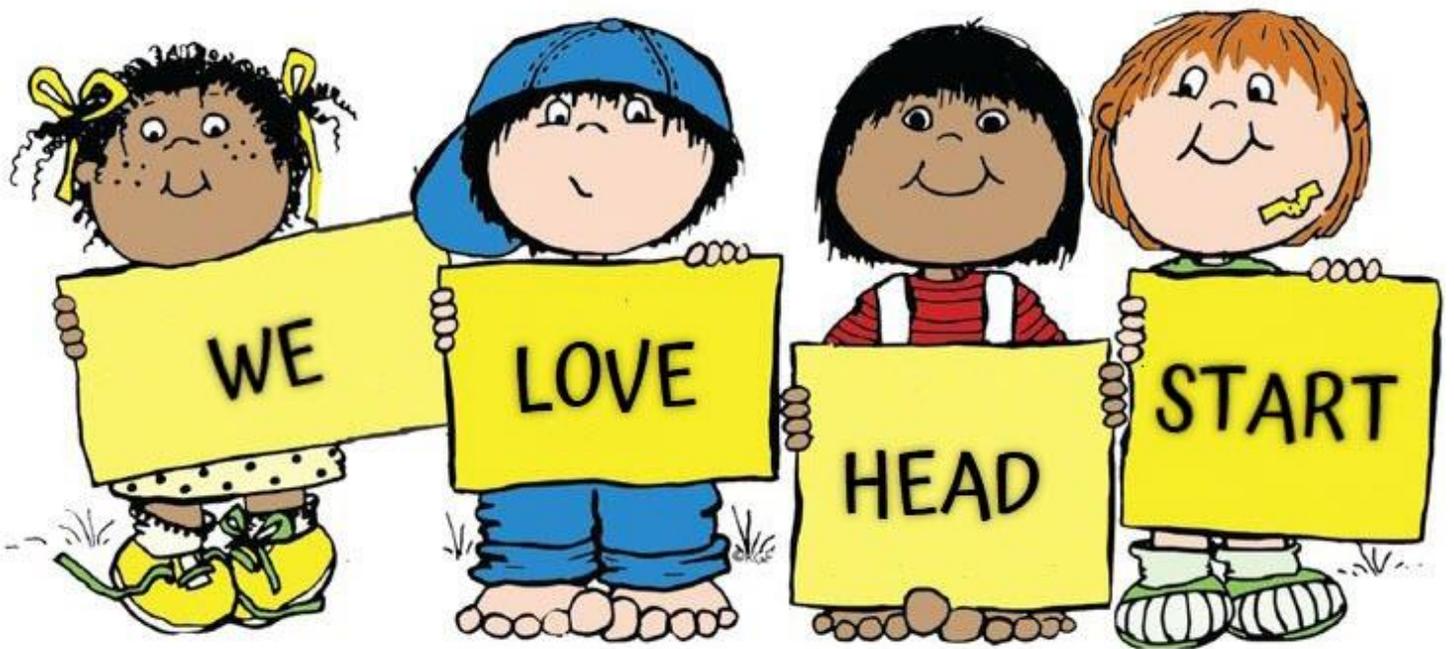


West River Head Start



Parent Handbook 2025 - 2026

60 YEARS *of* RESULTS
HEAD START | Since 1965

Welcome to Our School Family!

Welcome! West River Head Start approaches the education and socialization of a child in a holistic manner. We believe to ensure success we must address all elements of a child's life that may inhibit their future academic or social success. Our staff will work with you as a team to provide opportunities for you and your family.



Our desire is to assist you and your family to become involved with the education of your child at a very early age. You are your child's first teacher, and you will continue to be their "primary teacher" and role model throughout his or her life.

We invite you to be involved with Policy Council and Parent Committee. Policy Council is our governing board. Parent Committee offers an opportunity for training, fundraising, special events, meeting new people and networking.

Contact the center in your community or call the administrative office in Mandan for more information. You are always welcome at West River Head Start. Be involved with your child - show them that education is important!

Sincerely,
Samantha Gregerson
Director (701) 667-7594

West River Head Start is committed to giving children and their families the opportunity to grow within their communities by providing quality education and family services.



Our Contact Information

West River Head Start
1004 7th Street SW
Mandan, ND 58554
(701) 663-9507
Fax (701) 663-9643
MAIN OFFICE

West River Head Start
210 2nd Ave West
PO Box 197
Carson, ND 58529
(701) 622-3505
Fax (701) 663-9643

West River Head Start
407 N 5th Street
PO Box 116
New Salem, ND 58563
Tel (701) 843-8061
Fax (701) 663-9643

Our Grantee Agency Information



HIT Inc.
201 4th Ave NW
Mandan, ND 58554
Phone: (701) 663-0379

MISSION STATEMENT:

HIT Inc. supports people with disabilities through self-directed services that promote independence, dignity, and respect.

Role of Your Family Support Coach

Each classroom has a family support coach (FSC) who is a part of your child’s team and an additional contact/support person for you at West River Head Start. Your FSC will meet with you throughout the school year to get to know you. Completing the Family Partnership Agreement will help your FSC assess your individual family goals and work with you to support those areas.

FSC responsibilities are to work with each family and classroom to accomplish the following:

- Coordinate health, dental, and social history requirements for each child
- Provide health information to parents and staff
- Access to other agencies through community referrals for parent and family needs
- Follow-up on all referrals
- Be an advocate and spokesperson for Head Start families with community agencies and interagency councils
- Contact agencies for emergency assistance or crisis intervention
- Collaborate with teaching staff and parents in achieving consistency between school and home.
- Assist in developing appropriate curriculum
- Coordinate with parents to provide beneficial training opportunities



Management Staff	
Katie Reinhart , Family Support Coach (Mandan & New Salem)	(701) 667-7585
Jenn Tengesdal , Family Support Coach (Mandan)	(701) 667-7593
Tiffani Alston , Family Support Coach (Mandan & Carson)	(701) 667-7596
Kristen Erhardt , Assistant Director of Health & Family Services	(701) 843-8061
Nikki Scherr , Education Coordinator	(701) 667-7760
Tawni Wanner , Education Coordinator	(701) 667-7584
Kim Ell , Assistant Director of Education	(701) 667-7583

2025-2026
Important Dates & Information

***Please note the important dates for the 2025-2026 school year.
You will receive a school calendar in August when your child's teacher
contacts you to schedule a home visit and classroom orientation.***

- **August 11th-14th:** Teaching staff return and will contact you to welcome you to our school family, schedule their first home visit, and provide you with classroom orientation information.
- **August 14th - 22nd:** Home Visits (with teachers)
 - Your child's teacher will do two home visits during the school year. Home visits are an opportunity for us to promote school/family relationships.
- **August 20th - 21st:** Classroom Orientation Tours
 - Your child's teacher will schedule this with you during their home visit.
- **First day of school**
 - Half of the students will start on August 25th, the other half will start on August 26th, and all students will start together on August 28th
 - Your child's teacher will let you know what day your child will be starting at your home visit or classroom orientation.
 - No school supplies are needed other than a full-sized backpack and a spare change of clothes to keep at school.
- **October:** Home Visits (with Family Support Coach)
 - Your Family Support Coach will do one home visit during the year and as needed. Your child DOES NOT need to be present for the home visit. Your FSC will contact you to schedule this in October.
- **October 16th - 17th:** No Head Start
- **November 10th - 14th:** Parent Teacher Conferences & 1pm dismissal all week
- **November 11th:** No Head Start (Veteran's Day)
- **November 27th - 28th:** No Head Start (Thanksgiving Break)
- **December 23rd:** 1pm dismissal for winter break
- **December 24th - January 7th:** No Head Start (Winter Break)
- **January 8th:** Return from Winter Break
- **January 19th:** No Head Start
- **February 16th - 20th:** No Head Start (Home Visit Week with teachers)
- **March 12th - 13th:** No Head Start in Mandan and New Salem (Spring Break)
- **March 19th - 20th:** No Head Start in Carson (Spring Break)
- **April 3rd & 6th:** No Head Start (Easter Break)
- **May 4th - 8th:** Parent Teacher Conferences & 1pm dismissal all week
- **May 15th:** Last day of Head Start, 1pm dismissal

West River Head Start CODE OF ETHICS

As a Head Start employee, I adopt the following principles as my personal code of ethics:

- ♥ I pledge to care for every child entrusted to me with love, understanding, and respect.
- ♥ I am committed to providing high quality early childhood education in accordance with proven Head Start philosophy, goals, and objectives.
- ♥ I will protect and promote each child's physical and emotional well-being, mental capability, and social competency.
- ♥ I agree to reach out to each child and family, attempting to enhance their quality of life by recognizing their unique needs.
- ♥ I respect parents as the prime educators of their children and will endeavor to strengthen the bond among all family members.
- ♥ I promise to conserve and protect the property and resources of Head Start entrusted to my care.
- ♥ I am continually aware of and take pride in my role within the community as an important influence on the lives of young children.
- ♥ I accept the responsibility of involving the community in all aspects of nurturing its future leaders.
- ♥ I will continue to improve my personal growth and skills as an early childhood professional through relevant training.
- ♥ I dedicate myself to maintaining high professional standards, safeguarding confidentiality, and performing with intelligence, commitment, and enthusiasm.



Child Protection & Confidentiality

1. All information regarding Head Start children and members of Head Start families is kept confidential by every Head Start staff member. Disclosure of confidential information may be grounds for immediate dismissal.
2. Head Start staff are mandated reporters. In cases of suspected abuse or neglect, information will be shared with the local child protection unit.
3. The process for a parent or staff member to report suspected child abuse or neglect is to call the centralized intake line at 1-833-958-3500. Written reports can be faxed to 701-328-0361.
4. No information is to be given regarding any Head Start child or family by any Head Start staff member unless there is a valid Authorization for Release of Information in the file. All requests for information are subject to review by the Head Start director.
5. If parents are separated or divorced, information may be obtained by either or both parents, upon written request, unless Head Start is in possession of a court order prohibiting a parent from receiving the information.
6. Information may be released to another agency or individual upon request of the parent or Head Start teacher/coordinator providing that a valid signed release form is in the file for each request. Informed consent forms can be revoked at any time.
7. Head Start staff may obtain information on a Head Start child from a former/current service provider by having a parent complete and sign an Authorization for Release of Information form. The information received will also be treated as confidential and will not be released to any other agency.
8. Head Start child/family files will be examined only by those who have been authorized by the Head Start director as having a "need to know."
9. In cases of suspected child abuse or neglect, a social services staff member and/or a law enforcement officer are permitted to interview the child during Head Start classroom hours.
10. In cases of homelessness, the homeless liaison will be contacted.

Absent or Late

We need to know if your child will be late or absent as early as possible! If your child will be absent or late, let us know by 8:00 a.m. We need to give the cooks a head count for breakfast and lunch. If no one answers, leave a message with the reason for your child's absence. If a child has a pattern of being tardy, your FSC will contact you to complete an attendance plan to help with obstacles that prevent getting your child to Head Start on time.

Carson 622-3505 « New Salem 843-8061

Mandan - Room 1: 667-7589 « Room 2: 667-7591 « Room 3: 667-7590

« Room 4: 667-7592 « Room 5: (701) 667-7582

Head Start staff will make at least one attempt to call parents within 60 minutes of the start of school if a child is absent and a parent/guardian has not already notified the school.

Authorization to Release Your Child

Head Start children may be picked up from class only by their parent/guardian or people listed on the **Child Information Form** or **Change Form**. Contact your child's teacher or family support coach to update phone numbers or people who may pick up your child. **Current information is very important.**

If parents are separated or divorced, West River Head Start will release the child to either parent **unless** Head Start is in possession of a **court order** identifying the custodial parent and the custodial parent has requested that the child not be released to the non-custodial parent, or the court prohibits the child from accompanying a parent.

NOTE: The police can only prevent a parent from removing a child if there is a court order prohibiting the parent from having contact with the child.

PICK-UP & DROP-OFF

Parents and guardians are responsible for their children at the center until class begins. You **must** stay with your child until the teacher arrives in the classroom. Your child must be signed in by the person dropping off and signed out by the person picking up. If your child is not picked up at the designated time, staff will call your emergency contacts. **If we cannot reach anyone on the list, social services will be called.**

For safety reasons...DO NOT leave other children unattended in your vehicle at any time.



Safety is a priority. Always keep the designated bus loading/unloading zone open. These areas have been designated as bus loading zones for the safety of our students.

A typical schedule for Head Start school days is below. Ask your child's teacher for a schedule specific to your child's classroom.

- Arrival, activities, washing hands (self-help skills, social emotional, math, literacy, fine motor, language)
- Breakfast, brushing teeth, toileting, washing hands and face (nutrition, hygiene, self-help skills)
- Outside time (large muscle development)
- Circle time (large group, language & development, mental health)
- Center time (small/individual groups, concept development, social emotional)
- Music/gym time (large group, arts, language), hand washing, setting tables (hygiene, self-help skills)
- Lunch (nutrition, social, and emotional)
- Story time (large group, language, and literacy)
- Center time (small/individual groups, concept development, social emotional)
- Outside time (large muscle development)
- Prepare for dismissal (self-help skills, social emotional)
- *8-hour classrooms will have quiet time and a snack





Help Your Child Succeed in Preschool: Build the Habit of Good Attendance

Early School Success goes hand in hand with good attendance!

DID YOU KNOW?

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

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

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

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

WHAT YOU CAN DO

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

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

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

Before the school year starts:

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

Ready – Set GO!

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



Attendance Policy

You, as your child's first teacher, set an example of the importance of education. Being on time and attending regularly improves your child's success in the classroom. Head Start is funded by the federal government which sets our attendance guidelines. **Frequent absences can put your child's enrollment in Head Start in jeopardy.** Contact your family support coach (FSC) to work toward a solution for obstacles that interfere with attendance.

- Within the first 60 days of school each year and ongoing thereafter, WRHS will use individual child attendance data to identify children with patterns of absences that total more than 10% of their total scheduled days.
- When a child is identified as having moderate chronic attendance (10%-20%), or severe chronic attendance (20% and over), the FSC will work with the family to develop strategies to help remove attendance obstacles.
- If a child has two consecutive "unexplained" absences with no contact from family, the FSC will make a visit to the family's home or have face-to-face contact with them in a place other than the home. A conference with the family is held to determine how, or if, the program can assist in resolving problems which may be causing the child's absence.
- After 4 or more consecutive unexcused child absences and 4 unsuccessful attempts to contact the family, the child may be withdrawn from the program.
- **It is the policy of WRHS to encourage regular attendance and to withdraw any child who is chronically absent or tardy without a medical reason or valid cause.**

What families can do:

- Establish regular bedtime and morning routines.
- Talk about the importance of regular attendance and about how your child feels about school.
- Only permit missing school if your child is truly sick. Use a thermometer to check for a fever. Remember that stomachaches and headaches may be signs of anxiety.
- Avoid medical appointments and extended trips when school is in session.
- Develop backup plans to get to school if something comes up. Ask a family member, neighbor, or another parent for help.
- Seek support from school staff or community groups to help with transportation, health problems, or no safe path to school.



I understand that...

- My child must maintain regular attendance.
- I will contact my child's teacher and/or family support coach (FSC) if my child will be late or absent.
- My family support coach supports me and my family. When my child is absent, they will visit with me and offer support and ideas to eliminate attendance barriers.
- If my child is absent due to a medical reason or appointment, I will provide a doctor's note to my FSC.
- If my child is absent or tardy too many times, I may be placed on an attendance improvement plan.
- If my child's absenteeism continues, I am aware that my child could be at risk of being dismissed from the program.

Contact Information

It is important to make sure your contact information on file is current. Notify Head Start if any information changes. The child's family may need to be notified while in school (example: your child becomes sick at school). If the family cannot be reached, the emergency contacts will be notified to pick up the child.

Withdrawal

If your child will be leaving the Head Start program during the school year for any reason, it is important that you notify your family support coach or child's teacher as soon as possible. Once your child has withdrawn from West River Head Start, the opportunity is open for another child to enroll.

Dress for the Weather

The children play outside every day unless the temperature and/or wind chill is colder than -10°F, heat index greater than 90°F, or it is raining. Send a jacket every day since mornings can be chilly. Send a winter coat, snow pants, snow boots, hats, mittens, etc. during the winter and early spring. If you need help with any of these items, talk to your FSC.

Extra Clothing

We ask that your child be dressed in washable, comfortable clothing and **sneakers or rubber-soled shoes** to ensure safety and comfort during daily activities. Each child should have a complete change of clothing (underwear, socks, pants, and shirt) as accidents and spills do happen. Your child will be more comfortable in their own clean, dry clothing. **Label your child's clothing clearly.** It will be stored in their cubby until needed. NOTE: Head Start is not responsible for lost clothing.

Toys & Personal Belongings

Each classroom is well equipped with toys. Keep personal belongings and toys at home. They are too easily broken, lost and are extra hard to share. We will not be responsible for items from home.

Parent Resources

Do you need access to a computer with internet? Are you looking for information on parenting, financial assistance, or other topics? Talk to your family support coach or teacher for these resources.

The Region VII Parenting Resource Center has many **FREE RESOURCES**. These resources are available to anyone with a desire to learn more about parenting and working with children. To request materials or sign up for a parenting class, contact: **NDSU Extension Service/Region VII Parenting Resource Center at (701) 667-3342.**



Home Visits

Head Start Performance Standards encourage our staff to make home visits. You can expect two home visits from your child's teachers each school year and one from your family support coach. Home visits are a time for staff and parents to become better acquainted and to discuss your child's progress in the classroom. We are coming to your home to promote better school/family relations.

Health Services

In addition to educational and family services, Head Start provides multiple health-related services to all enrolled children. Healthy growth and development are critical for school readiness and later learning. The Head Start Nurse and Family Support Coaches will ensure the following health services are completed either by us or your child's healthcare provider.

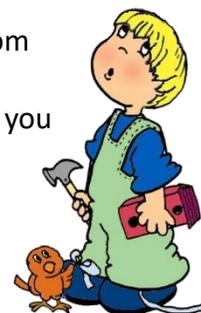
- Vision/Hearing Screens
- Establishment of Dental/Medical homes for ongoing care
- Health Insurance needs
- Immunizations
- Recent dental exam
- Recent physical exam
- Developmental Screen
- Daily Toothbrushing and Oral Health Education
- Height/Weight
- Nutrition Screening and Education following the CACFP Guidelines
- Blood Pressure
- Risk Assessment for Anemia, Lead Poisoning, Dyslipidemia, and Tuberculosis
- Health Education and Resources (communicable illnesses, poison prevention, safety topics, etc.)

Immunizations

West River Head Start follows the immunization recommendations set by the Centers for Disease Control and Prevention (CDC). The CDC and American Academy of Pediatrics recommend children between the ages of 3-5 receive an annual flu vaccine.

Vaccines play an important role in keeping us all healthy. Vaccines save lives by protecting us from serious diseases. West River Head Start works with you to ensure your child is up to date on all recommended vaccinations. Your FSC will discuss your child's current immunization status with you and make recommendations if any additional vaccines are needed.

If your child has a medical, religious, or ethical reason that would qualify as an exemption to NOT receive any or all vaccines, contact your family support coach.



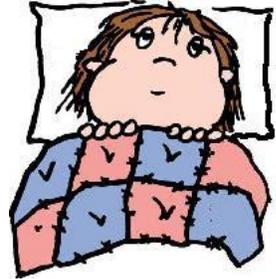
Mental Health

West River Head Start promotes mental health wellness through various partnerships. WRHS strives to strengthen and support healthy social and emotional development of young children. We focus on the needs of all children by giving the adults who care for them information on topics such as typical development, social and emotional skills, problem solving, and preventing or managing challenging behaviors. Classroom observations may occur throughout the school year to assist in teaching social skills and healthy development. Parents are encouraged to share any concerns with WRHS staff.

When is my child too sick to attend?

**Most children with mild illnesses can safely attend Head Start.
A child may be too sick to attend if...**

- The child does not feel well enough to participate comfortably in the program’s activities.
- The staff cannot adequately care for the sick child without compromising the care of the other children.
- The child has any of the following **symptoms**:
 - **FEVER** above 101°F accompanied by behavior change and other signs or symptoms of illness (ex: child looks and acts sick). Child must be free of fever for 24 hours without fever-reducing medication prior to returning to school.
 - **SIGNS OR SYMPTOMS OF POSSIBLE SEVERE ILLNESS** (ex: persistent crying, extreme irritability, uncontrolled coughing, difficulty breathing, wheezing, and/or lethargy).
 - **DIARRHEA**: This includes changes in the child’s usual stool pattern – increased frequency of stools, loose/watery stools, child is unable to get to the bathroom in time. Child can return to school when it has been at least 24 hours since the last episode of diarrhea.
 - **VOMITING**: Child can return to school when it has been at least 24 hours since the last episode of vomiting.
 - **MOUTH SORES** with drooling.
 - **RASH** with a fever or behavioral changes
 - **SKIN LESIONS**: if they are weeping/draining/oozing and unable to be kept covered with waterproof dressing.



Communicable Illnesses

A child diagnosed with any communicable illness from a health care provider must be kept home until treated or no longer contagious:

West River Head Start considers the recommendations from the North Dakota Department of Health & Human Services for exclusion for specific diseases. These guidelines are outlined in the “Childcare and School Infectious Disease Exclusion Guide”. **If your child is experiencing any of the symptoms listed above or has been diagnosed with a communicable illness, inform your child’s teacher or FSC know immediately.** Your FSC and WRHS nurse will help you determine when it is safe for your child to return to school.



Tobacco Free Zone

The use of tobacco products is not allowed in Head Start or public-school buildings, on Head Start or public-school grounds, or during Head Start functions. Dispose of all tobacco-related materials prior to entering our property where Head Start children are present and at all functions that are Head Start related. This includes all tobacco products, such as cigarettes, e-cigarettes, chewing tobacco, pipes, cigars, vape pens, etc.

Medication Administration

West River Head Start's Medication Administration Policy states:

1. NO medication will be given at West River Head Start unless absolutely necessary to be given during school hours.
2. NO OVER-THE-COUNTER MEDICATIONS (example: Tylenol) will be given during classroom hours unless prescribed by a physician.
3. Health Plan/Medication Authorization paperwork must be completed and SIGNED BY THE PARENT/GUARDIAN prior to child receiving any medication. This paperwork can be completed with your child's teacher or family support coach.
4. If a child requires prescribed medication to be given during Head Start hours, the medication must be brought to the center in the ORIGINAL PHARMACY LABELED BOTTLE.
5. A copy of the written prescription must be provided to West River Head Start.
6. When there is a change in the dosage or type of medication needed, new Health Plan / Medication Authorization paperwork needs to be filled out and a new pharmacy labeled bottle needs to be brought to school.
7. **PETROLEUM JELLY** may be used as needed for chapped lips and diapering.
8. **STANDARD PRODUCT USE:** If your child needs **SUNSCREEN** or **INSECT REPELLENT**, please apply this at home before school. If your child needs to use either of these products while at school, you will need to provide these along with written consent. See your Family Support Coach for a consent form.



Head Lice Procedure

Head lice checks will be performed if live lice or nits are visibly seen on a child, or a child appears symptomatic. (i.e.: excessive head scratching)

- a. If head lice are found, the parent/guardian will be notified immediately. The child may remain in school for the remainder of the day. If the child has an enrolled sibling, a head lice check will also be performed on the sibling.
- b. The infected child must receive treatment for head lice prior to returning to WRHS. Parent/Guardians are encouraged to seek a prescription medication from a physician or use an over-the-counter lice treatment and use according to the directions on the label.
- c. If it is a financial hardship for a family to obtain the treatment, contact a family support coach for assistance.
- d. Parents/Guardians will receive the "Quick Guide for Removing Head Lice" and the "Head Lice: Home Cleaning Checklist" and are encouraged to do a thorough head check on all members of the household.
- e. A Reportable Illness Notification email will be sent to all other families in that classroom only.
- f. When head lice are found in the classroom, these precautionary steps are followed:
 - a. All children's outdoor clothes (coats, hats, mittens) and personal blankets will be kept separate in individual cubbies.
 - b. Puppets, furry objects, plush toys, and dress-up clothes (hats, scarves, dresses, ties, etc.) will be removed from the classroom and laundered in hot water and dried in the dryer on highest heat setting.
 - c. Blankets will be laundered in hot water and dried in the dryer on the highest heat setting. Blankets should be washed daily until the lice infestation has been resolved.
- g. Upon return to the classroom after treatment has occurred, your child's teacher will perform a head check on your child with your presence, if possible. The Robi-Comb may be used at that time.
- h. If lice infestation persists, the family support coach or WRHS nurse will contact you to review what treatment methods and household cleaning measures have been completed and determine appropriate follow-up measures.

Parent Involvement

We encourage all Head Start parents to have an active part in our program. Your participation is needed to create a program that is responsive to the needs of your children and your family.

Volunteers make a difference in every part of our program! We ask that when volunteering in your child's classroom, other siblings and/or children are not brought to the center.



Policy Council

Become a leader in our program! The Policy Council is made up of a representative and an alternate from each classroom and community representatives. Members learn about the fiscal operations, policies, staff changes, and more during their involvement. Elections are held annually at the beginning of the school year. The Policy Council meets during the school year at the Mandan center. Dinner will be served at 5:15pm and the meeting starts at 5:30pm. Supper is provided for Policy Council members.

Health & Mental Health Services Advisory

Health and Mental Health Services Advisory Committee is an advisory group that brings together staff, parents, and local health care providers to discuss the planning, operation, and evaluation of the health services in Head Start. The mission of this committee is to support the wellness of each Head Start child and family. All families are welcomed and encouraged to be part of this committee. A few goals of the committee:

- Access health care and medical homes
- Establish and implement policy and procedures to respond to medical and health issues as well as emergencies
- Develop partnerships with community organizations to make it easier for children and families to access health services
- Implement services that meet the needs of the community

Photos and Videos

West River Head Start may use photos and videos for recruitment and public awareness. This includes, but is not limited to, local newspapers, brochures, displays, Facebook, and our website. Photos may be taken by parents and community members at West River Head Start activities and events. Once photos are taken by parents or community members, the photos are their responsibility to use with dignity and respect.

Sex Offender Policy

As parents, you have entrusted your child to our staff to keep them safe from harm – physically and emotionally. We take your trust very seriously and do all we can to keep children safe. As a safeguard, anyone (i.e. volunteers, parents, family members, community members, etc.) who has a conviction of sexual abuse or is a registered sex offender:

- will not be allowed in the Head Start classroom or Head Start building.
- will not be allowed at Head Start functions or any activity with Head Start students present.

If you have any questions, contact your family support coach or teacher. Thank you for helping us keep our students safe.

Celebrating Birthdays

Celebrating at school is a wonderful way to make your child's birthday extra special. Your child's teacher will contact you prior to your child's birthday to decide how you and your child wish to celebrate. **We ask that no food items are brought in for birthday celebrations.** Some examples of celebration ideas are:

- ♥ Have a dance party!
- ♥ Bring your favorite game to play.
- ♥ Bring an item to show and share.
- ♥ Invite a family member for breakfast or lunch.
- ♥ Do a healthy cooking experience (ask teacher for ideas).
- ♥ Bring your favorite book to school and ask a family member to read it



Holidays and Traditions

WRHS values the importance of respecting family cultures and traditions and strives to bring diversity into our classrooms. Holidays such as Christmas, Easter, and Halloween will not be celebrated in traditional ways but rather we will strive to educate children on a variety of ways children and families might celebrate. If your family celebrates in any special way such as doing certain activities, making food or arts/crafts, please consider sharing. We want to learn about your family culture and traditions!

Importance of Sleep

Making sure your child gets a good night's sleep ensures he or she will have a sound foundation for proper mind and body development. Preschool children should sleep 10 to 12 hours per night.

Lack of sleep can cause a variety of problems: poor memory, irritability, short temper, lack of concentration, fatigue, lowered body immune system, depression, and anxiety. In short, health is affected and the performance of the child in every aspect is drastically reduced.

- *Recharging mentally and physically.* The human body is not a robot, and we need adequate sleep to re-energize us by keeping us mentally agile and physically robust. In children, their brain develops as they sleep so when they don't get adequate sleep, it results in brains not being developed to their maximum potential.
- *Weight problems.* Studies revealed that if we are awake for longer periods of time, our brain will interpret lack of sleep = lack of food. Hence, we will consume more food, and lead to obesity in the long run.
- *Emotions.* Reduced sleep time leads to depression, anxiety, and mood swings.

Academic success. Sufficient sleep is directly related to the learning ability of the children.

NOTE: If your child is too tired to stay awake, he/she may be sent home.



Weapons Policy

No individual will knowingly handle, possess, carry, or transmit any weapon in any school building, on school grounds, in any school vehicle, or at any school sponsored activity. Weapons are defined as any object used to intimidate or inflict bodily harm whether it is a real weapon or a replica. These include and are not limited to the following items: knives, guns, lead pipes, chains, razors, unauthorized tools, ice pick, slingshot, scissors, lighters, swords, throwing stars, pocketknives, brass knuckles, num-chuks, and explosives - including fireworks. Any weapon brought to school will be confiscated and given to the director for appropriate disposal. The police department and/or child protection services will be notified.

Severe Weather Cancellations

If the public school in your community is closed due to severe weather, the Head Start center will also be closed.

Head Start closures or late starts will be communicated via the classroom Facebook page.

Emergency Preparedness

Preparing for an emergency plays a vital role in ensuring that children and staff know where to go and what to expect when an emergency occurs. Children practice what to do during emergencies. Contact your family support coach if you would like further details.

- **Bus evacuations:** practiced 3 times per year
- **Fire drills:** practiced monthly
- **Tornado drills:** practiced once per year
- **Lockdown drills:** practiced once per year

Emergency Plans

After all children and staff have arrived at the evacuation site, families or emergency contacts will be called. Parents or someone listed as the child's emergency contact will need to pick up the child. Be sure the child's teacher knows that the child is leaving and with whom. If for any reason it is determined necessary to evacuate the Head Start classrooms, the following action will be taken:

TORNADO:

We encourage all parents to seek shelter until the threat of danger has passed. The children will be held at the evacuation site until an "all clear" is announced. The child will then be released to an authorized person and/or the bus. *If a tornado warning occurs while on the bus, the driver will go to the nearest shelter and advise the program director of the location.*

- **Carson** will go to the foyer of the music room in the Carson school (622-3505)
- **Mandan** will go into the basement at the Head Start Center (663-9507)
- **New Salem** will stay in the basement of Zion Lutheran Church (843-8061)



FIRE:

- **Carson** will evacuate to the Grant County Courthouse (622-3615)
- **Mandan** will evacuate to Mary Stark Elementary School, 405 8th Ave SW (751-6506)
- **New Salem** will evacuate to the New Salem High School (843-7610)

SHELTER IN PLACE:

In the event of a potential threat in the community, West River Head Start will initiate the Shelter in Place. Head Start classrooms in public schools will follow the public-school procedure.

Air Quality

When determining if the air quality is safe for outdoor play, WRHS will use the guidance provided by AirNow.gov

Air Quality and Outdoor Activity Guidance for Schools

Regular physical activity — at least 60 minutes each day — promotes health and fitness. The table below shows when and how to modify outdoor physical activity based on the Air Quality Index. This guidance can help protect the health of all children, including teenagers, who are more sensitive than adults to air pollution. Check the air quality daily at www.airnow.gov.

Air Quality Index	Outdoor Activity Guidance
 <p style="text-align: center; color: #0070C0; font-weight: bold;">GOOD</p>	<p>Great day to be active outside!</p>
 <p style="text-align: center; color: #0070C0; font-weight: bold;">MODERATE</p>	<p>Good day to be active outside!</p> <p>Students who are unusually sensitive to air pollution could have symptoms.*</p>
 <p style="text-align: center; color: #0070C0; font-weight: bold;">UNHEALTHY FOR SENSITIVE GROUPS</p>	<p>It's OK to be active outside, especially for short activities such as recess and physical education (PE).</p> <p>For longer activities such as athletic practice, take more breaks and do less intense activities.</p> <p>Watch for symptoms and take action as needed.*</p> <p>Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.</p>
 <p style="text-align: center; color: #0070C0; font-weight: bold;">UNHEALTHY</p>	<p>For all outdoor activities, take more breaks and do less intense activities.</p> <p>Consider moving longer or more intense activities indoors or rescheduling them to another day or time.</p> <p>Watch for symptoms and take action as needed.*</p> <p>Students with asthma should follow their asthma action plans and keep their quick-relief medicine handy.</p>
 <p style="text-align: center; color: #0070C0; font-weight: bold;">VERY UNHEALTHY</p>	<p>Move all activities indoors or reschedule them to another day.</p>

* Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur:

The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed. If symptoms don't improve, get medical help.

Go for 60!

CDC recommends that children get 60 or more minutes of physical activity each day. www.cdc.gov/healthyouth/physicalactivity/guidelines.htm

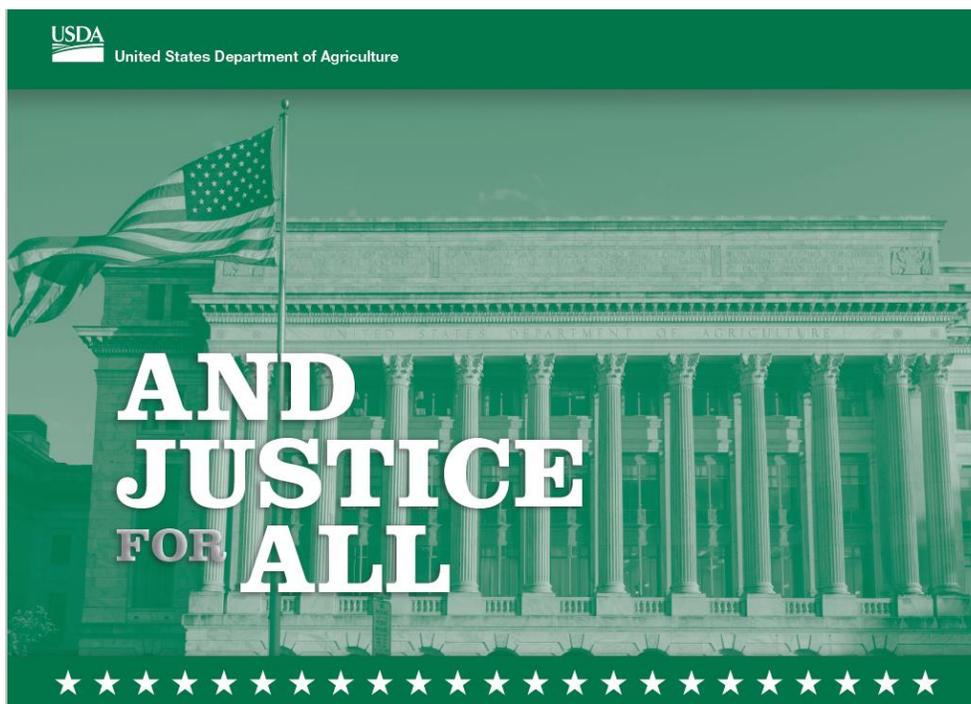
Plan Ahead for Ozone

There is less ozone in the morning. On days when ozone is expected to be at unhealthy levels, plan outdoor activities in the morning.

MEALS AND SNACKS

West River Head Start follows the CACFP guidelines established by the USDA. Breakfast and lunch are served in all classrooms. Full day classrooms serve an afternoon snack.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity.



In accordance with Federal law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, at <https://www.ascr.usda.gov/sites/default/files/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

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

fax:
(833) 256-1665 or (202) 690-7442;

email:
program.intake@usda.gov.

This institution is an equal opportunity provider.

Conforme a la ley federal y las políticas y regulaciones de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), esta institución tiene prohibido discriminar por motivos de raza, color, origen nacional, sexo, edad, discapacidad, venganza o represalia por actividades realizadas en el pasado relacionadas con los derechos civiles (no todos los principios de prohibición aplican a todos los programas).

La información del programa puede estar disponible en otros idiomas además del inglés. Las personas con discapacidades que requieran medios de comunicación alternativos para obtener información sobre el programa (por ejemplo, Braille, letra agrandada, grabación de audio y lenguaje de señas americano) deben comunicarse con la agencia estatal o local responsable que administra el programa o con el TARGET Center del USDA al (202) 720-2600 (voz y TTY) o comunicarse con el USDA a través del Servicio Federal de Transmisión de Información al (800) 877-8339.

Para presentar una queja por discriminación en el programa, el reclamante debe completar un formulario AD-3027, Formulario de queja por discriminación del programa del USDA, que se puede obtener en línea, en <https://www.ascr.usda.gov/sites/default/files/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, en cualquier oficina del USDA, llamando al (866) 632-9992, o escribiendo una carta dirigida al USDA. La carta debe contener el nombre, la dirección y el número de teléfono del reclamante, y una descripción escrita de la supuesta acción discriminatoria con suficiente detalle para informar al Subsecretario de Derechos Civiles (ASCR, por sus siglas en inglés) sobre la naturaleza y la fecha de la presunta violación de los derechos civiles. La carta o el formulario AD-3027 completado debe enviarse al USDA por medio de:

correo postal:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; o

fax:
(833) 256-1665 o (202) 690-7442;

correo electrónico:
program.intake@usda.gov.

Esta institución ofrece igualdad de oportunidades.

Website and Facebook



Check out our website for more information and available resources.

<https://www.hitinc.org/services/WestRiverHeadStart>



Follow our Facebook page and visit our website for program and community updates, resources, news, and events. Each classroom also has a private Facebook group designed to provide information and share photos of classroom activities and learning. You will be given information on how to connect with your child's Facebook group during your first home visit.

<https://www.facebook.com/WestRiverHeadStart>

BUS SERVICE

Bus service is not a federal requirement of the Head Start program and is a limited privilege at our rural sites. During registration, your FSC will discuss available transportation options for your child.

- Public schools in New Salem, Carson, and Elgin may be willing to work with rural families to provide transportation. It is the parents' responsibility to make these arrangements with the school.

Parents who use the busing option have the following responsibilities for this privilege.

- Parents must fill out and sign a **Transportation Verification Form**.
- Parents must sign a request for any changes to the pickup and/or drop-off locations.
- Parents must give written consent to release their child to bus drivers, daycare providers, etc.

TRANSPORTATION INFORMATION

- Children should be dressed and ready when the bus arrives. The driver will not go to your daycare provider's door. The maximum time a driver will wait is **2 minutes**. If the child misses the bus, it is the parent's responsibility to arrange transportation to school.
- You or your childcare provider are responsible for your child before the bus arrives and after your child is dropped off.
- The bus driver or assistant **must be able to see an adult** at the drop spot to receive the child. If no one is seen, the child will be returned to the Head Start center. The parents will be called and will be responsible for arranging transportation.
- Notify the center/bus driver as soon as possible when your child will not be riding the bus.
- If an item is being brought to class, put it in a bag marked with your child's name.
- If the bus driver determines that your child is ill at the time that they board the bus, he/she will be returned to the authorized person.
- **Always dress your child for the weather conditions.**
- **If your local school is closed due to weather, the Head Start center in the school district will also be closed.**
- No food or drinks are allowed on the bus.
- At home, teach your child about bus safety. (See Handout in Registration Packet: School Bus Safety Tips for Head Start Parents)



Classroom Environment & Curriculum

A child's social emotional development and their ability to self-regulate is the first step to academic success. Conscious Discipline® is a relationship-based program that believes all behavior is a form of communication and an opportunity to teach missing skills. It works to develop discipline within children rather than relying on punishment. The program emphasizes creating a school family that will:

- ♥ Increase the child's willingness to learn by creating a sense of belonging.
- ♥ Boost internal impulse control: a much more effective approach than an external system of punishment and rewards.
- ♥ Help children develop and apply sustained attention by reducing stress and encouraging classroom jobs in a caring atmosphere.

Young children learn by actively exploring their environment. WRHS teaching staff implement the Creative Curriculum (CC). CC guides the staff with setting up the classrooms and outdoor learning environments to provide opportunities for children to discover, share, explore, create, and experiment. Our classrooms include 10 interest areas with materials in each area that help all children learn and grow according to their individual development.

- Art
- Blocks
- Cooking
- Discovery
- Dramatic Play
- Library
- Music & Movement
- Outdoors
- Sand & Water
- Toys & Games



WRHS follows the Anti-Bias Curriculum, which is an approach to early childhood education that sets forth value-based principles in support of respecting and embracing differences and acting against bias and unfairness. The goal is to create a climate of positive self and group identity development through which every child will achieve her or his fullest potential.

Lesson plans are created and individualized based on children's interests, level of development, and with input from parents:

- 1) Each enrolled child receives a developmental screening within 45 days of enrollment to determine their strengths and areas of need.
- 2) Parents complete the *Parent-Child Survey* to indicate areas of strength and opportunities for growth.
- 3) Parents complete the *Child Interest Survey* to indicate which learning experiences would meet the interests of their child which helps teachers in planning.
- 4) Each child's progress will be formally assessed 3 times per year using our assessment tool: Desired Results Developmental Profile (DRDP). Teachers will review the developmental continuum with the parent(s) during conferences and home visits. Together they will set goals for their child.
- 5) Lesson plans include times for large group, small group, outdoor time, interest area time, story times, and music and movement. Meals and snacks are served family style. Brushing teeth is done daily as well as discussing personal safety topics and nutrition.

Mandan families: Understand that at any time throughout the school year as children come and go, your child maybe be transferred to another classroom, based on how individual children's development and personalities come together as a whole, may be made with the intent of making this year as successful as possible for all staff, children, and families.

Helping Children Become Ready for Kindergarten



West River Head Start's School Readiness Goal

Children will adapt to new situations by exhibiting self-regulation strategies including impulse control and problem solving while expressing concern for self and care of others, maintaining focus, and attending to tasks creatively throughout their learning environment.

Approaches to Learning:

- ★ Child increasingly develops strategies for regulating feelings and behavior, becoming less reliant on adult guidance over time.
- ★ Child develops skills as a responsible group member in an early education setting, acting in a fair and socially acceptable manner and regulating behavior according to group expectations.

Social and Emotional Development:

- ★ Child shows increasing understanding of the needs of other children and is increasingly able to consider alternatives and to negotiate constructively in conflict situations.

Language and Literacy:

- ★ Child shows interest in books, songs, rhymes, stories, and other literacy activities in increasingly complex ways.

Cognition:

- ★ Child demonstrates an increasing ability to observe, anticipate, and reason about the relationship between cause and effect.

Perceptual, Motor, and Physical Development:

- ★ Child moves body and interacts with the environment, demonstrating increasing awareness of own physical effort, body awareness, spatial awareness, and directional awareness.

Guidance Procedure

Based on Conscious Discipline

♥ Staff of WRHS will create a **school family** which creates a safe, caring classroom that fosters meaningful academics and social learning. Part of building this school family includes each child having a meaningful job, creating rituals, setting classroom commitments, and **building connections** with each child. The school family promotes and encourages kindness and helpfulness.

♥ Classrooms will practice the **Safe Keeper Ritual**: My job is to keep you safe. Your job is to help keep it that way! Safety is the core of the classroom.

♥ **Breathing techniques** will be taught to relax, become calm, regain composure, and maintain control. **The star, balloon, drain, and pretzel** are some examples.



♥ Verbal abuse or derogatory remarks about the child, his/her family, or their race, religion, culture or economic status will NOT be used or permitted.

♥ The **Safe Place** in the classroom provides an opportunity for children to remove themselves from the group to become calm, regain composure, and maintain control when upset, sad, angry or frustrated. Children go to the Safe Place to be helpful and not hurtful to themselves and others. There may be breathing techniques posted, family photos, squishy balls, comfort bag, or many other things there to help manage feelings. Time out will not be used.



♥ All children will be within sight of an adult. No child will be left alone at any time.

♥ Children will learn anger management, helpfulness, assertiveness, impulse control, cooperation, empathy, and problem-solving skills.

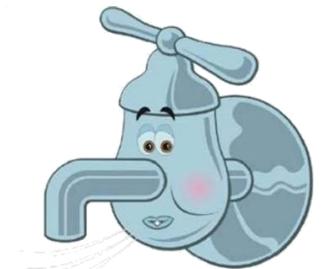
♥ All **behavior is viewed as a call for love (help) and will be seen as an opportunity to teach** the child skills so that next time the child/children will be better able to handle the situation on their own. Children will be involved in the conflict resolution process.



♥ Staff will help the children to be successful instead of attempting to make or “get them” to behave. For example, the perspective, “How can I get this child to clean up?” will be changed to, “How can I help this child be more likely to choose to clean up?”

♥ The staff will **focus on what they want the child to do!** Instead of saying, “No pushing, you know better than to push your friend, you need to be nice to your friends.” Say, “When you want your friend to move, say, ‘Move please.’ Tell him now for practice.”

♥ Children will be **offered choices and given consequences**. For example, “When you throw the blocks, one of your friends could get hurt. You can throw the ball when we go outside, and you can build with the blocks. If you choose to throw the blocks again, you will have to leave the block area. We are going to keep our friends safe.”



\$\$\$ In-Kind \$\$\$

In 1964 when the Head Start Act became law, Head Start programs were allocated 80% of the funding needed to run their program. Community support in the form of time, equipment, supplies, and space make up the additional 20% non-federal share needed to operate Head Start.

The non-federal match must meet the same criteria for allowability as other costs incurred and paid with federal funds. Third party in-kind contributions shall count toward satisfying a cost-sharing or matching requirement only where, if the party receiving the contribution were to pay for them, they would be an allowable cost. Allowable costs are determined by the tests of reasonableness, necessity and allocability.



2025-2026 IN-KIND REQUIREMENT

\$517,519

EACH VOLUNTEER HOUR IS WORTH \$33.05.



**Head Start is FREE for all families. In exchange, we ask for your IN-KIND!
How can you earn in-kind for our program?**

- Volunteer in the classroom. An extra set of hands is always appreciated! Help with the daily routine, field trips, breakfast/lunch, and outdoor duties. Ask about helping prepare materials for the classroom. Are you more of a fix-it type? We can use your skills around Head Start too!
- Serve on Policy Council as a classroom representative or alternate. This is like a school board. Learn how Head Start works behind the scenes.
- Continue learning at home! Reinforce school readiness skills taught at Head Start by doing activities that are sent home.
 - School Readiness In-Kind Form (green sheet)
 - Backpack Reading - read a book to your child
 - "Get Moving" In-Kind Form
- Attending Parent Committee meetings.
- Attending training.
- Donate items that will directly benefit our Head Start program. Ask your teacher or FSC for ideas that would benefit Head Start. Must attach supporting documentation, such as receipt or sales flyer.



Parents are our most valuable source of in-kind. Your commitment ensures the continuation of federal dollars to operate our Head Start program.



BACKPACK READING



September 2021

Read a book to your child. Write the name of the book on the reading log. Sign the form and return it to your child's teacher at the end of the month.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																							
1 <i>Good Night Mean</i>	2 <i>Good Night Mean</i>	3 <i>Good Night Mean</i>	4 <i>The Little Engine That Could</i>	5 <i>The Hungry Caterpillar</i>	6 <i>The ABC Book</i>	7 <i>The ABC Book</i>																							
8 <i>Good Night Mean</i>	9 <i>Good Night Mean</i>	10 <i>Good Night Mean</i>	11 <i>The Sneaky Day</i>	12 <i>The Hungry Caterpillar</i>	13 <i>Llama Llama Red Pajama</i>	14 <i>Llama Llama Red Pajama</i>																							
15 <i>The ABC Book</i>	16 <i>The ABC Book</i>	17 <i>Cat in the Hat</i>	18 <i>How to Babysit a Grandma</i>	19 <i>The Hungry Caterpillar</i>	20 <i>The Hungry Caterpillar</i>	21 <i>Chicka Chicka Boom Boom</i>																							
22 <i>Peet the Cat</i>	23 <i>Peet the Cat</i>	24 <i>Peet the Cat</i>	25 <i>Peet the Cat</i>	26 <i>Peet the Cat</i>	27 <i>Peet the Cat</i>	28 <i>Peet the Cat</i>																							
29	<p>Parent/guardian: Print the child's name and your own name. Then sign the form.</p> <p>Head Start staff count and circle the number of days a book was read to the child.</p> <p>Head Start staff signs in the "Staff Signature" box..</p>																												
Classroom	Printed name of person completing form																												
Child's Name	Signature of person completing form																												
<p>West River Head Start OFFICE USE ONLY</p> <p>Head Start Staff: Circle the number of days that a book was read. ***</p>																													
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
.25	.50	.75	1	1.25	1.5	1.75	2	2.25	2.5	2.75	3	3.25	3.5	3.75	4	4.25	4.5	4.75	5	5.25	5.5	5.75	6	6.25	6.5	6.75	7	7.25	7.5
Staff Signature							Allowability Signature																						

SCHOOL READINESS IN-KIND FORM

\$ PLEASE COMPLETE and RETURN TO TEACHER \$

Child's Name: **Jonathan** Room: **Mandan 1** Date: **Sept 2 – 8, 2024**

Person completing form (please PRINTS name here.): **Dawn Johnson** Signature: **Dawn Johnson**

Put a checkmark on the day(s) of the week that you and your child worked together on the skills listed below. How many of the teacher recommended activities were completed? 0 1 **2** 3 4

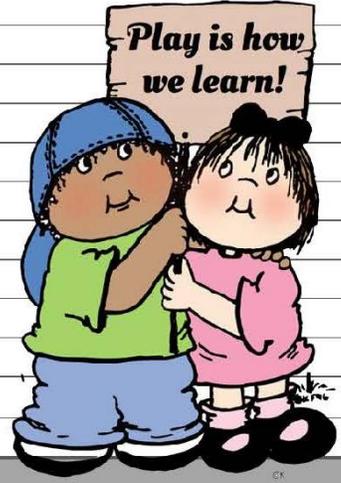
OFFICE USE ONLY HEAD START STAFF will tally the number of items completed and circle corresponding number. Include teacher-recommended activities. PARENT: Circle the number of attached teacher-recommended activities that you worked on with your child.

..... include teacher recommended activities

Form verified by Head Start Employee: **Mary Smith** Allowability by Head Start employee: **Elizabeth Rose**

HEAD START STAFF: Sign the in-kind form after tallying up completed activities.

Mon	Tues	Wed	Thur	Fri	Sat	Sun	Physical
<input checked="" type="checkbox"/>							Builds with blocks and copies a block pattern.
<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>		Cuts a straight line / curved line.
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				Prints name / numbers / letters / words.
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					Draws a person (arms, legs, facial features).
		<input checked="" type="checkbox"/>					Demonstrates catching / throwing / kicking skills.
			<input checked="" type="checkbox"/>				Moves body / dances to music.
					<input checked="" type="checkbox"/>		Alternates feet walking up and down stairs.
					<input checked="" type="checkbox"/>		Jumps / skips / gallops / runs / hops / climbs.
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Uses tools (e.g., scissors, glue, etc.)
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			Pushes or pulls a toy (e.g., wagon, cart, etc.)
<input checked="" type="checkbox"/>	HEAD START STAFF USE ONLY						

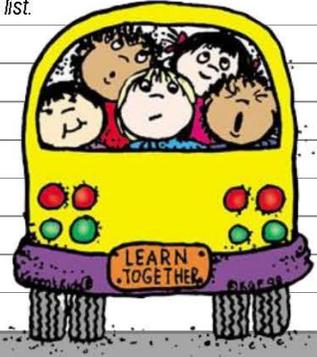


Mon	Tues	Wed	Thur	Fri	Sat	Sun	Socio-Emotional Development
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Recognizes own feelings and manages them appropriately. <i>I am sad. I am mad.</i>
			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		Recognizes the feelings of others and responds appropriately. <i>That little girl is sad.</i>
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	Uses self-help skills (toileting, brushing teeth, dressing)
						<input checked="" type="checkbox"/>	Respects a stranger and recognizes danger.
<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					Uses thinking and language skills to resolve conflict. <i>I don't like it when you hit me. Hitting hurts.</i>
	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			and adjusts to new situations. <i>No crying during drop off.</i>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	and abilities. <i>I did it!</i>
<input checked="" type="checkbox"/>	operates with others, shares, takes turns / stands up for rights.						
<input checked="" type="checkbox"/>	HEAD START STAFF USE ONLY						



Parents are a child's first teacher. Help your child learn at home with activities that reinforce the skills that are being taught at Head Start! Read a book, play a game, talk about your child's day, play "I Spy" while driving to Head Start!

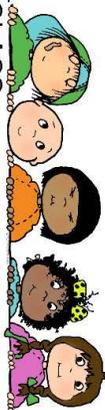
Mon	Tues	Wed	Thur	Fri	Sat	Sun	LANGUAGE & EMERGING LITERACY DEVELOPMENT
	✓		✓	✓			Identifies letters Upper case: A B C D E F G H I J K L M N O P Q R S T U V W X Y Z Lower case: a b c d e f g h i j k l m n o p q r s t u v w x y z
✓	✓			✓			Knows sounds of some letters: a b c d e f g h i j k l m n o p q r s t u v w x y z
		✓		✓	✓		Sits and listens to a short story / turns pages of book front to back
	✓		✓	✓		✓	Predicts what PARENT: Mark the boxes of the activities you did with your Head Start child. "do you think happens next?"
✓		✓	✓				Does a drawing "What day?"
	✓	✓		✓	✓		Understands the purpose of writing. <i>Child pretends to write a grocery list.</i>
				✓	✓		Recites and recognizes first and last name. <i>What's your name?</i>
							Knows age, birthday, address, phone number.
							Actively participates in conversations.
			✓			✓	Understands and follows oral directions.
							Asks and answers questions.
✓	✓				✓	✓	HEAD START STAFF: Mark day(s) activities are marked.
✓			✓	✓	✓	✓	Understands and follows written word or 5-6 word sentences.
✓	✓	✓	✓	✓	✓	✓	HEAD START STAFF USE ONLY



Mon	Tues	Wed	Thur	Fri	Sat	Sun	Cognitive Development
		✓			✓		Position words (under, beside, in front of, behind, around, between) <i>Put your bear under the table.</i>
	✓			✓			Body parts (nose, hair, neck, knee, thumb, chin, forehead, heel, knuckle, wrist) <i>Touch your head.</i>
		✓			✓		Colors (red, yellow, blue, black, green, purple, gray, orange, white, pink, brown) <i>Point to the red marker.</i>
			✓			✓	Observes and asks questions about objects and events. <i>Curious. What? Why? How come?</i>
							Copies / prints number (1 2 3 4 5 6 7 8 9 10...).
							What shape? PARENT: Mark the boxes of the activities you did with your Head Start child. oval, diamond, rectangle, star, heart)
	✓						Arranges objects <i>Put the blue socks here.</i>
							Plans / plays out scenarios in dramatic play. <i>Pretend play like playing house.</i>
							Draws or constructs; then names what it is. <i>Draws a picture and tells what it is.</i>
		✓				✓	Recognizes and repeats a pattern. <i>Fork, spoon, fork, spoon.</i>
							Understanding concepts. <i>Which cup is empty?</i> longest, most, empty, night, day, half, biggest, cold, shortest, least, full, littlest, less, whole, more, add, subtract, greater than, fewer, equal to, smooth, bumpy
				✓			Counting from memory. <i>Count with me: 1, 2...</i> (1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100)
							Counting objects <i>How many crackers do you have?</i> (1-10, 11-20, 21-30, 31-40, 41-50, 51-60, 61-70, 71-80, 81-90, 91-100)
			✓				Uses time words appropriately (today, tomorrow, yesterday)
	✓			✓			Activities
				✓			Makes out prediction
				✓			Recognizing numbers (1-10, 10-20, 20-30, 30-40, 40-50) <i>Show me number 5. What number is this?</i>
✓	✓	✓	✓	✓	✓	✓	HEAD START STAFF USE ONLY

CLASSROOM VOLUNTEER IN-KIND FORM

~ Must be 12 years of age or older to sign ~



CLASS:

MONTH:

YEAR:

Date	Time in the classroom (hours)	Head Start Student	Volunteer's relationship to Head Start student	PRINT First and Last Name Volunteer
			<input type="checkbox"/> Agency or business <input type="checkbox"/> Non-parent (age 12 or over) <input type="checkbox"/> Parent / guardian <input type="checkbox"/> Sibling (age 12 or over)	SIGNATURE PRINT First and Last Name
			<input type="checkbox"/> Agency or business <input type="checkbox"/> Non-parent (age 12 or over) <input type="checkbox"/> Parent / guardian <input type="checkbox"/> Sibling (age 12 or over)	SIGNATURE PRINT First and Last Name
			<input type="checkbox"/> Agency or business <input type="checkbox"/> Non-parent (age 12 or over) <input type="checkbox"/> Parent / guardian <input type="checkbox"/> Sibling (age 12 or over)	SIGNATURE PRINT First and Last Name
			<input type="checkbox"/> Agency or business <input type="checkbox"/> Non-parent (age 12 or over) <input type="checkbox"/> Parent / guardian <input type="checkbox"/> Sibling (age 12 or over)	SIGNATURE PRINT First and Last Name

Teaching Staff Signature:

FSC Signature:

Allowability Signature:

School Family Commitments

West River Head Start **STAFF** will:

- Provide a safe environment that meets your child's developmental needs.
- Promote open communication and opportunities to discuss your family's progress in our program.
- Establish an environment where children learn through play and hands-on activities that promote school readiness skills.
- Work with you to gain understanding in child development and appropriate skill levels for your child.
- Provide healthy, nutritious meals and snacks for your child throughout the day.
- Provide hearing, vision, and developmental screenings, as well as health education.
- Provide dental education including fluoride varnish application and daily tooth brushing opportunities.
- Promote daily, on-time attendance.
- Provide family engagement opportunities to promote family well-being.



West River Head Start **FAMILIES** will:

- Follow program policies and safety expectations to maintain a safe environment for all families and staff.
- Communicate with staff regarding attendance, child concerns, health appointments, changes in address and phone number, and any other pertinent information to allow Head Start to provide services.
- Receive program services free of charge and contribute in-kind hours by participating in volunteering opportunities and returning weekly/monthly in-kind sheets.
- Honor time commitments made with Head Start staff including:
 - IEP meetings
 - Parent-Teacher conferences
 - Teacher home visits
 - Family support coach visits
- Provide required documentation by the time requested, such as well child exams, dental exams, and immunizations.
- Have children at the center on time consistently during the core hours to allow them to participate in all learning experiences and curriculum-guided activities.
- Have children picked up by a parent/guardian or an approved emergency contact by the end of their session. If your child is not picked up, we will assume your family is in crisis and contact the local police department and/or Social Services.
- Actively participate in your child's Head Start experience by attending Family Engagement Activities (i.e. Family Activity Hour, Parent Trainings, Family Nights).
- Participate in the Family Partnership Agreement process.
- **Mandan families:** Understand that at any time throughout the school year as children come and go, your child maybe be transferred to another classroom, based on how individual children's development and personalities come together as a whole, may be made with the intent of making this year as successful as possible for all staff, children, and families.



Parent Handbook Acknowledgement Form

I acknowledge that I have received a copy of the West River Head Start Parent Handbook. I agree to comply with the guidelines and obligations contained in the handbook.

I have reviewed the school family commitments and agree to uphold my obligations. Failure to do so could lead to the dismissal of my child from the program.

I also understand and agree that West River Head Start reserves the right to revise, modify, delete, or add to the guidelines and procedures stated in this handbook or in any other document. However, any such changes must be in writing and must be authorized by the West River Head Start director.

Parent/Guardian Signature

Date

Staff Signature

Date