the best way we can partner with you to meet your child's and family's needs. You know your child best, and you can help us learn how to work best with your child. Please bring concerns to your child's educator as soon as you can or speak directly with your child's center manager.

If you have not received a response from your child's educator or their manager, and/or if you are seriously concerned about your child or any issue in the center and want the administration of KCHS to know about it, please use the Parent Communication and Grievance form provided at the center, and available on the agency website (knoxheadstart.org). It is important that we know if you have serious concerns about our services – we always want to improve how we serve your family.

How You Can Communicate with Us

- Call, text or leave a note for any of the staff working with your child and family. These people are:
 - Teacher / home educator / family child care provider
 - Family advocate
 - Center manager
 - Coordinator or specialist
- Request a meeting with the teacher and/or center manager
- Use the Parent/Community Grievance Communication Form

Some of the Ways We Will Communicate with You

- Classroom mailboxes and/or at the front desk in childcare centers
- Printed newsletter (available on our website), flyers, and notices posted in the center
- Social media (Facebook, Twitter, Pinterest, etc.)
- Phone calls
- Text messages
- Email
- Home visits
- Family Fun Nights
- School Family™ Roundtables
- Monthly connections
- Flyers
- Parent/teacher conferences
- DJFS Incident/Injury Reports
- Symptoms Reports
- Communicable Disease Fact Booklet (see linked booklet)

Keep Us Informed of Changes

Please inform staff members of any changes to your household and contact information. These changes may include, but are not limited to:

- Family member moved in or out
- Phone numbers
- Address
- Email addresses
- Emergency contacts
- Authorized individuals to pick up your child
- A new medical provider, doctor, or dentist
- Employment



Parent/Community Grievance Procedure

KCHS encourages parent and community input regarding our program. We hope that if you have a concern you will speak immediately to your child's teacher or center manager. If you feel that your concerns are not being addressed, please request a Parent and Community Grievance Form, or access the form at knoxheadstart.org. If you consider your concern an emergency, please feel free to contact the Executive Director, Peg Tazewell, directly at (740) 393-6972, or via email at ptazewell@knoxheadstart.org.

Procedures for parent and community members to communicate grievances or concerns with KCHS programming are as follows:

1. The person who has a concern is to contact the center manager or child's teacher, home-educator or family child care provider regarding the concern.
2. The contacted staff person is to inform the concerned person of the proper steps to be taken to resolve the concern.
 - a. If possible, the concerned person is to meet directly with the person involved and attempt, through discussion, to resolve the concern.
 - b. If the concern is not resolved, the concerned person is to complete the Parent/Community Grievance form and mail it directly to the Executive Director of Knox County Head Start, Inc. The concerned person may phone in a Parent/Community Grievance, and the staff member taking the call will document all concerns on the Parent/Community Grievance form and forward it immediately to the Executive Director. The concerned person may also phone in a Parent/Community Grievance directly to the Executive Director or designee.
 - c. The Executive Director or his/her designee will contact the concerned person directly and attempt to resolve the concern within 10 working days.
 - d. If the concern cannot be resolved, the concerned person is to notify the Executive Director within 5 working days that the problem has not been resolved. The Executive Director will notify the members of the KCHS Grievance Committee and schedule a meeting within 10 working days with the concerned person and the KCHS Grievance Committee in order to resolve the concern. The KCHS Grievance Committee is made up of two Board members, two Policy Council members, and the Executive Director or his/her designee. The KCHS Grievance Committee, at its discretion and if funds are available, may request the participation of a professional mediator.
 - e. Decisions of the KCHS Grievance Committee are final.

If the concern relates to the violation of a law or risk of danger to a child, the concern will be brought to the attention of the Executive Director immediately.

Bad Weather and Calamity Policy

During the school year, when local school districts close due to bad weather, we will close our school-year-based classrooms. We will only close our full-day/childcare classrooms when the county has declared a Level 2 Emergency or if area businesses/government offices are closing. Non-essential businesses must close at a Level 3 snow emergency. Please be aware that we may close early or remain closed under a Level 1 or Level 2 snow emergency if conditions appear to be unsafe or quickly worsening based on current conditions and forecasts.

If water or power disruption creates an unmanageable or unsafe situation, your child's center will be closed. If safe accommodations can be made despite lack of power or water, centers may remain open.

School Closings/Operating on a Delay

If local school districts operate on a delay due to weather, classes may delay based on road conditions. Check your center's Facebook page and agency text messages.

If for some reason we use all our scheduled snow days, classes may go on as scheduled. Our goal is to keep the schedule as consistent as possible without interruption for your child's learning. All communication regarding class schedules will take place via the Child Plus texting/email system, social media, or you may contact the center directly.

Parent Note

KCHS will inform you of school closings or delays through our ChildPlus system and center Facebook group. The Child Plus system will allow you to receive information via text message or email.

Please make sure that you keep your information updated so that you do not miss any important information!

Center Program Information

Posted at each center on the Parent Bulletin Board will be, at a minimum, the following information:

- Center name, address, and phone number
- Days and hours of operation
- Center goals and philosophies
- Staff/Child ratios and group sizes
- Sample of daily program schedule for all hours of operation for each age group of children that the center is authorized to serve
- Center manager/administrator hours



Arrival & Departure Policy

Communication during the arrival and departure at the centers is essential to ensure that every child is safe and supervised at all times. Staff members will assume responsibility of each child upon arrival to the designated classroom (or under potential pandemic drop-off procedures when the child is picked up at the entrance from a parent/guardian). Parents are responsible for signing their child in and out each day.

Arrival

Children must be dropped off within 5 minutes of the class start time. When parents/adults bring a child to the center, they must follow the sign-in procedure for that center and accompany the child into the classroom*. Staff must be made aware of the child's presence before the parent/adult departs. It is the responsibility of the parent to ensure that the staff person is aware of the child entering and exiting the classroom for pick-up and drop-off. **Specific pandemic arrival procedures will be provided by each center.*

Departure

When parents/guardians pick up a child, they must follow the sign-out procedure. See your center insert (front pocket) for more information. Parents/guardians must let staff members know when they are removing their child from the classroom. **Specific pandemic departure procedures will be provided by each center.*

CHILD SAFETY NOTES:

- Do not leave your car running in the parking lot while picking up or dropping off your children.
- Please have your picture ID available during pick up at the center.
- Children will be released only to a parent/guardian or to designated persons whose names are listed on the Authorization for Pick Up Form.

Child Release Policy

Children will be released to a parent/guardian or a designated person that has been listed on the Authorization for Drop Off and Pick Up Form. When picking up your child, your designated person will be required to present picture identification to staff members who do not recognize your assigned person. Persons under the age of 16 are not permitted to receive a child in the center without prior approval from the center manager.

Please let everyone you have designated know that they will be asked to show identification when a child is released to them. When you need to add or remove a designated person, please inform your child's teacher or family advocate.

Authorization for Pick Up Form

Your child is required to have an Authorization for Pick Up Form prior to the first day of class. This form includes the following information:

- Names, addresses, and phone numbers of all authorized individuals
- Relationship to child
- Emergency contacts and Release to contacts

You or your approved individuals should have a picture ID ready when picking up your child from the center.

Any person not included on the Authorization for Pick Up Form will not be permitted to pick up your child under any circumstances. You are encouraged to update the Authorization for Pick Up Form as often as necessary to maintain accurate records of who can and cannot pick up the enrolled child. ***Persons under the age of 16 are not permitted to receive a child from the center without prior approval.***

If we have not reached you or no one agrees to pick up your child, or no one comes for him/her one hour after class has ended, staff will contact Knox County Children's Services for further instruction. Knox County Head Start must give Knox County Children's Services your child's name, as well as your name, phone number, and address for contact purposes.

PARENT NOTE: EMERGENCY TRANSPORTATION

- Please update your Authorization for Pick Up Form whenever you have a change in who is allowed to transport your child from school in the event of an emergency.
- You are allowed to refuse authorization to transport your child to the nearest hospital in case of emergency. In this case, you must give written instructions concerning the transportation of your child.

Photo Policy

While participating in our family or classroom events, we understand that you will want to have pictures of your child engaged in activities with friends. While we encourage taking pictures of your child with your cell phone, video camera, or digital camera, we do ask that you refrain from taking pictures of other children in the classroom. If you do have pictures of the other children in the activity, we ask that you do not post any pictures on your social media pages such as Facebook, Instagram, Snap Chat, TikTok or Tumblr.

Newsletter, Flyers, and Educational Materials

Periodically your child will bring home a School Family™ Newsletter, flyers, or educational materials. This is one of several ways KCHS works to communicate with you. You will learn about your child's health and development, community resources, agency events, Policy Council news, and helpful ways to support your child and family.

Custody Agreements and Authorized Persons

Communication between KCHS and you is important for the success of your child in school. All enrolled children whose parents operate under the guidance of a custody agreement directed by the courts must provide custody papers during the enrollment process. These court documents will remain in the child's file for guidance and communication concerning your child.

- If at any time a question arises regarding transportation, enrollment, medical issues, etc., the staff of KCHS will operate under the guidance of the custody papers provided to the agency.
- The custodial parent will be communicated with by the KCHS staff. It is the responsibility of the custodial parent to communicate with the non-custodial parent regarding items affecting the enrolled child.
- If a custodial parent and non-custodial parent agree that they both want to be given information, a written request must be signed and submitted to the center manager/administrator at the enrolled child's center for consideration.
- Under a Shared-Parenting Agreement, KCHS will communicate with both parents regarding your child's participation and progress, development, health, nutrition, or safety concerns.
- KCHS will follow the current custody agreement on file when releasing your child.

Thoughts & Notes

[illegible]

The following sections of the School Family Guide will provide you with information on how Family Engagement, Child Development, Social & Emotional Development, and Health & Nutrition are tied together to prepare your child for Kindergarten and a successful educational journey.



Family Engagement & School Readiness

KCHS believes that you are the first and most important teacher in your child's life, and we will work with your family in preparing your child for school. Family engagement or parent involvement describes all the ways that you are involved in your child's education. Knox County Head Start offers many Family Engagement opportunities, such as: home visits, family goal setting, parent/teacher conferences, Family Fun Nights, trainings, volunteering in your child's center/classroom, participation in School Family™ Roundtables and Policy Council membership.

School Readiness means that your child has the skills, knowledge, and attitudes necessary for success in school and for learning in life. Knox County Head Start uses *The Head Start Approach to School Readiness*. This means that KCHS strives for your child to be ready for school, for your family to support and advocate for his or her learning, and for schools to be ready for your child. Head Start is a leader in the early childhood field with a strong, clear, and comprehensive focus on all aspects of your child's healthy development. These areas are physical, social/emotional, language, approaches to learning and cognitive development (such as literacy, math, science, and social studies).

Head Start Parent and Family Engagement Goals

1. Family Well-Being	Parents and families are safe, healthy, and have increased financial security.
2. Positive Parent-Child Relationships and Positive Parenting Program (PPP)	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. Families as Lifelong Educators	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. Families as Learners	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. Family Engagement in Transitions	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/ HS to other early learning environments, and HS to kindergarten through elementary school.
6. Family Connections to Peers and Community	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. Families as Advocates and Leaders	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

Attendance

Attendance Policy

Your child's participation in the Head Start program on a regular basis is important for many reasons. Most importantly, your child will learn and develop best with a consistent schedule and full participation in each day's lessons and learning. Center activities, home visits, and parent-teacher conferences are very important to your child and family. Interruptions, such as extensive absences, may prevent your child from getting the most benefit from the program.

KCHS strives for all children to maintain 90% average attendance. Your family advocate will automatically contact your family to check in after one hour of the class start time (10am for full-day, full-year classes); this includes if your child is attending another preschool program and KCHS in the afternoon. We will be reviewing your child/children's attendance monthly.

If your child's attendance is below 90%, we will ask you to create a family partnership agreement, allowing us to support you in getting your child to school consistently. During this process, we will look at all the possible solutions to continue serving your child. Some possible solutions may include changing to another program option that works better for your family or home visits with your child's teacher until your child can return to the classroom. Your child may be withdrawn due to chronic absences. If this happens, your child may be placed on the wait list and may be re-enrolled when an enrollment opportunity is available.

Absences

Please notify the center if you and/or your child will not be attending class, scheduled home visit, and/or parent-teacher conference.

Excused absences include:

- Medical appointments
- Foster care visits
- Short-term exclusion for conditions that are contagious
- Weather conditions
- Transportation problems
- Death in the family
- Religious holiday
- Regularly scheduled visit with a non-custodial parent

Child Attendance Note:

Please contact the center before class starts if your child will not attend.

Your Family Advocate will automatically contact your family to offer verify attendance after one hour of the classroom start time (10 am for Full Day/Full Year classes).

If your family is struggling with ways to consistently get your child to and from school, please contact your family advocate who can help you work on some solutions to your transportation challenges.

Family Engagement

Family Goal Setting

Once enrolled and receiving Head Start services, you will meet with your family advocate to jointly develop family goals. The family goal setting process (family partnership agreement) will help your family to think in a specific, concrete way about what you want and need for your family and your child, and what it will take to reach your goals. Every goal is treated as unique and important, and you and your Head Start School Family™ will build on family strengths to address opportunities and challenges in your growth and development together. Your family advocate will continue to work with you in reviewing progress, as well as addressing any additions or changes you wish to make as you move forward.

Volunteer Opportunities

You are encouraged to participate in the program by volunteering in your child's classroom, participating in the School Family™ Meetings at your child's center, becoming an active member of the Policy Council, or in other ways that may fit into your busy schedule. Please discuss volunteer opportunities with your child's teacher, family advocate or center manager.

School Family™ Roundtable

Every KCHS center has a parent group that meets at your child's assigned center. You are a member of this group. At KCHS, we call this meeting our School Family™ Roundtable. The School Family™ Roundtables are opportunities for discussion of and planning of center activities and trainings, as well as allowing time for parents to get together to share ideas and interests. The Roundtable is a great place to learn a new skill, to meet other parents, to become involved in your child's education and learn more about Knox County Head Start. * (Please note that School Family Roundtable Meetings will be in-person when safe, or virtual if enhanced health precautions are needed).

Classroom Events*

Each classroom will offer a classroom event (in-person when safe, or virtual if enhanced health precautions are needed) for you to attend and engage in an activity with your child during classroom hours. Events and activities will be focused on one of the following learning domains Approaches to Learning, Social & Emotional Development, Language & Communication, Cognition, Physical Development, Mathematics, and Science.

Family Fun Nights*

Our Knox County Head Start School Family™ values the chance to spend time with our families in our school environment. We host events regularly to provide an opportunity for your child and your family to interact with and engage in center-based fun with our staff through family-oriented activities at each center. A meal and activities for children and families will be available, as well as information regarding school readiness and updates about KCHS. All family members are encouraged and welcome to attend. ****Please note that family events will be in-person when safe, or virtual if enhanced health precautions are needed.***



Examples of our Family Fun Night events:

- Harvest Festival: Fall crafts are made by children and parents.
- Make-It-Take-It Night: Age-appropriate crafts and items are made by the children that they can then give away as presents to family and friends. Instructions are provided so the families can make more gifts at home if desired.
- Cooking with Kids: Fun and nutritious snacks are made by the children. Nutritional information is provided for the parents.
- Annual Art Show: Children's art collected over the year is displayed in a "gallery" for all to view.

FAMILY ENAGEMENT NOTE:

End-of-the-year celebrations are held at each center and involve planning by the staff and parents to acknowledge transitions, such as going to kindergarten. Activities will focus solely on the children and will be developmentally and age appropriate.

Policy Council

You can help set the direction of Head Start in Knox County! The KCHS Policy Council is a leadership group made up of current Head Start and Early Head Start parents and community representatives. The Policy Council is similar to a Parent Teacher Organization in a school but differs in one important way: the Head Start Policy Council has regular opportunity to contribute to agency decisions. The Policy Council helps the Board of Directors and the Executive Director to guide the agency. Members of the Policy Council help the leadership of the agency understand the ideas and the needs of parents in our program. As a member, you give us the perspective of a parent when we are considering changes to our program.

The Policy Council must be made up of at least 51% of current Head Start program (including Head Start, Early Head Start and Child Care Partnership programs) parents. Often former parents may continue to serve for a time on the Council to lend their experience to current parents, and community members serve as well. If you are a parent of a child enrolled in the full-day, full-year program but not identified as a Head Start or Early Head Start child and are interested in participating on the KCHS Policy Council, you must complete an application to serve as community representative on the Policy Council.

Policy Council specifically gives input and recommends approval to the KCHS Board of Directors:

- Head Start programs funding applications or changes to funding applications, hiring and/or termination of most Head Start programs' employees
- Head Start programs budgets
- Head Start programs policies and procedures
- Program design for Head Start programs

Council members are elected to the Council by all parents voting for representatives from their center or program option for home-based and family childcare families. Parent representatives must have children currently enrolled in KCHS. Parents continue their term of service until a new Council is seated each October, even if your child has transitioned to kindergarten. Federal regulations limit each member to serving a combined five, one-year terms.

Due to the nature of involvement by the Policy Council, much of what is discussed in the meeting is confidential. We review the confidentiality policy with all members, and they are required to sign a confidentiality agreement each year. Additionally, members may not have either a financial or personal conflict of interest with KCHS. (Immediate family members may not be employees of the agency, nor may we contract with members or their immediate family).

Participating in the Policy Council helps build skills in advocacy, leadership, public speaking, professionalism, democratic process, and rules of order. Participants gain an understanding of Head Start Program Performance Standards, budgets, grants, child outcome data, Human Resources procedures, and much more.

FAMILY ENGAGEMENT NOTE:

As a member of the Policy Council, you can:

- Learn more about the programs that serve your child
- Meet other parents in our program
- Develop leadership & job skills
- Work with community members & the KCHS Board of Directors
- Contribute to the growth of Knox County Head Start

Members may serve for a maximum of five years on the Council and must be re-elected annually

Elections are held in late September or early October, with the first meeting typically held the third Thursday of October

Meetings are held the **third Thursday of each month** at the **New Hope Early Education Center in Mt. Vernon, from 5:15 p.m. to 7:30 p.m.** *Currently meetings are held via Zoom.

Either direct childcare and dinner are provided for members, or a childcare stipend is provided if childcare is not available.

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Child Development & School Readiness

KCHS School Readiness Goals

Teachers will consider your child's individual needs and abilities to best support his/her progress towards these goals, always with a respect to your child's home language.

If you have questions about these goals, contact your child's teacher or the Child Development Coordinator at 740-393-5722.

Early Head Start: by 36 months

Approaches to Learning Domain

1. Manage actions and behavior with the support of familiar adults

~Your child will participate in and follow everyday routines with the support of a familiar adult. She/he will communicate verbally or non-verbally about basic needs and learn some basic rules for managing action and behavior in familiar settings.

Social and Emotional Development Domain

2. Show confidence in own abilities through relationships with others.

~Your child will show confidence in their increasing abilities by showing others (peers and adults) what they can do.

Language and Communication Domain

3. Use increasingly complex language in conversations with others

~Your child will count a small number of objects (2-3) but may count the same object twice. She/he will use some number words such as more, less, a lot or a little

Cognition Domain

4. Develop a sense of number and quantity

~Your child will use sentences of three or more words in conversation with others. He/she will ask and answer simple questions.

5. Use spatial awareness to understand objects and their movement in space.

~ Your child will predict or anticipate how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.

Perceptual, Motor and Physical Development Domain

6. Use perceptual information to understand objects, experiences, and interactions.

~Your child will observe others making things happen to understand the cause-and-effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.



Head Start:

36-48 months-Preschool 3's by 48 months
48-60 months-PreK 4's by Kindergarten entry

Approaches to Learning Domain

Preschool 3's—1. Hold information in mind and manipulate it to perform tasks.

~ Your child will hold small amounts of information in mind, such as two-step directions, to successfully complete simple tasks.

PreK 4's—1. Persist in tasks.

~Your child will complete tasks that are challenging or less preferred despite frustration either by persisting independently or seeking help from an adult or another child.

Social and Emotional Development Domain

Preschool 3's—2. Use basic problem-solving skills to resolve conflicts with other children.

~Your child will begin to recognize and describe social problems. He/she will suggest solutions to conflicts with adult guidance and support.

PreK 4's—2. Engage in prosocial and cooperative behavior with adults.

~Your child will use respectful language or greetings, will attend to an adult when asked. He/she will follow guidelines and expectations for appropriate behavior.

Language and Communication Domain

Preschool 3's and PreK 4's—3. Understand and respond to increasingly complex communication and language from others.

~Your child will be able to follow multiple step directions and demonstrate an understanding of different question

types, such as "Yes/No?" or "Who/What/Where/When?" or "How/Why?" She/he will understand talk relating to the past or future.

Cognition Domain

Preschool 3's—4a. Understand simple patterns

~Your child will recognize a simple pattern, and with adult assistance, fill in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. He/she will duplicate and extend ABABAB patterns.

Preschool 3's—4b. Explore the positions of objects in space

~Your child will begin to understand spatial vocabulary. With adult support, he/she will follow directions involving their own position in space, such as "Stand up and stretch your arms to the sky."

PreK 4's—4. Know number names and the sequence

~Your child will count verbally or sign to at least 20 by ones.

Perceptual, Motor and Physical Development Domain

Preschool 3's and PreK 4's—5. Demonstrate increasing control, strength, and coordination of small muscles.

~Your child will coordinate eye and hand movements to carry out tasks, such as stringing beads together. She/he will use coordinated movements to complete complex tasks such as cutting along a line or pouring milk.

Curriculum

Knox County Head Start, Inc. is required to implement a written plan, known as the curriculum, that is “consistent with the Head Start Program Performance Standards and is based on sound child development principles about how children grow and learn.”

KCHS, with support and approval from the KCHS Policy Council and Board of Directors, uses The Creative Curriculum® for the infant, toddler, and preschool classrooms. The infant/toddler curriculum focuses on daily routines and experiences while individualizing the curriculum planning for each child. The preschool curriculum is a framework addressing academic contents as well as focusing on the child’s interests and creativity in the classroom.

KCHS partners with family childcare providers who utilize *Gee Whiz*, a comprehensive curriculum designed to help family childcare educators meet the unique needs of mixed-age groups. The curriculum is research-based, aligned with the Head Start Early Learning Outcomes Framework and is appropriate for the ages and backgrounds of children served in family childcare. *Gee Whiz* uses a whole child approach and uses learning indicators (Social & Emotional Development; Physical Development & Health; Language Development; Literacy Knowledge; Creative Arts, Approaches to Learning; Logic & Reasoning; and Math, Science and Social Studies Knowledge) to create an organized scope and sequence for development.

Knox County Head Start classrooms implement techniques from Conscious Discipline® in our classrooms. Conscious Discipline® is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline® encourages adults to examine and begin to change their own attitudes and behaviors, recognizing that we cannot teach skills that we do not have ourselves! The adults, in turn, change the lives of children. Conscious Discipline® is a way of organizing schools and classrooms around the concept of a School Family. Each member of the family—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others’ needs and getting along with others.

KCHS also utilizes Building the Primary Classroom as the curriculum in school-age classrooms at the Gambier Child Care Center with extensions up to grade five that are tied to the 4th and 5th grade Reading, Writing, Visual Arts and Physical Education standards. Building the Primary Classroom provides a framework for building the classroom environment, positive relationships with students, partnerships with families, and classroom communities that support the development of competent, successful learners. School-aged children will participate in a program that provides both structured and unstructured time, with a variety of activities to spark and expand children’s interests. At the request of parents, staff and volunteers will help with homework or specific activities to support each child’s elementary school curriculum.

Inclusion

Inclusion is a philosophy driven by the belief that individuals with disabilities can and should be integrated into all aspects of community life. The 1993 Division of Early Childhood of the Council for Exceptional Children defines inclusion as:

A value that supports the right of all children, regardless of their diverse abilities, to participate actively in a natural setting within their communities. A natural setting is one in which the child would spend time had he or she not had a disability. Such settings include but are not limited to home and family, playgroups, childcare, nursery schools, Early Head Start & Head Start programs, kindergartens, and neighborhood school classrooms.

While KCHS has long been a mainstreaming placement for children with disabilities, today the focus is on inclusion. Just being in the same classroom is not the only way a child with a disability becomes a valued member of the group. Programs such as KCHS create environments that are responsive to the diverse needs of all children.

Child Assessment

Your child will be assessed three or four times (depending on your program option) during the program year using the online tool Teaching Strategies Gold. This tool is a list of goals and objectives from the Creative Curriculum® giving the classroom staff a road map to determine where each child is developmentally. Assessments are aligned with the Head Start Early Learning Outcomes Framework and the Ohio Early Learning and Development Standards. This enables educators to track your child's progress and provide information to plan experiences for your child individually and as part of a group. The assessment information will be shared with you during the Parent/Teacher Conferences and/or home visits throughout the year. The program does not report this data to ODJFS pursuant to 51001:2-1702 of the Administrative Code.

Teacher and Family Advocate Home Visits

An important way you will participate in the Head Start program is by inviting your child's teacher and/or Family advocate to come into your home for a home visit*. This visit is another way to communicate and connect and get to know your family better. The visit will consist of the teacher talking with you and interacting with your child. Together you will discuss goals for your child and your family, family strengths, any needs you may have, and ways that we can connect you to the resources available in our community. In addition, activities may be planned to include all members of the family. This visit can enhance your child's relationship with his or her teacher and your relationship with center staff. Teachers will complete a minimum of two educational home visits each year.

**Home visits may be completed virtually due to the pandemic.*

Parent/Teacher Conferences

Parent/Teacher conferences help to build strong bridges between the learning that goes on at home and within your Head Start School Family™ environment. For this to happen, you and your child's teacher need to share information with each other. You need to know what is going on in the other's experience with your child, the teaching strategies that each use, and each other's concerns and goals. Therefore, we ask that you participate in Parent/Teacher Conferences. These conferences are scheduled two times per year at your child's center* or family child care home. Your child's educator will call or send a list of the dates and times that you may choose from to schedule your Parent/Teacher Conference.

**Parent/teacher conferences may be completed virtually due to the pandemic.*

School Readiness Goals

Individual School Readiness Goals are created with your child's teacher and you to focus on your child's development of the skills they will need to be successful in a school setting. These plans are written in partnership with families so that everyone is working together to help the children achieve these goals.

Having a concrete written plan that breaks down a large goal into smaller steps allows you and your child's teacher, home educator, or family childcare provider to see progress as children master each step on the way towards the goal. These goals help to lay the foundation for learning goals that children will set in elementary school.

Pets in the Classroom

Knox County Head Start implements The Creative Curriculum® for the infant, toddler, preschool classrooms. The Creative Curriculum supports living things in the classroom and encourages educators to include pets in the Discovery Area. Knox County Head Start permits specific traditional classroom pets in the classrooms including fish, hermit crabs, guinea pigs, hamsters, gerbils, and rabbits.

The following criteria need to be followed for any pets to be allowed:

- The Child Development Coordinator approves that the pet is appropriate for the classroom or family childcare home.
- The pet presents no threat to the health or safety of children or staff.



- All pets will be properly housed and cared for. If it becomes apparent that the animal is not being cared for responsibly, it will be expected that this will be corrected immediately. A second incident will result in the pet being removed from the classroom.
- Children will not be directly exposed to animal urine or feces.
- The classroom teacher will be responsible for the care of the pet during weekends and holidays.
- Children and staff must wash their hands with soap and water immediately following physical contact with the pet.
- Visiting pets may be allowed with approval from the Child Development Coordinator.
- Parents will be informed of all classroom pets and visiting pets.
- Teachers will educate the children in their classroom on the appropriate handling of pets

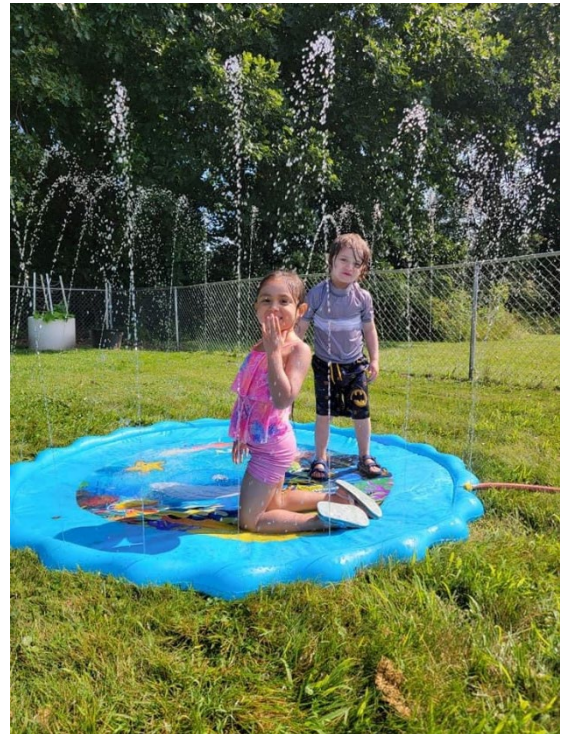
Clothing

For your child to enjoy the school experience at KCHS, please dress him or her for the weather. Children are active and sometimes messy. It is important that your child is dressed appropriately and wears comfortable clothes. Dress your child in clothes that can get dirty. Children learn as they play, and important parts of their play will include activities in which they will get dirty. We will offer water play, painting, and outdoor play during your child's school day, and clothing will get dirty.

Please provide a complete change of clothing for your child in the event of an accident. Clothing will be kept in your child's cubby and be used as needed.

CHILD SAFETY NOTES:

- Please send a complete change of clothing for your child.
- Clothing will be kept in each child's cubby and used as needed.
- For your child's safety, flip flop shoes may not be worn to school. Flip flops create a tripping/falling hazard.



Outdoor Play / Water Activities

We will go outside every day that the weather allows. This time may be spent on the playground or on a walk. **Parents should send their children to the center in clothing appropriate for the weather.**

Circumstances that might cancel or shorten outdoor play are:

- Chill factor below freezing (25°F)
- Steady rain or downpour
- Storm watch or warning periods
- Heat advisory or temperatures exceeding 90°F

Nap & Rest Time

KCHS has implemented an intentional, age-appropriate approach to accommodate children's need for a nap or rest. Full-day and 6 ¼ -hour program options will provide the opportunity for a regular time every day for children to rest or nap. Your child will not be forced to rest or nap. Classrooms will offer an alternative quiet learning activity for children who do not need or want to rest or nap. Please check your child's classroom schedule to see when rest or nap period is scheduled.



Infant/Toddler Programs

Infant/toddler room staff will maintain a written record for children under 12 months old that is given to the parent/guardian daily that includes:

- Food intake
- Sleeping patterns
- Times and results of diaper changes (at minimum every 2 hours)
- Information about daily activities

Each infant and toddler will be assigned a primary caregiver to ensure consistent care.

Children will be placed on their backs to sleep unless a Sleep Position Waiver is completed and signed by the parent/guardian and your child's physician.

Infant/Toddler Sleep Procedure

To provide the safest sleep environment possible, the following procedure shall be followed for any child sleeping in a crib.

Tired or sleeping infants

- Infants are on-demand sleepers, so watch for cues of becoming tired (ear pulling, eye rubbing, hair tugging/twirling). Upon noticing these cues, follow the child's individual bedtime routine.
- Once an infant is asleep, they are to be placed in their crib. At no time shall an infant sleep in a car seat, bouncy seat, on the floor, or any place that is not their crib.

Safe sleep environments

- To provide the safest sleep environment possible, we follow the ABC principle (Alone, Back, Crib).

ALONE - No toys, bumper pads, stuffed animals, or blankets in the crib

BACK – Babies are always placed on their back when placed in a crib

CRIB – Infants enrolled may only sleep in an approved crib while in our care.

- Sleep Sacks are available in the classroom for use while infants sleep in their crib. No blankets will be used in cribs.
- Once an infant can roll over, they may no longer be swaddled (arms wrapped in sleep sack).
- When an infant is in a crib, you should have a clear view. Nothing should be hanging on the sides of the crib that could prevent visual checks, or that could fall or be pulled into the crib as the infant sleeps.
- Each Infant should be assigned their own crib using a picture of the infant, a name card, or both.



Birthday Celebrations

Knox County Head Start wants to celebrate your child's birthday as much as you do. Celebrations will take place monthly in each classroom during snack or lunch time. The nutrition staff will provide a special food item for the celebration. Due to the number of children with allergies, no outside food items may be brought into the classroom.

BIRTHDAY CELEBRATION NOTE:

No outside foods can be brought into the classroom.

Non-Food Ideas:

Puzzles/Books
Educational or cultural toys
Toothbrushes
Notebooks, pencils, crayons, markers
and/or erasers

Holidays & Celebrations

The Creative Curriculum supports exposing children to various customs in a respectful and developmentally appropriate way. In extending this approach to celebrations, KCHS advocates for the planning of holiday activities that are reflective of children's needs, interests, and age level. All celebrations will be connected in a meaningful way to the lives of the children. Children will be allowed to express themselves individually, in ways of their choosing.

The following guidelines are to be used for holiday and celebration planning:

- Decisions about which holidays to celebrate will be made by each teacher/home educator and will reflect the needs and interests of the children in his/her classroom. **Center Managers will approve all holiday celebrations in advance with information sent to the Child Development Coordinator.**
- Holiday celebrations will include the familiar and unfamiliar, and will be implemented in a variety of ways, including reading books, having discussions, inviting a guest to talk about a personal tradition, introducing food, music, and art activities linked to a celebration, and encouraging families to share their holiday traditions and customs.
- KCHS respects the rights of all parents to individually determine their child's religious upbringing and influences; therefore, religious aspects of any holiday will not be taught. The historical meaning of a holiday will be given in a developmentally appropriate manner if children ask directly for information.
- Pre-cut holiday items are not to be used when studying holidays. Holiday celebrations should be inclusive within the curriculum implemented in the classroom, not "take over" the daily activities.

Field Trips*

The safety of your child is extremely important while on field trips. Some centers are in locations where walking field trips are possible. Other field trips might be taken using a Head Start bus*. (*Field trips on buses will not take place during the pandemic state of emergency*). When your child's classroom schedules a field trip, you will be notified and asked to complete a Permission Slip for your child to participate. Field trip procedures exist to address emergency situations and to ensure your child is safe.

What you can expect from Knox County Head Start while your child is on a field trip:

- Your child's teacher will be responsible for the attendance of all children while on the field trip (including on the bus, if bus travel is a part of the field trip, and at each stop the bus may make).
- All children participating in the field trip will wear a name tag stating the center's name, address, and phone number.
- Staff will be assigned a specific group of children they will be responsible for while on the field trip.
- Any field trip that is considered routine (e.g., weekly library visits) will require a permission slip prior to the first trip.

As a volunteer on a field trip, you can expect to:

- Drive to and from the field trip (your child may ride with you)
- Assist staff members with their assigned group
- Have fun!

Transitions*

Transition is defined as a change between different centers, classrooms, teachers/home educators or activities. Your child will go through many transitions during his or her educational experience, for example from home to the classroom, from classroom play to lunch, from classroom to playground, etc.

Your child may experience major transitions in his or her life such as a new baby in the family, the loss of a loved one, a move to a new home or new school, from Early Head Start to preschool, or preschool to kindergarten. School transitions can be an exciting time, one that can provide new opportunities for your child and family; however, they require adjustment. Your child may need to adjust to leaving you for the first time, new teachers, school family friends, different schedules, and routines. You and your child may find that you experience separation anxiety. Your family may need to adjust to participating in home visits, parent/teacher conferences, and center/classroom activities.

All children and families adjust during transitions. The amount of time required for these adjustments varies. It is normal to experience some uncertainty, and with that, some stress during transition. **Please note that transitions procedures may be modified due to the COVID-19 state of emergency.*

Full-Day, Full-Year Transitions*

If your child is enrolled in the EHS home-based, EHS center-based, or HS full-day option, he/she will experience many transitions. Your child will experience transition from the home to the center and from an infant/toddler classroom to a preschool classroom. You will remain a partner in your child's transition from classroom to classroom and program option to program option. You will be notified in advance of transitions and will have the opportunity to provide input into the timing and duration of the transition periods. Regular communication between parents and teachers will allow smooth transitions. **Please note that procedures for transition may be modified due to classroom safety concerns during the COVID-19 state of emergency, including the agency best practice to avoid mixing groups of children.*

Early Head Start Transition to Head Start - (Infant/Toddler to Preschool Classroom)

Transitions from EHS to preschool begin when your child is 29 months old. Your child's EHS home educator or family advocate will discuss your options and identify your choice for your child. Your child may transition into preschool home-based services, 3 ½, 5 ¼ or 6 ¼ -hour classroom, or a full-day Head Start classroom. You may choose to transition your child into another community preschool program. Your home visitor or family advocate will work with you as you decide what is best for your child.

Head Start to Kindergarten Transition

Knox County Head Start will work with you and your child as he/she is preparing to transition to kindergarten. Your child will have the opportunity to attend a Kindergarten Transition Meeting held by the staff at your child's center. These meetings may take place in collaboration with local elementary schools.

KCHS will work with your family by:

- Providing you with information regarding your child's progress on his or her School Readiness goals.
- Answering questions you may have about the kindergarten transition.
- Helping sign up for kindergarten registration.
- Providing information regarding which elementary school your child will attend.

Knox County Head Start wants your child to leave our program prepared for success in kindergarten. We will support you to do whatever it takes to help the transition to kindergarten be as smooth as possible.

Thoughts & Notes...

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Social & Emotional Development and School Readiness



Conscious Discipline®

Knox County Head Start uses Conscious Discipline, ® created by Dr. Becky Bailey, as the framework for classroom and behavior management. This program, which is based on current brain research and sound knowledge of child development, focuses on helping children feel emotionally safe and connected with teaching staff and with their friends at school. This school readiness approach is helpful for children to be more cooperative; to be able to remember what they have already learned; and to be better able to learn new things. We do this by striving to create a healthy School Family™ within our classrooms, centers, and agency.

Conscious Discipline® views all conflicts and problems as opportunities to learn and teach. Through Conscious Discipline® each child in our School Family™ can learn the skills needed to successfully manage life challenges as they occur throughout the daily routine with the guidance provided by our trained teaching staff.

As you visit your child's classroom, you may notice several classroom structures and strategies that we use to help children learn the Seven Skills of Conscious Discipline. These skills are:

Composure	Positive Intent	Choices
Encouragement	Empathy	Assertiveness

The staff at KCHS works hard to practice the Seven Skills of Conscious Discipline® each day in the classroom. As the teachers use the skills, they are better able to help children learn these skills. We believe that to be effective in helping children change or improve their behavior it is important for adults to be conscious of their own behavior and the intention behind their behavior—thus, be the adults that they want the children to become.

We often find that the children in our classrooms take the language of Conscious Discipline® from the classroom and use it at home. You may hear your child use the words “Be a S.T.A.R.” or “I wish you well.” Throughout the school year, you may hear your child expressing himself/herself using the language of the Seven Skills of Conscious Discipline. ®

There will be information about Conscious Discipline® sent home to parents in newsletters and articles throughout the school year. You can also learn more at www.consciousdiscipline.com.

The Skill of Composure

“Be a S.T.A.R.”

Smile
Take A Deep Breath
And
Relax

Teaches your child to calm himself/herself when upset.



The Skill of Empathy

“We Wish You Well”

Teaches your child to accept and process his/her feelings and to see the world from others' perspectives.

Used in classrooms for children when they are absent or are having challenging moments.

Learning Self-Regulation: The Student Support Plan

For children who exhibit chronic behavior challenges, Knox County Head Start utilizes Conscious Discipline® as the blueprint for the intervention process that includes a partnership between parents and educators. You will find more information regarding this below

Occasionally, your child may struggle with keeping calm and safe in his or her classroom or at home. When struggles are preventing him or her from learning or creating unsafe conditions in the classroom, a student support plan might be the answer.

Realizing that all children are at different developmental stages and react differently to behavior management strategies, every effort will be made to individualize student support plans to fit your child's needs. The goal will always be to assist your child in eliminating the problem behavior in a way that is understandable to him or her and to help him or her learn to replace this behavior with an acceptable behavior.

Should your child exhibit a behavior that is ongoing and disruptive to the classroom or interrupts the learning for the child or others, the following steps will be taken:

1. Once your child's teacher has identified a problem behavior, he or she will have a conversation with you and the center manager or family advocate to discuss strategies that will help your child correct this behavior. A student support plan will be designed that will take into consideration the concerning behavior, your child's developmental level, and individual needs. If the center manager is not available, the teacher can contact the Trauma Support Specialist. A copy of this plan will be given to you, the center manager, classroom staff and Trauma Support Specialist.
2. Follow-up will occur within 2-4 weeks. At this time, it will be decided if the strategy is helping correct the problem behavior. If not, adjustments to the plan will be made. Bi-weekly (more if needed) follow-ups by the teacher will continue until the behavior has been corrected or reduced to an acceptable level.
3. In the case where your child's behavior cannot be corrected or reduced to a manageable level by using the above method, you will be contacted to schedule an Intervention Meeting. Whenever possible, an Individual Child Observation will be completed by the Trauma Support Specialist (with parental permission) prior to the Intervention Meeting.
4. At the time of the Intervention Meeting your child's teacher, center manager, Trauma Support Specialist and you will develop a more comprehensive individualized intervention plan for the child.
5. Follow-up meetings will be held every 2-4 weeks until the behavior is corrected or reduced to an acceptable level.
6. Once the behavior has been corrected, the intervention meetings may be discontinued.
7. When the intervention team feels that an outside Mental Health Referral would be the most effective approach to helping your child effectively change behaviors, a referral can be made at any time during the student support plan process (see Parent Resource Note on next page).

PARENT NOTE

If, after KCHS has explored all possible steps and documented all steps taken, in partnership with the parent, staff, Trauma Support Specialist, and the Executive Director (and the agency responsible for special education if applicable); a discussion will determine if the child's continued enrollment presents a serious safety threat to him/herself, other enrolled children, and staff.

If this is determined, KCHS may not be the most appropriate placement for the child. The program will work with the parent and any community partners to assist in a more appropriate placement for the child.

All efforts to help children learn the skills necessary to be successful in the educational environment will be approached in a positive and consistent manner. The Knox County Head Start staff is trained in the philosophy of Conscious Discipline® and will utilize the principles of this philosophy as they work to help children manage their behaviors. The KCHS Trauma Support Specialist will be available for individual observations of children, as well as consultations with teachers and parents. At all times, the Agency will make every effort to ensure the safety of children and staff. In extreme cases involving lack of safety, a child may be transitioned from the classroom, and a home-based option offered if appropriate.

PARENT RESOURCE NOTE: Play Therapy and In-Home Support

Knox County Head Start will collaborate with parents and local mental health providers, including Behavioral Healthcare Partners of Central Ohio (BHP), Knox County Community Health Center, Nationwide Children's Hospital, and other area organizations to support mental health interventions to children who have experienced trauma or who are struggling to adapt to the classroom or family child care environment. The Trauma Support Specialist position, funded with assistance from the United Way of Knox County and the Knox County Department of Job and Family Services, will guide the process of connecting children and families with appropriate resources. All referrals and follow up will be made only with parent / guardian permission.

Children may benefit from:

Play Therapy

Play Therapy may be provided by a trained, licensed-social worker, either in offices, or when permitted, in your child's center.

In-Home Support

In-Home Support may be provided in partnership between Knox County Head Start and Behavioral Health Partners of Central Ohio (BHPCO), or other area providers, to offer mental health support for children who are struggling to learn the skills of self-regulation at home and/or in the classroom.

In-home supports provide the opportunity for parents to work directly with a case manager or social worker to learn how to best support their own and their child's developing self-regulation. We know that children's ability to self-regulate is important for success in kindergarten, and KCHS will engage in collaborative partnerships to support this process.

Children who qualify for case management may be provided with an "In Home Therapist" who supports the child and the family while collaborating with educators. He or she works closely with the family to follow through on the on-going student support plan. The student support team consists of the child's family (any adults who are actively involved in the child's care), educator, in-home therapist, play therapist (if involved in Play Therapy), Trauma Support Specialist, and the Family Engagement Coordinator.

The team meets monthly to review the student support plan and keep the plan moving forward, based on progress and family needs. If the child continues receiving in-home support when he/she transitions to kindergarten, the In-home therapist may continue services; with the goal of transitioning any plans to the kindergarten teacher and to help foster a working relationship between the kindergarten teacher and your family.

Guiding Children's Developing Self-Regulation Skills

Knox County Head Start employees support the development of self-esteem by expressing respect, acceptance, and comfort for children, regardless of the child's ability to self-regulate. Developmentally appropriate guidance demonstrates respect for children. It helps children develop self-control and find solutions to classroom conflicts/crises.

KCHS employee behaviors that are NEVER acceptable toward children include, but are not limited to:

- Abusing, endangering or neglecting children
- Utilizing cruel, harsh, unusual, or extreme techniques
- Utilizing any form of corporal punishment
- Delegating children to manage or discipline other children
- Using physical restraints on a child
- Restraining a child by any means other than holding for a short period of time, such as in a protective hug, so that the child may regain control
- Prone restraint of a child. Prone restraint is defined as all items or measures used to limit or control the movement or normal functioning of any portion, or all, of a child's body while the child is in a face-down position.
- Screaming in anger
- Neglecting or isolating a child
- Inflicting physical or emotional pain
- Criticizing a child's person or family by ridiculing, blaming, teasing, insulting, name calling, threatening, or the use of frightening or humiliating punishment
- Withholding food or liquids
- Discussing a child's behavior in the presence of other children

Children learn self-control when KCHS employees treat them with dignity and use child guidance techniques such as:

- Setting clear, consistent, fair limits for classroom behavior (indoors and outdoors)
- Valuing mistakes as learning opportunities
- Redirecting children to more acceptable behavior or activity
- Listening when children talk about their feelings and frustrations
- Guiding children to resolve conflicts and modeling skills that help children solve their own problems
- Patiently reminding children of rules and their rationale as needed
- Modeling desired behavior
- Focusing on appropriate behaviors

If a KCHS employee consistently demonstrates the strategies mentioned in this section but still must deal with frequent disruptions or an occasional severe behavioral problem, the following five-step method may be used:

1. Tell the child the behavior that is expected.
2. Assist the child in getting to the classroom "safe place" to help the child gain self-control or, if necessary, accompany the child into the hall.
3. The adult will assist the child in gaining self-control by utilizing Conscious Discipline® techniques.
4. Once the child has calmed down, the adult will acknowledge the child's feelings and help the child problem solve what he/she could do differently.
5. Once the child is ready to rejoin the group, the teacher will assist the child to be successful in doing so.

Thoughts & Notes...

[illegible]



Health/Nutrition & School Readiness



Screenings, Assessments and Follow-up

Knox County Head Start provides a range of age and developmentally appropriate screenings, assessments, and follow-ups for your child, along with nutrition services. Our goal is to ensure that your child's individual needs are identified and met. These services are offered to all children served at KCHS or our partnering Family Child Care homes.

Your child is required to have current immunizations at enrollment. You will be asked to provide a current physical within 30 days of your child's first day of class, and annually thereafter.

Knox County Head Start and our partners will provide screenings for your child prior to his/her first day of class whenever possible, or within the first 45 days of his/her first day with your permission. You will receive a written summary of the results of these screenings after they are completed.

During the first 45 days of school, your child will receive developmental, social-emotional, hearing, and vision screenings. Your child will be assessed on an on-going basis by the classroom staff using an age-appropriate tool. You will receive a summary of all screenings completed on your child during the year.

The list of screenings your child may receive are:

- **Growth Assessment:** This measures your child's height and weight. These measurements tell us if your child is growing at the average rate for his/her age. Your child's BMI percentage can help identify possible problems with his or her growth.
- **Vision Screening:** This screening tells us how well your child sees and how well his/her eyes move together. Vision difficulties can lead to learning problems.
- **Hearing Screening:** This screening tells us if your child can hear different levels of volume and pitches. Not hearing well can lead to learning and behavior concerns.
- **Speech Screening:** This screening assesses your child's abilities in the areas of voice, articulation (pronouncing sounds), fluency (stuttering), and language (understanding and using words). Speech concerns can affect learning language and also literacy skills.
- **Developmental Screening:** This screening will identify your child's strengths and needs in specific developmental areas appropriate to their age. This screening tells your child's teacher how to plan individual experiences to support your child's learning.
- **Lead Screening:** This screening lets you know the lead level in your child's blood. High lead levels can cause anemia, learning difficulties and other medical problems.
- **Hemoglobin Screening:** This screening tells us if the body has enough hemoglobin (a red protein) and iron in the red blood cells. The red blood cells (hemoglobin and iron) carry oxygen throughout the body. Anemia, or low iron levels, can slow a child's energy, growth, and development.
- **Blood Pressure:** This screening tells us how hard the heart is working. High numbers tell us the heart is working too hard, and low numbers tell us the heart isn't working hard enough.
- **DECA:** This screening will identify your child's strengths and needs in the social-emotional area. This will help you and your child's teacher to support your child in the best way possible

CHILD HEALTH NOTE:

It is your responsibility to submit all health exams, screenings, immunizations, and treatment documents to your family advocate, home educator, family child care provider, or center administrator.

Immunizations

Immunizations are vaccines or “shots” that protect children from serious illnesses. Immunizations are important for your child’s health. KCHS staff can provide you with a schedule of when immunizations are due (see insert). It is the parent/guardian’s responsibility to submit updated immunization records.

Children will not be allowed to attend a center-based or family childcare program unless immunizations are current. Immunizations may be waived by the administrator for religious reasons upon submission of the parent or guardian’s written request for exemption or for medical reasons upon submission of a physician’s or certified nurse practitioner’s written request for exemption.

If a waiver/exemption is on file and an outbreak occurs, you will be asked to keep your child at home until the classroom is no longer deemed contagious.

It is your responsibility to submit a copy of the updated immunization record to your Family advocate, Home Educator, Child Care Provider, or the Center Administrator.

Well Child Check/Physical

A current Well Child Check/physical must always be in your child’s file. If your child’s physical has expired, and a new one is not provided, then he/she will not be permitted to attend the center until a current physical is provided to your center.

It is important that you submit a copy of the current well child check/physical to your Family advocate, Home Educator, Child Care Provider or Center Administrator. Your child’s physical is a thorough checkup of your child’s overall health and development. This exam can lead to early identification and treatment of health problems. The medical professional should discuss your child’s health history, developmental and family history, and any special concerns. The physical should include measuring your child’s overall growth including, but not limited to:

- Height and weight
- Blood pressure
- Skin appearance
- Eyes and/or vision
- Ears and/or hearing
- Nose
- Mouth
- Head circumference (until age 2)
- Oral health
- Heart
- Lungs
- Abdomen (stomach)
- Genitalia

Observations of your child’s:

- Behaviors
- Appearance
- Speech
- Motor skills

Screening tests may include:

- Vision
- Hearing
- Hemoglobin
- Tuberculosis
- Urine analysis
- Lead

CHILD HEALTH NOTE:

Well Child Checks and immunizations are offered at the Knox Community Health Center, by appointment.

Call 740-399-8008 to schedule an appointment.

- Appointments are available on Monday, Tuesday, and Friday.
- Appointment times are from 8:15 a.m. to noon and 1-3:30 p.m.
- On the third Tuesday of the month appointments are available from 9:30 a.m. to noon & 1:00 p.m. to 5:30 p.m.

The Knox Community Health Center must bill insurance for immunizations, so please bring your medical health insurance card.

The Knox Community Health Center is located at 11660 Upper Gilchrist Road, Mount Vernon



CHILD HEALTH NOTE:

Well Child Check Schedule:

2 Week	6 Month	15 Month	30 Month
1 Month	9 Month	18 Month	3-18 Years (Annually)
2 Month	12 Month	24 Month	

Blood Screenings

Hemoglobin/Hematocrit (Anemia)

Our bodies need oxygen for energy and growth. Red blood cells, which contain hemoglobin and iron, carry oxygen throughout the blood to the body. Anemia is when the body does not have enough iron/hemoglobin. **The Hemoglobin/Hematocrit** screening is a blood test, usually a finger prick, to check the amount of hemoglobin in the blood. If your family physician gives you a prescription to complete blood work, it is very important that your child has this done as soon as possible. **Anemia can delay a child's growth and development. Early diagnosis and treatment can help improve a child's health and development.**

Treatment for anemia might include:

- Nutritional counseling and dietary changes
- Iron supplements or iron-enriched vitamin

Lead

Lead is a metal that is poisonous and very dangerous for young children. It can cause anemia, learning difficulties, or other medical problems. The lead screening measures the level of lead in the blood. Children between the ages of three years and six years old must receive a screening blood lead test if they have not been previously screened for lead poisoning.

Treatment may include:

- Removing the source of lead
- Nutrition counseling
- Iron supplements
- Medication to remove the lead from the blood
- Follow-up testing of child's blood
- Referral for developmental testing

CHILD DENTAL NOTES:

If your child's dental exam indicates that additional dental work is needed (cavities, extraction, or caps on teeth), our staff will work with you to help your child receive the treatment he/she needs.

If you need assistance locating a dentist, please contact your child's teacher/family advocate/home visitor.

Blood Pressure

This screening tells us how hard the heart is working. High numbers tell us the heart is working too hard, and low numbers tell us the heart isn't working hard enough. What's considered normal blood pressure changes as children grow.

Dental

KCHS collaborates with local dentists and the Knox Community Health Center to provide dental examinations and assists your family in establishing a dental home for you and your child if you do not have a primary dental provider. Our staff will assist you with completing the necessary documentation, including any health or dental family history, insurance information, and permissions.

You will need to provide a dental exam for your child within 90 days of his/her first day of class or home visits. This exam will remain current for 12 months. **The American Dental Association recommends that a child should have an oral examination at the eruption of the first primary tooth, no later than 12 months of age, and semi-annual examinations thereafter.** Regular dental visits will help your child stay cavity-free and protect overall dental health.

If your child is enrolled in the Early Head Start program, your child's family advocate or home educator will encourage you to schedule your child's first dental exam by 24 months of age. It is important that you submit your dental exams to your child's family advocate and/or home educator.

Each year, KCHS centers arrange with area dentists to provide dental screenings for children who have not yet received a dental exam. A dental screening involves visually inspecting the condition of the teeth and gums. The purpose of a dental screening is to identify potential problems that could have serious consequences if left untreated. **A dental screening does not replace the required dental exam.** Families are responsible to schedule an annual dental exam for their preschool child with their family dentist. A dental exam includes teeth cleaning and fluoride treatment.

Toothbrushing*

In accordance with the Head Start Program Performance Standards and the American Academy of Pediatric Dentistry recommendations, KCHS classroom teachers and family provide daily oral/dental care and use fluoride toothpaste for children over one year of age. KCHS will support you and your child by:

- Providing your child with a toothbrush and opportunity to brush his/her teeth every day as part of the classroom's daily routine*.
- Collaborating with the Knox County Health Department's dental hygienist to provide hygiene instructions that will improve your child's brushing and lead to cleaner teeth and healthier gums.
- Providing a list of local dentists to establish a dental home.
- Providing support and resources if your child needs a follow-up visit to complete their dental treatment; and
- Providing the needed forms to take with you for appointments.

KCHS will implement the Brush Curriculum in all classroom settings to support children's learning.

How you can help your child have healthy teeth:

- Make sure your child has regular dental check-ups
- Brush twice a day at home with a fluoride-containing toothpaste
- Teach your child to brush both the teeth and gums, up and down
- Use a pea-sized amount of fluoride-containing toothpaste; always supervise and make sure they spit the toothpaste out
- Limit or avoid fruit-flavored juice and sugary drinks, especially at bedtime
- Complete follow-up treatment when needed.



****Please note that toothbrushing may not take place during COVID restrictions in classrooms. If toothbrushing is not taking place routinely, toothbrushes and toothpaste will be sent home quarterly to families to use during their daily routines.***

Nutrition

Knox County Head Start's child nutrition services help you meet your child's nutritional needs and establish good eating habits. These habits will nurture healthy development and promote life-long well-being. KCHS will provide one-third to one-half of your child's daily nutritional needs.

Our nutrition program provides your child:

- Growth screenings (heights and weights) conducted at minimum two times per year
- Menus showing each meal and serving size
- USDA-approved meals
- Food items high in nutrients and low in fat, sugar, and salt
- Nutritionist support to address any nutritional needs
- Referrals to community agencies such as WIC
- Approval and monitoring of menus by a registered dietician



KCHS serves healthy meals and fresh fruits and vegetables whenever possible. The only canned vegetable we serve at this time is green beans. The only canned fruits are pears, peaches, pineapple, and applesauce. All other fruits are served fresh when available or frozen.

If your child is enrolled in the 3 ½ hour program, he/she will receive breakfast and lunch or lunch and snack. If your child is enrolled in the 5 ½ or 6 ¼ hour or Full-Day program, he/she will receive breakfast, lunch, and snack.

The five food groups are: Fruit, Grain, Lean Meat/Poultry, Milk/Yogurt and Vegetables/Beans.

For specifics regarding meals, U.S.D.A. food requirements, etc., please visit www.KnoxHeadStart.org.

Knox County Head Start is a sponsoring organization of the Child and Adult Care Food Program (CACFP). As a result, the program receives meal reimbursement from the United States Department of Agriculture (USDA) through the Ohio Department of Education. Breakfast, lunch, and a healthy snack are provided at the center. Knox County Head Start practices family-style dining at each meal whenever possible.

Why are healthy eating habits important?

Research tells us that the way young children eat, move and sleep can impact their weight now and in the future. Healthy habits start early in life. Parents are their child's best role model for healthy eating habits. Encouraging and supporting very young children to enjoy active play and choose healthy foods can set a lifelong pattern of healthy active living. Students with healthy eating and exercise habits have better attendance, improved concentration, fewer behavioral concerns, and greater overall achievement in school. Knox County Head Start will provide monthly resources with some suggestions to encourage your child to grow healthy. Pick one, try it! If it doesn't work for your family, choose another!

CHILD NUTRITION NOTES:

If your child is on a special diet (that includes supplemental foods or a modified diet), please notify your Family advocate/Center Manager immediately. You will be asked to fill out a Special Diet form for our nutrition staff and your child's teacher.

More ideas for birthday or holiday celebrations:

- Plan/teach art and/or craft activity. Share one or two cultural activities
- Volunteer in your child's classroom on his/her birthday*
- Read your child's favorite book to his or her School Family™

**Direct classroom volunteer activities limited during COVID-19.*

Special Diets

If your child has a special dietary need, KCHS will require that a Special Diet form be on file prior to the first or next class day. A special diet is recognized by the agency when the parent has a medical diagnosis or a cultural/religious reason. The form can be obtained from your Center Manager/Family advocate.

Classroom Safety

To ensure the safety of your child and his/her school family, we ask that you do not bring in any outside food. This includes goody bags filled with food items for holidays or birthdays. Celebrations will take place monthly in each classroom during lunch or snack time, and a special food item will be provided by the nutritional staff at each center for each classroom.

Some children may have allergies; food served for each classroom does not contain items that children may be allergic to, like peanuts, when we are made aware of an individual child's allergy.



Thoughts & Notes...





Policies & Procedures

ODJFS Center Parent Information

The facility is licensed to operate legally by the Ohio Department of Job and Family Services. This license is posted in a conspicuous place for review.

A toll-free telephone number is listed on the facility's license and may be used to report a suspected violation of the licensing law or administrative rules. The licensing law and rules governing childcare are available for review at the facility upon request.

The administrator and each employee of the facility is required, under Section 2151.421 of Ohio Revised Code, to report their suspicions of child abuse or child neglect to the local public children's services agency.

Any parent, custodian, or guardian of a child enrolled in the facility shall be permitted unlimited access to the facility during all hours of operation for the purpose of contacting their children, evaluating the care provided by the facility or evaluating the premises. Upon entering the premises, the parent or guardian shall notify the Administrator of his/ her presence.

Contact information for parents/guardians of the children attending the facility is available upon request. This information will not include the name, telephone number or email of any parent/guardian who requests that his/her name, telephone number or email not be included.

Recent licensing records, including licensing inspection reports, complaint investigation reports, and evaluation forms from the building and fire department are available upon written request from the Ohio Department of Job and Family Services. The center's licensing inspection reports for the past two years are also available for review on the Child Care in Ohio website: <http://jfs.ohio.gov/cdc/childcare.stm>.

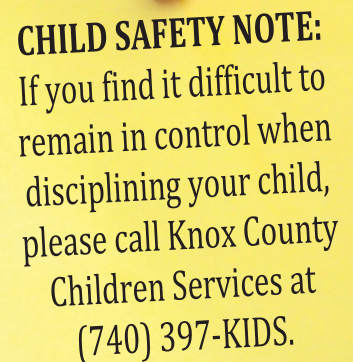
Reporting Child Abuse and Neglect

Individuals working with children are mandated reporters and are required by law to make a report to the Knox County Department of Job and Family Services (KCDJFS) if they have reasonable cause to believe or suspect that a child is suffering from abuse or neglect or is in danger of abuse or neglect (**Section 215.421 G of the Ohio Revised Code**).

Each Knox County Head Start employee must complete training and sign a statement to verify that they have not been involved in any previous incident of child abuse and/or neglect, nor have they been convicted of child abuse and/or neglect. The training provided to KCHS staff allows them to assess a situation within a family that would require them to make a report to the KCDJFS. Fingerprinting and a criminal background record check are completed on all employees at the time of hire. No person is hired until this procedure is complete. No person is left alone with children until results are received.

Knox County Department of Job and Family Services will determine the appropriate action and may decide to investigate. It is this agency's job to determine if the report of abuse or neglect is valid and to work with the family to meet the needs of the child. KCHS will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect.

Knox County Head Start encourages families to utilize the Children's Services division of ODJFS as a resource before discipline gets out-of-hand. Knox County Head Start is concerned with the health, safety, and wellbeing of all children and parents enrolled in our program.



CHILD SAFETY NOTE:
If you find it difficult to remain in control when disciplining your child, please call Knox County Children Services at (740) 397-KIDS.

Supervision of Children

All children will be supervised by a parent or authorized adult upon arrival and departure from the center. Parents/guardians are responsible for the supervision of their child before and after signing in and after they pick up their child from the classroom. Staff members will assume responsibility of each child upon arrival to the designated classroom. No child shall ever be left alone or unsupervised. Children will be within sight and hearing of staff members at all times. This includes awareness of and responsibility for the activity of each child and being physically present and near enough to intervene if needed.

Classroom Ratios

Classroom Ratios are the number of adults present to the number of children in the classroom.

***Early Head Start classrooms with three qualified caregivers may adopt a one staff to three children ratio, with the maximum group size of nine.**

When multiple requirements conflict, KCHS uses the strictest (shown with a *).			
Age Group	Head Start Requirements	ODJFS Licensing	Step Up to Quality Requirements
Infants (1-12 months)	*1 staff to 4 children Max group size: 8	1 staff to 5 children, or 2 to 12 Max group size: 12	1 staff to 4 children, or 2 to 8, or 3 to 10 Max group size: 10
Infants (12-18 months)	*1 staff to 4 children Max group size: 8	1 staff to 6 children, or 2 to 12 Max group size: 12	1 staff to 5 children Max group size: 10
Toddlers (18-36 months)	*1 staff to 4 children Max group size: 8	1 staff to 7 children Max group size: 14	1 staff to 6 children Max group size: 12
Mixed infant/toddler age group (0-36 months)	*1 staff to 4 children Max group size: 8	Goes by age of youngest child on the roster (see above for specific age groups)	1 staff to 4 children Max group size: 8 (same as Head Start rules)
Preschoolers (36-48 months)	1 staff to 10 children Max group size: 20	1 staff to 12 children Max group size: 24	1 staff to 10 children Max group size: 20 (same as Head Start rules)
Preschoolers (48-60 months)	1 staff to 10 children Max group size: 20	1 staff to 14 children Max group size: 28	1 staff to 10 children Max group size: 20 (same as Head Start rules)
Mixed preschool age group (36-60 months)	1 staff to 10 children Max group size: 20	Go by age of youngest child on the roster (see above for specific age groups)	1 staff to 10 children Max group size: 20 (same as Head Start rules)
School age (kindergarten to age 11)	n/a	1 staff to 18 children; Max group size: 36	1 staff to 15 children; Max group size: 36

Center Fees and Tuition

See center-specific information in the insert to the School Family Guide.

Parking Safety

- Please do not leave children in vehicles unattended.
- Do not leave your car running in the parking lot while picking up your children or dropping them off.
- Do not park in the fire lane; it is strictly for buses and emergency equipment.
- Parents/guardians must park in designated area of parking lot to drop off and pick up children.
- Children must always remain with parent/guardian until they are safely with their teachers.
- Children may not enter the building by themselves.

CHILD SAFETY NOTE:

Your child must always remain with you when arriving or leaving the center.

Policy of Confidentiality

It is important to develop relationships of trust and respect with families. KCHS staff, parents, and volunteers must accept the responsibility of holding in confidence any information about children, their families, and their situations. The only valid reason for sharing information with parent permission is to increase an understanding of the child or his/her family or the situation, to improve the services provided, or to coordinate programs. Files of children containing assessment and health data, family background, and other information are open to the child's parents for review, upon written request. Partner agencies can see a file only with written permission from the parent/guardian. You can request an Authorization to Release Information form from your Family advocate.

In the event of a court-issued subpoena, or a request by Child Protective Services, your child's file will be released without your permission. We will notify you when the file has been released.

Children's Records

The information in your child's record is considered confidential. KCHS will keep your child's file in a locked filing cabinet at his or her center. KCHS will not release any information about your child without written permission on file.

After your child has left our program, if you would like a copy of your child's file, we ask that you provide a written request that includes the following:

- The date of the request
- Your child's name and date of birth
- Your name and relationship to the child
- What documents you are asking for
- What reason you are requesting records

The ERSEA, Data and Grants Administrator at the New Hope Early Education Center will respond to your request. It will take approximately 48 hours to retrieve a file that has already been archived.

CONFIDENTIALITY NOTE:

We will not release your child's record to you or anyone else without written request and consent from you or a court order.

In the event of a court-issued subpoena, or a request by Child Protective Services, your child's file will be released without your permission. We will notify you when the file has been released.

USDA Nondiscrimination Statement

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

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

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

U.S. Department of Agriculture Office of Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410

Fax: (202) 697-7742; or

Email: program.intake@usda.gov

This institution is an equal opportunity provider!

Weapons Policy

While the Ohio Revised Code allows for concealed carry weapons with a concealed handgun license, Ohio childcare licensing regulations allow the owners of licensed facilities to prohibit the carrying of concealed weapons in agency facilities.

Accordingly, **Knox County Head Start prohibits weapons of any kind to be carried into our facilities**, except for weapons carried by a law enforcement official who can document that his or her jurisdiction requires ready and immediate access to the weapon. Should law enforcement enter the building with a necessary weapon, that weapon must not be accessible to children at any time.



Incident/Injury Procedure

A major responsibility of staff is to ensure the health and safety of each child enrolled in our programs. Staff are alert to the safety needs of the children in their care, anticipate possible hazards, and take necessary and appropriate measures to prevent injuries. To prevent injuries, KCHS will take precautions for each age group. Broken classroom toys or equipment will be removed or repaired as soon as possible; small toys or other objects that could be a choking hazard to infants and toddlers will not be placed in their classrooms, and hazardous playground equipment will be marked off to prevent children from being hurt until it can be repaired.

If your child gets hurt while in the care of KCHS, you will receive an **Incident/Injury Report (ODJFS Form #1299)** for your child. This report will be sent home with your child, and you will be asked to sign the report. Additionally, the person completing the form and the Center Administrator (or designee) will sign the form.

You will receive this report when any of the following occur:

- An illness, accident, or injury which requires first aid treatment
- A bump or blow to the head
- Emergency transporting
- An unusual or unexpected event which jeopardizes the safety of children or staff, such as a child leaving the premises unattended

The Center Manager or designee must speak with a representative from the licensing office within 24 hours in the event of:

- Death of a child at the center
- Serious incident, injury, or illness as defined below
- An unusual or unexpected event as defined below

Serious Incident, Injury, Illness or Unusual Event

A Serious Incident, Injury, Illness or Unusual Event includes any situation occurring while a child is in the care of the provider that requires emergency medical treatment or professional consultation or transportation for emergency treatment. This also includes an unusual or unexpected event that jeopardizes the safety of children or staff, such as a child leaving the premises unattended.

Minor Incident, Injury, or Illness

A minor incident, injury or illness includes an injury or an illness, or any unusual or unexpected event that results in a child being able to return to normal activity; or when basic first aid is given.

Emergencies and Accidents

The Emergency Plan for medical, dental, and general emergencies is located at each center in all classrooms, large motor activity areas, and by every office/classroom phone.

General Emergencies

A General Emergency, as defined by Knox County Head Start, would be any unexpected event that could potentially threaten the safety of a child and/or staff person. Examples of a General Emergency are listed below:

- Any threats to the safety of children due to environmental situations or threats of violence.
- Natural disasters such as fire, tornado, flood, etc. (Such events as a fire and tornado have a clearly defined plan of action in each classroom and on buses at each center. In addition, children and staff practice a fire drill every month and tornado drills in the months deemed necessary by the National Weather Service.)
- Loss of power, heat, or water.

Serious Incidents

Serious incident, injury, or illness, as defined by ODJFS, includes any situation occurring while a child is in care of the center that requires emergency medical treatment or professional consultation or transportation for emergency treatment.

In the event of serious injury or illness, staff will remain calm, the child will be cared for, 911 will be called, parent/guardian will be notified, and a staff person will accompany the child if he or she is transported for emergency treatment.

If a child is transported for emergency treatment, the child's health and medical records shall accompany the child. A KCHS employee will stay with the child until the parent/guardian assumes responsibility for the child's care.

Communicable Disease

Knox County Head Start understands that it is difficult for a parent/guardian to leave or miss work/school when your child is ill. We encourage you to have an alternative plan if your child may not be able to remain in school. Exclusion from the center is sometimes necessary to reduce the spread of communicable diseases. The spread of communicable diseases is a fact of life in school and center-based care. Illnesses spread because children have close contact and naturally explore their environment by touching and putting things in their mouths. Staff members receive training to recognize common signs of communicable disease.

Found in the back of this School Family™ Guide, you have a Communicable Disease Fact Booklet. This booklet describes the symptoms and treatment of many communicable diseases that your child may be exposed to during his/her enrollment with KCHS. When your child has been exposed to a communicable disease, you will receive a Health Alert notice.

You will be contacted if your child exhibits any of the following symptoms:

- COVID Symptoms: Temperature of 100°F or higher and/or the following symptoms
 - Fever, chills, cough, shortness of breath, difficulty breathing, fatigue, muscle or body aches, headache, loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting or diarrhea.
 - If child or family member has been exposed to anyone with COVID, your child may be asked to quarantine up to 14 days based upon cooperation with Knox Public Health.
- Diarrhea (three or more abnormally loose stools within a 24-hour period)
- Severe coughing (causing the child to become red or blue in the face or make a whooping sound)
- Difficult or rapid breathing
- Yellowish skin or eyes
- Redness of the eye(s), obvious discharge, matted eyelashes, burning, itching
- Untreated infected skin patches, unusual spots, or rashes
- Unusually dark urine and/or gray or white stool
- Evidence of scabies or other parasitic infections
- Stiff neck with an elevated temperature
- Sore throat or difficulty in swallowing
- Vomiting more than one time or when accompanied by any other sign or symptom of illness
- Head lice: live insects found in your child's hair

CHILD SAFETY NOTE:

Your child is to be picked up within one hour of parent contact. ***Your child may return to the center once symptom free, without medication, for 24-hours.***

KCHS may require a doctor's note for him/her to return to the center if your child continues to show symptoms.

This note must confirm that the condition is not contagious.

Short-Term Exclusion

Children with chronic or communicable diseases will not be permanently excluded. The health and safety of all children will be assured by requiring exclusion of children who have short-term acute conditions that are contagious and pose an immediate risk to others in the child care setting, such as COVID symptoms, chicken pox or strep throat.

Your child is defined as too sick to attend if any of the following apply:

- He/she is too sick to participate comfortably in the program's activities.
- He/she has a communicable disease that could spread to the other children and staff.
- He/she has had a fever in the last 24 hours (must be minimum of 24 hours free of symptoms without medication).
- The staff cannot adequately care for the needs of your sick child without compromising the care of other children.

Attendance is allowed, and no child is excluded from program participation for a long-term period, solely based on health care needs or medication requirements (such as HIV or asthma), consistent with the Americans with Disabilities Act and section 504 of the Rehabilitation Act unless:

- Keeping the child in care poses a significant risk to the health and safety of the child or anyone in contact with the child.
- The risk cannot be eliminated or reduced to an acceptable level through reasonable modification in the current program policies, practices, and procedures.

In accordance with the program's confidentiality policy, staff will request that parents inform them of any health or safety needs of their child that may need to be addressed during program hours.

- A Medical/Physical Care Plan will be developed, and information shared, as necessary, with appropriate staff regarding the health care needed for the child.
- Proper observation and supervision for children who require close monitoring because of potential side effects from medications they are receiving will be ensured.
- Parents will be assisted in communicating the effects of the medication on the child with their health care provider.
- Typically, a child may return to class when symptom free. However, a medical note may be required for the child to return to class if symptoms are still present, but a physician believes the child is not contagious or does not pose a risk to the health and safety of other children.

Isolation

Each classroom has an isolation area provided for your child while waiting for you to pick him or her up. The purpose is to isolate the germs so they do not spread to the other children. Your child must be picked up **within one hour** of contact.

Isolation precautions: a child isolated due to suspected communicable disease shall be:

- Within sight and hearing of an adult at all time
- Cared for in another room or portion of a room away from other children
- Provided with a cot and made comfortable. After use, the cot shall be disinfected with an appropriate germicide, or if soiled with blood, feces, vomit or other body fluids, the cot shall be cleaned with soap and water and disinfected with an appropriate germicide.

Medication Policies

Prescription and Non-Prescription Medication

Some children may need to take medications during the hours they are in school. All prescription and non-prescription medications must be accompanied by written instructions from the parent or guardian on the form provided. A prescription label also serves as written instructions by a physician for medications and food supplements as long as the below stated requirements are met.

Everyone administering medication in the center will be trained in medication administration. Each time medication is administered, a written record or log will be used, including dosage, date, and time. The log will be kept on file for one year.

The following will be required for any prescribed medication given to a child:

- First and last name of the child on the original, childproof container
- Current date (within the last twelve months) on the label
- Exact dosage to be given and the means of administration notes on the label
- Exact time to administer medication (as needed is not acceptable)

Child Safety Note:
**Emergency medication
is required to be on site
when the child is in
attendance.**

Non-Prescription Medication

Sometimes you may want your child to take over-the-counter medications, such as Tylenol (or other pain relievers) or use other non-prescription medications. Fever reducing medications that do not contain aspirin or cough medicine that does not contain codeine may be administered by the center **with written instructions from a licensed physician.**

Knox County Head Start requires that over-the-counter medications be in their original container and labeled with:

- The child's first and last name
- The current date
- The expiration date (KCHS staff are not permitted to administer expired medication)
- Specific instructions for giving, storing, and disposing of the medication, including the specific symptoms that require medication to be administered.

A log will be kept that includes dosage, date, and time each instance non-prescription medication is administered. KCHS employees can only administer over-the-counter medication for three consecutive days. This log will be kept on file for one year.

Over-the-Counter Creams/Topical Ointments

Over-the-counter creams/topical ointments must always follow the age and dosage requirements noted on the original container. The center may also provide topical ointments such as sunscreen that will require a parent's signature prior to use. This policy is subject to change without notice to meet ODJFS licensing requirements and Head Start Program Performance Standards.

