

YDI Achieving Excellence!



“CLOSING THE ACHIEVEMENT GAP”

HS/EHS Parent Handbook

2016/2017

Early Childhood Education & Family Development

YDI Head Start/Early Head Start & Pre-K

Head Start Mission Statement

The mission of YDI Head Start/Early Head Start is “To make a lasting positive change in the lives of children and their families by providing a comprehensive program of collaborative quality services.”

Agency Mission Statement

To help children, youth and families achieve their full potential.

Philosophy Statement

Our philosophy is based on the belief that a successful program is built with collaboration from staff, teachers, children, parents and the community. Parents are the children’s first educators. We recognize that children have unique differences; however, they also go through universal stages of development.

HEAD START MISSION & PHILOSOPHY

TEAM MEMBERS

VICE PRESIDENT	DEBRA BACA (MA)
SENIOR ASSOCIATE DIRECTOR – BERNALILLO COUNTY	SANDY TRUJILLO-MEDINA (MBA)
ASSOCIATE DIRECTOR – CONTENT AREA MANAGERS	GLORIA ORONA
ASSOCIATE DIRECTOR – RIO ARRIBA CLUSTER/TAOS CLUSTER	JUDY JIRON-GARCIA (AA)
COMPONENT MANAGER	LORETTA S. ORTIZ
COMMUNICATIONS/TRAINING MANAGER	CARMEN SECATERO (BA)
EDUCATION MANAGER	INGRID MICHAEL (MA)
EDUCATION/RECREATION MANAGER	JESSIE CASTANEDA
FACILITIES MANAGER	LARRY TRUJILLO
HEALTH MANAGER	LESLIE MONTOYA
IT TECHNICIAN	JAMES METZ
MENTAL HEALTH MANAGER	VACANT
MIS MANAGER	KARL GARCIA (MA)
NUTRITION MANAGER	DEBBIE LOPEZ (BS)
NUTRITION ASSISTANT	MOSES LEYVA
OPERATIONS MANAGER	GLORIA CHAVEZ

PARENT ENGAGEMENT MANAGER

JENNY SALINAS (BA)

PARENT LIAISON

IRMA E. DIAZ-ORTIZ

PRE-K SERVICE SPECIALIST

DORINDA ESPINOZA

PREGNANT WOMEN SPECIALIST

ERIN KEETSO

SPECIAL EDUCATION MANAGER

ANNA MARIE GARCIA (BS)

SPECIAL PROJECTS

ERNESTINE PADILLA

TRANSITION MANAGER

LISA LACKMANN (BA)

TRANSPORTATION MANAGER

MARTHA SANCHEZ

Dear Parents, Guardians and Grandparents:

Welcome to the **best Early Childhood Education and Family Development Program in the Country** – YDI Head Start/Early Head Start! Together we are setting the stage for your children’s future learning and school success. Youth Development, Inc. (YDI) is honored that you have entrusted your young children to our care. YDI is devoted to ensuring the safety of your children while they grow, play and learn under the watchful eye and guidance of our expert staff. We are serious about the tremendous responsibility and obligation we have to you and your children. The most important factor to promote a child’s learning is caring, motivated, and engaged parents. A child’s learning begins with you! As their parents – you are their **first, most important and lifelong teacher**. Specific steps you can take this school year to ensure your children’s success is:

1. Strive towards **perfect attendance**.
2. Make sure your children are in **good health**.
3. Establish a **schedule for bedtime**.
4. Engage in activities, **Parent Child Connectors** are daily take home activities that parents and children complete together and
5. **Volunteer** by helping to plan center activities, join the **Policy Council or The Parent Committee**.

Together we can make learning FUN! Join the movement and ensure your children’s kindergarten readiness and future school success.

Children & Families First

Debra L. Baca, M.A.
YDI Vice-President

Dear Parents,

As we know the parents are the most important and first educators of their child/ren. We also know that every parent cares and wants their child to graduate from school/college to become self-sufficient and be responsible adults. I believe that in order to educate children we must support, train, educate, and guide the parents. Once parents feel successful, they are ready and willing to move forward and set realistic goals for their family/child.

Here at YDI Head Start/Early Head Start the doors are always open for you to take a journey and engage in your child's education. It may seem a long way, but NOW is the time and the opportunity for you as the first educators of your child to take action. Think about it before you say, "I can't attend", "I don't have the time", "THE TIME IS NOW". The most important years for your child's future education are "NOW". Whatever you do with your child now will have a major impact on their future success?

We are here to assist you as we work with the "WHOLE CHILD". You demonstrate your commitment by agreeing to and are willing to partner with us and this means you as the parent are committed to engaged in the child's Physical Health and Development, Social Emotional Development, Approaches to Learning, Language/Literacy, Cognition and General Knowledge.

In order to set goals for your family, the services specialist will meet with you in your home, using a Family Strengths Assessment. The Assessment is a reflection of what your family's interest, strengths and needs are in order to support your efforts up to and including Father Engagement.

Establishing Family Goals and Trainings are just a few of the opportunities you will have to engage in your child/family's school readiness. We also strongly encourage you to share any other ideas or information that may benefit other parents.

WELCOME! I look forward to working with you this year.

Jenny Salinas, Parent Engagement Manager

CENTER LOCATIONS

HEAD START/EARLY HEAD START & PRE-K

Administrative Offices

901 Pennsylvania, NE

Albuquerque, New Mexico 87110

Telephone 505-212-7239 Fax 505-268-0457

Bernalillo County Centers National Association for the Education of Young Children ☆ NAEYC Accredited Centers	
☆ ALAMEDA Head Start (Andrea Lopez) 9800 Fourth St., 87114 792-1284	☆ SIPI HEAD START/ Early Head Start (Paula Bledsoe) 9169 Coors NW 87120 922-6524
☆ CENTRO DE AMOR Head Start (Juan Gutierrez) 309 Stover, SW 87102 212-7267	☆ LA PROMESA Head Start (Michelle Shanley) 5201 Central NW 87105 268-3274
☆ CHICO/General Bradley Head Start (Juliana Vega) 150 General Bradley NE 87123 299-3262	☆ SEVERO T. PADILLA Head Start (Eva Robles) 2525 Los Padillas SW 873-3841
EI CAMINO REAL Pre-K (Gabriela Sisneros) 3713 Isleta SW 314-2212	☆ MARY ANN BINFORD Head Start (Valerie Gutierrez) 1400 Corriz SW 87121 836-0276
☆ EMBUDO Head Start (Rosa Lee Mares) 8000 Mountain, Rd. NE 87110 212-7335	☆ MEL ARAGON Head Start (Michelle Z. Sanchez) 5317 Second ST., SW 87105 877-2750
☆ HEIGHTS Head Start /Early Head Start (Gabriel Ramsey) 2520 Virginia NE 87110 212-7318	☆ MESA VERDE Head Start (Lori Edmonds) 7900 Marquette NE 87108 232-0068
☆ HIGHLAND Head Start (Stephanie Sanchez) 4700 Coal , SE 87108 255-4568	☆ PEDRO BACA Head Start (Ginger Moya) 1700 Centro Familiar, SW 87105 212-7284
☆ JOB CORPS Head Start /Early Head Start (Nicole Chavez) 1500 Indian School Rd. NW 87104 222-4114	☆ REGGIE CHAVEZ (Helen Chavez) 2700 Mountain Rd. NW 244-0330
☆ KIRTLAND Head Start (Joan Dominguez) 3530 Gibson, SE 87118 255-2085	☆ CNM South Valley Head Start (Kara Rael) 816 Isleta Blvd., SW 87105 873-0905
☆ LA MARIPOSA Head Start/ Early Head Start (Andrea N. Lopez) 801 Mountain Rd. NE 87102 212-7301	West Side Head Start Community Center (Paul Lawson) 1200 Isleta Blvd., SW 87105 508-4625

LOS VECINOS Head Start Community Center (Julia Chavez) 478 NM-333 Tijeras , NM 87059	FIRST FRUITS Early Head Start Collaboration Site 500 Oliver Ross Dr. 833-0858
ST.MARKS Early Head Start Collaboration Site 2913 Commercial NE 87107 344-7369	







**YDI HEAD START/EARLY HEAD START & PRE-K
RIO ARRIBA & TAOS COUNTIES**


Administrative offices

102 Los Alamos Hwy.

Espanola, New Mexico 87532

Telephone 505-747-0502 Fax 505-747-0371

Rio Arriba County Centers National Association for the Education of Young Children  NAEYC Accredited Centers	
 ABIQUIU Head Start (Patricia Cordova) Hwy 84 Elementary Campus 685-4084	 HERNANDEZ Head Start (Angelica Trujillo) Hernandez Elementary Campus Hwy.84 Hernandez, NM 87537 747-2439
 SONRISA Head Start (Nell Bickley) State Rd. 76 County Rd. 93 Chimayo ,NM 87522 351-4142	 VELARDE Head Start (Martha Herrera) Hwy 68 Verlarde Elementary Campus 852-1300
 ESPANOLA Head Start (Stephanie Martinez) 340 N. Railroad Ave. 747-1456	ESPANOLA Early Head Start (Stephanie Martinez) 340 N. Railroad Ave. 747-1456
EARLY HEAD START HOME BASED Administrative offices 747-1456 340 N. Railroad Avenue Espanola, New Mexico 87532	

TAOS COUNTY National Association for the Education of Young Children  NAEYC Accredited Centers	
☆ LLANO QUEMADO Head Start/ Early Head Start (Yolanda Valdez) State Rd., 382, Bldg #68 Ranchos De Taos NM 87557 758-2166758-3425	☆ VADITO Head Start/Early Head Start (Frances Romero) 5 Picuris Rd., Vadito ,NM 87579 587-2337
☆ QUESTA Head Start (Rosie Sanchez) 148-Embargo Rd., Questa NM,87556 586-0585	☆ SAN CRISTOBAL Head Start (Marla Velerde) Camino del Medico Bldg. #25 San Cristobal, NM 87564 776-8656

**Extended Care
Child Care Subsidy**

The program offers an extended day (7:30 to 5:30) to families who qualify for childcare subsidies for children between the ages of 3 and 5 who are currently enrolled in the Head Start program. Enrolled children who have been identified as having a developmental delay or a disability and qualify for childcare subsidy are eligible for the extended day program to promote and support school readiness in all developmental areas. Services are available at the following sites in Bernalillo, Rio Arriba and Taos Counties

YDI Head Start Centers (extended care)	
Centro de Amor Head Start Center 309 Stover SW, Albuquerque 87102 Phone: 212-7267	Heights Head Start Center 2520 Virginia, NE, Albuquerque, NM 87114 Phone: 212-7318
Embudo Head Start Center 8000 Mountain Rd NW, Albuquerque 87110 Phone: 212-7335	La Mariposa Head Start Center 801 Mountain Rd, NE, Albuquerque, NM 87102 Phone: 212-7301
Pedro Baca Head Start Center 1700 Centro Familiar, SW, Albuquerque, NM 87105 Phone: 212-7284	

CHILD CARE ASSISTANCE OFFICES: Bernalillo County

Albuquerque Office:

3401 Pan American Freeway
Albuquerque, NM 87107
Phone: (505) 827-7499 or 1-800-832-1321

**YDI Head Start Centers (extended care)
Rio Arriba & Taos Counties :**

Espanola Head Start Center
340 N. Railroad Ave, Espanola, NM 87532
Phone: (505) 747-1456

Llano Quemado Head Start Center
State Road 382, Bldg. 68, Ranchos de Taos 87557
Phone: (575) 758-3425

**CHILD CARE ASSISTANCE OFFICES
Rio Arriba & Taos Counties :**

Espanola Office:
912 N. Railroad Ave, Espanola, NM 87532
Phone: (505) 753-0222

Taos Office:
1308 Gusdorf, Taos , NM 87571
Phone: (575) 751-9631

**YDI Early Head Start Child Care
Partnerships**

YDI Early Head Start CCP Centers

First Fruits Academy
500 Oliver Ross Dr.
Albuquerque, NM 87121
505-833-0858

St. Marks in the Valley
2913 Commercial NE
Albuquerque, NM
505-344-7364

YDI Head Start/Early Head Start Policies

1. Parents/Guardians are welcome to review their child(ren)'s file/record at any time. Because there are many documents contained in each child's file, it is recommended that you schedule some time with your child(ren)'s teacher so that they can review the file with you and answer any questions you may have regarding your child(ren).
2. The following policies are available in their entirety at your child(ren)'s center:
 - a. Attendance and Guidance Policy.
 - b. Confidentiality
 - c. Inclement Weather (Snow Days)
 - d. Administering Medication
 - e. Field Trips
 - f. Fire Drill and Emergency Evacuation
 - g. Procedures for a Lost or Missing Child
 - h. Child Abuse and Neglect
 - i. Exclusion

Copies of the Disaster Emergency Evacuation Plan available at each site. Any concerns in this matter please call the Head Start Administration Office – Bernalillo County (505) 212-7239; Rio Arriba/Taos Counties (505-747-0502).

CHILD ACCIDENT OR EMERGENCY

1. If your child is injured at school, the staff will administer first aid (if necessary), and will immediately contact the parent or other person listed on the emergency form. Parents have noted their preferred hospital on the child's Emergency Form located in the child's file. Update your emergency contact form whenever necessary.
2. **If the accident or emergency is life threatening, the Emergency Medical Services (911) will be called immediately.** The parent will be called immediately after the Emergency Medical Service (911) is called. Parents are required to sign and receive a copy of the accident/incident report as close to the time of its occurrence as possible.

DRESS CODE FOR CHILDREN

1. Digging in the sand, painting and making messes are very important in your child's development. It is not just play to the child it is their work. Please dress your child in play clothes so he/she can participate in all activities. Parents are encouraged to bring a change of clothing, including undergarments. Please ensure that the change of clothing is seasonal (winter, spring, summer). For your child(ren)'s SAFETY we strongly recommend that your children wear closed toe shoes. In Head Start/Early Head Start, the children are constantly engaged in various activities, such as climbing, running, skipping, hopping, and playing groups. Therefore, it is essential that they wear appropriate clothing.

DIAPER/CLOTHES-CHANGING POLICY

1. Head Start has an undergarment Diaper/Clothes changing policy, which has been developed to protect children from germs and bacteria and for the comfort of the children who need their soiled clothing changed. Universal precautions are used during the changing procedures.
2. The parent/guardian is asked to bring one change of clothing including undergarments and socks, which can be kept at the center at all times. Please put the child's clothing in a bag with the child's name on it.
3. If your child is being potty trained and/or enrolled in Early Head Start, the program will provide diapers and wipes to the children who require them while they are in school. Teachers will work cooperatively with parents/guardians as children learn to use the toilet independently.

PROCEDURES FOR ADMISSION AND DISMISSAL OF CHILDREN

For Children Who are Transported To and From School By Parents or Authorized Adults (18 years or older)

Admission Procedures

1. Parent or authorized adult (18 years or older) must accompany the child to sign him/her into the classroom. Parents must sign in with the child's name arrival time, parent signature, and initials. It is very important to sign in your child(ren) on a daily basis.
2. Please have your child(ren) signed in near their classroom's designated start time
3. Please ensure that all individuals signing in your child(ren) are on the emergency contact list. Your child(ren) will be accepted only from an authorized person whose name appears on the emergency form provided by the parent/guardian. The authorized person should be prepared to show a picture I.D.

Dismissal Procedures

1. Parent or authorized adult must sign out the child, complete with the child's name, departure time, and parent signature and initials.
2. Please ensure that all individuals signing out your child(ren) are on the emergency contact list. Your child(ren) is released only to an authorized person whose name appears on the emergency form provided in person by the parent/guardian. The authorized person should be prepared to show a picture I.D.
3. Please have your child(ren) picked up no later than their designated end times.
4. A call to the school is required if parent or authorized adult is going to be late; there is no provision for childcare after dismissal of classes. If there is an **emergency**, we need to be informed. However, arrangements must be made for the immediate pick up of your child(ren).
5. When a child is **NOT** picked up at the time of dismissal, and an hour has passed and the staff has been unable to contact the parent or other emergency contacts, the supervisor will call the Police Department and Child Protective Services.

Emergency Contacts

1. Emergency information is verified and updated on a regular basis. If there are any changes to phone numbers, addresses, emergency contacts, it is important to let your teachers/specialists know as soon as possible.
2. If staff is not familiar with the person(s) picking up/dropping off your child(ren), picture identification will be required.
3. In cases where legal situations occur (such as denying access to other parent/guardian), parents will be required to provide the program with appropriate copies of such legal documentation.

PROCEDURES FOR CHILDREN WHO ARE TRANSPORTED BY YDI HEAD START BUS (Transportation is available only at limited sites – See your Center Director for details.)

Admission Procedures

1. A child riding the bus to and from YDI Head Start must be signed on and off the bus stop by the parent or authorized adult (18 years or older).
2. The child will be accepted from, or released to, an authorized person whose name appears on the emergency form only.

Performance Objective

All families must maintain regular attendance in Head Start, Early Head Start and Pre-K. YDI Staff will support families in identifying barriers to regular attendance and will initiate supports as appropriate. If families are not able or willing to participate, another child on the wait list will be given the opportunity to attend the program.

Procedures

1. YDI believes that consistent and regular attendance in our program greatly benefits your child as well as your family. When it is necessary for your child to be absent or late, please notify the center staff by telephone and/or a note as soon as possible. Our federal grant requires that we maintain a minimum of 85% average daily attendance. Your help is needed to meet this goal.
2. If your child misses more than three (3) days in any given month, his/her average daily attendance has fallen below the required Federal mandate of 85%.
3. Establishing a consistent daily routine gives your child security and helps build a relationship between the classroom and home. Children who come late to school may miss important activities. For these reasons, children are expected to be at school on time and attend the full class session. You are encouraged to make appointments for your child outside of your child's class time.
4. You will receive daily arrival and pick up times.
5. If your child's absences are a result of illness or if they are well-documented absences for other reasons, no special action is required. If, however, his/her absences result from other factors, including temporary family problems that affect his/her regular attendance, the program will initiate appropriate family support procedures for all children with three or more consecutive unexcused absences. These procedures include a telephone call from child's teacher to determine the reason(s) for the absence and if not contact was made by the fourth day, your Service Specialist will

conduct a home visit and an attendance plan will be developed to help your family establish regular attendance. The attendance plan will include: 1) identifying reasons for your child's absence, and; 2) a specific plan and date for establishing regular attendance.

6. Should your child's absences continue or become chronic and/or interferes with his/her ability to benefit from the program, he/she will be withdrawn and his/her slot will be considered a vacancy. If your family needs extended leave from the program, please submit an explanation in writing to your Service Specialist and/or Center Director as soon as possible to see if you qualify for extended leave. They may be able to help you problem solve. We may have to dis-enroll your child and re-enroll him/her when they are able to return.

DAILY ATTENDANCE IS THE FOUNDATION FOR YOUR CHILD'S FUTURE SUCCESS!!

INCLEMENT WEATHER/SNOWDAYS

If the public schools in your community are on a two-hour delay, all YDI classes will be open on an abbreviated schedule. Class will begin at 10:00am and will continue on the regular schedule for the remainder of the day.

HEALTH MATTERS

Sick Child/Exclusion Policy

Objective: To ensure the health and wellbeing of all children and adults participating in the Head Start, Early Head Start and Pre-K Program.

OPERATIONAL PROCEDURES: Listed below are the descriptions of illnesses that may require exclusion. Staff are required to complete daily health of all children before boarding the buses or entering their classroom to ensure that children receiving Head Start, Early Head Start and Pre-K services do not have any infectious illnesses. Upon staff observance of any symptom, which may be an exclusionary illness, staff must contact parent(s)/guardian(s) and encourage them to seek medical diagnosis of the questionable exclusionary illness. When an exclusionary illness is suspected, a child can return to the classroom with a **MEDICAL RELEASE**. NOTE: Staff are not medical professionals and cannot make any diagnosis; therefore, medical professionals must be consulted. When a child is excluded for medical reasons, such as antibiotic treatment for 24 hours, time will be counted from when the child started treatment.

Guidelines for Exclusion: Upon staff's observance of any illness that may be considered **exclusionary**, or when an exclusionary illness is suspected or disclosed by a child's parent, the following procedure must be followed:

1. Parents who feel their child is too ill to participate in outdoor activities should keep their child home an extra day to insure a complete recovery. If a chronic health condition limits participation in outdoor activities, a plan will be developed in partnership with that child's health care provider and parent.

2. If staff is unsure about a child’s condition, or a child is brought in to the classroom that they suspect is ill, they should first sensitively discuss the issue with the parent in private so as not to disclose any confidential information. If the parent and staff do not agree about the need for exclusion from the classroom, staff should contact their site supervisor, Center Directors, or the Health Manager, as needed, for advisement.
3. A medical professional must diagnose communicable illnesses in writing. When a written diagnosis is not available, staff must obtain permission from the parent to contact their child’s professional medical provider. In this case, a verbal diagnosis from the medical provider is acceptable.
4. The Health Manager should be notified if necessary. The manager will determine what action is needed in special situations, i.e., a letter notifying parents, a health plan, or notification to New Mexico Public Health, etc.
5. As determined by the Center Director, a thorough cleaning of the center and/or classrooms will be made by custodial staff if necessary.
6. To prevent the transmittal of serious contagious diseases, staff must adhere to the agency’s Universal Precautions Policy and Sanitation of toys and Equipment Policy.

Illness	Exclusion	Return
AIDS	No	Unless child shows aggressive behaviors like biting or scratching, OR child has draining skin lesions
Chicken Pox	Yes	Six (6) days from onset of rash OR all sores have dried and crusted
Conjunctivitis (Pink eye)	Yes	24 hours after treatment started if conjunctivitis is professionally diagnosed. If child suffers from seasonal allergies, please note so in file through doctor’s statement. Parents will be asked to take child to doctor if thick drainage occurs from eye(s) and no allergy statement is on file. Please bring doctor’s clearance upon return.
Diarrhea (uncontrolled)	Yes	Child will be able to return to school after bowel movements become solid. Children not using diapers (potty trained), will be sent home after one (1) incident of diarrhea. Children still in diapers will be sent home after two (2) consecutive uncontrolled bouts of diarrhea (leaking out of diaper).
Diarrheal illness: (Shigella), (Vibrio), (Campylobacter),(Cryptosporidium),(Giardia) (Salmonella),(E. Coli), (Staphylococcus)	Yes	Must have one (1) negative stool to return (kitchen staff must have two (2) negative stools to return) Until diarrhea stops. All bacterial and parasitic reasons for diarrhea need doctor’s clearance for infected child to return to center.
Flu (influenza) “Flu - like symptoms” fever (usually high), headache, tiredness/fatigue, dry cough, sore throat, runny or stuffy nose, muscle aches, vomiting, diarrhea, nausea	Yes	Stay home for at least 24 hours after fever is gone. (Fever should be gone without the use of a fever reducing medicine such as Tylenol).
Hepatitis A	Yes	One (1) week after jaundice appears
Hepatitis B & C	No	Unless child shows aggressive behaviors like biting or scratching OR child has open wounds or draining skin lesions
Herpes (mouth sores) Other mouth sores	Yes	Exclude if working with newborns, child drools while active sores are present in mouth, or if accompanied by fever. Can return when fever and sores are no longer present. A single “fever blister” will exclude infants and toddlers until blister is healed due to transmission of germs through mouthing of toys.
*Measles a. rubeola b. rubella	Yes Yes	a. Doctor’s diagnosis and release back to school needed on proper documentation, placed in child’s file. Five (5) days from appearance of rash b. Seven (7) days from appearance of rash
Mumps	Yes	Nine (9) days after onset of parotid gland swelling
*Pertussis (whooping cough)	Yes	Five (5) days after antibiotic treatment began

Unexplained rash illnesses	Yes	If rash is present for two (2) or more days. Doctor's diagnosis and release needed child to return to school.
Ringworm (scalp or body)	No	Cover area until treated for one (1) week
Illness Scabies or impetigo	Yes	After treatment – doctor's diagnosis and release needed for return to school.
Head Lice	Yes	After treatment and nits are removed. A no nit policy will be strictly enforced before return to school. All children will be checked during the daily health check. Children will be sent home if nits are found.
Strep throat or other Streptococcal infection	Yes	24 hours after treatment
Unexplained rash illnesses	Yes	If rash is present for two (2) or more days. Doctor's diagnosis and release needed child to return to school.
Ringworm (scalp or body)	No	Cover area until treated for one (1) week
Shingles	No	Cover open sores until crusted
Temperature (100.4°F) using thermometer. Demonstrating illness	Yes	24 Hours after fever subsides. Child should stay home the next day if sent home with fever.
Runny nose with green discharge in addition to one or more of the following symptoms: fever (100.4°F) or more severe coughing, vomiting, diarrhea	Yes	Exclude child if they are very uncomfortable and unable to participate in normal classroom activities or if level of care exceeds the capacity of staff. Child can return 24 hours after antibiotic treatment began or after symptoms are determined to be due to such noninfectious conditions such as seasonal allergies.
Vomiting	Yes	If two (2) or more episodes of vomiting during previous 24 hours have occurred, or if accompanied by one or more other exclusionary symptoms, such as fever. Can return when vomiting subsides, or it is determined to be due to such noninfectious conditions such as a digestive disorder.
Exposed cuts or openings on the skin that are pus-filled or oozing. May also include sores and blisters.	Yes	Until dried or scabbed over, or can be covered with clean, dry bandage.
Hand, Foot, and Mouth Disease (HFMD) (Coxsackie A)	No	Only exclude child if they are too sick to participate in normal classroom activities and if open sores cannot be covered. Also, if child drools while blisters are present in mouth. Open sores that cannot be covered should be crusted over before returning to school.
Viral Respiratory Illnesses including Respiratory Syncytial Virus (RSV)	No	Exclusion is not recommended. However, a child should be excluded if they appear very ill or if the level of care exceeds the capacity of staff.
Fifth Disease (rash, tiredness and headache)	No	Exclusion is not necessary.
Pinworm	Yes	Until 24 hours after child has received first treatment.
Methicillin-Resistant Staphylococcus Aureus (MRSA)	No	Unless directed by a physician or if a child, has wound or sore drainage that cannot be covered with clean dry bandage.

MEDICATION

Parents are strongly encouraged to administer medications at home. If this is not possible, the following process will take place. If medication has been prescribed for the child, the parent must sign the Medication Form, giving permission for the staff to administer the medication. The medication must be prescribed for the child by the child's physician and must have the directions clearly printed on the label by the pharmacy. A health plan is implemented when the child has special medication needs. The parents will then explain the medication administration process and /or directions. No over-the-counter medications will be administered unless the medication is a prescription issued by the physician. A new Medication Form is needed for each new medication, and parents must sign medication log daily.

HEALTH SCREENINGS

All Head Start/Early Head Start/Pre-K children are required to have a complete physical and dental examination within 90 days of enrollment in the program. We recommend that you take your child for these annual required examinations to your medical provider. If Medicaid or a private insurance carrier covers the child, the physical and dental examinations may be done before the child is enrolled in Head Start. It is very important that all childhood immunizations, screenings, check-ups and follow-up exams be completed, in order to ensure the healthy development of all children.

NUTRITION

1. YDI provides food, which will meet the child's nutritional needs and ensure that individual differences and cultural patterns are recognized. The food served is nutritious and low in fat, sugar, and salt.
2. If your child has an eating or feeding disability that restricts their diet; for example PKU, or a physical limitation that requires an eating modification, a medical statement signed by a licensed physician, "Diet Prescription," must be on file. The statement must identify: the child's disability and why it restricts the child's diet, the major life activity affected by the disability, and the food(s) to be omitted and the food(s) that must be substituted or the modification(s) that must be made.
3. If your child has a special medical or dietary need that is not considered a disability; for example a food intolerance/allergy/religious reason etc. that is not life-threatening such as lactose intolerance, a strawberry allergy or celiac disease, the medical statement, "Diet Prescription," signed by a registered medical authority must be on file and must identify: the special dietary need, the food(s) to be omitted and the food(s) that may be substituted.
4. All original (Not a Fax) Diet Prescription Forms, should be maintained in the child's file.
5. In accordance with Federal Law and U.S. Department of Agriculture policy, YDI will offer all children the same meals without physical segregation of, or other discriminatory action against any child because of race, color, age, national origin, sex, disability, religion, sexual orientation, & reprisal.

Any person who believes that he/she has been discriminated against in any USDA related activity should write to USDA Director; Office of Civil Rights, Room 326- W Whitten Building, 1400 Independence Avenue, SW, Washington, DC (202) 250-9410 or call (202) 720-5964 (voice and TDD) and local regulations.

BIRTHDAY CELEBRATION POLICY

1. YDI believes Birthdays are special and celebrating them is a great way to show children they are special.
2. Teachers will have to use their best judgment when deciding if a Birthday Celebration is appropriate for their classroom and what that celebration should include (i.e. hats, songs, cards etc.)
3. We consider cultural and religious preferences when planning these celebrations. Please bring any suggestions to your teacher's attention.
4. Parents/ Guardians/Families are not to bring in food items for the celebration.
5. Birthday cakes are not allowed because of the high fat and sugar content.
6. Parents/ Guardians/Families are not allowed to bake in the center for these celebrations.
7. Candles are prohibited.

NO FOOD, TOYS OR SCHOOL SUPPLIES

1. Head Start/Early Head Start & Pre-K asks parents, not to send toys or school supplies with your child. The program provides all the necessary materials and school supplies for each child.
2. YDI provides all the necessary food. For the safety of the children: **we prohibit outside foods in our centers as many children may have food allergies and food intolerances, which can be FATAL.**

SMOKE FREE POLICY

1. The policy of the Youth Development Head Start/Early Head Start & Pre-K Program is to provide a smoke-free environment for staff, children and participants. This policy prohibits the smoking of any tobacco product in all Head Start, Early Head Start and Pre-K facilities. Smoking is also prohibited on all off-site activities, such as field trips or walking field trips.

SUPPORTING POSITIVE BEHAVIOR IN CHILDREN

1. The Head Start, Early Head Start & Pre-K approach is to support positive behavior in children and to always consider the emotional/behavioral health of the children and families in the program.
2. We take time to get to know each child and family to build relationships, which help support, those positive behaviors. To support those positive behaviors, clear and specific classroom/playground rules and expectations are taught to the children.
3. The following steps are taken when behavior needs to be modified:
 - a. Reminding a child of a particular rule or expectation.
 - b. Redirecting the child.
 - c. Helping the child resolve the conflict.
 - d. Stopping the behavior if it becomes a matter of safety.
 - e. Teaching appropriate behavior to help the child develop **new**, positive behavior, and self-regulation.
 - f. Teaching the child to focus on feelings and use words instead of getting physical.
 - g. Teaching the child to find solutions and solve problems.
4. **AS WE GUIDE THE CHILD'S BEHAVIOR, WE ALWAYS CONSIDER THAT:**
 - a. Each child must be approached in a non-biased way with consideration and respect for his/her culture and family traditions.
 - b. Each child comes with many different temperaments for relating and different levels of readiness for learning.
 - c. Not all children will participate in group and individual activities and are not forced to participate.
 - d. Working with children at their development levels as much as possible, will assist them to demonstrate behaviors that are more positive.

REPORTING SUSPECTED CHILD ABUSE AND NEGLECT

1. YDI policy states that all suspected cases of child abuse or neglect must be reported **IMMEDIATELY** to State Licensing and Child Protective Service. The parent or guardian of the child who is suspected of being abused will be contacted by the CPS (Child Protective Services) department.
2. All program staff is trained annually on Child Abuse and/or Neglect Reporting procedures. All staff receives a copy of the procedures.
3. All program staff abide by YDI Standards of conduct.
4. When an employee is accused or suspected of abuse and/or neglect of a child, the employee is immediately removed from the center/classroom while an investigation is conducted.
5. A complete copy of the reporting procedures is posted in every classroom on the parent bulletin board.

COMPLAINT PROCEDURES FOR PARENT/COMMUNITY CONCERNS

The following procedures will be used when parents, community members or any agency have a complaint regarding the YDI Head Start Program:

1. If a telephone complaint is received from the community, the person taking the call should refer the call to the Center Director. In the event the Center Director is not available, complaints should be routed to the Associate Director. Each telephone complaint is to be logged with a description of the problem and the outcome. Complaints that are **NOT** resolved over the telephone must be forwarded in writing to the appropriate Center Director. Be as specific as possible, listing dates, name, and other pertinent information. The Center Director and the Associate Director will meet, review the complaint and respond in writing within five (5) working days. If the parties feel a meeting would be beneficial and facilitate resolutions, a meeting will be arranged at the convenience of the parent, community member or the agency.
2. It is our experience that most complaints can be resolved at the center level; however, in the event that the problem persists or is not resolved to the satisfaction of the complainant, the next step is to contact the Vice-President. The Vice-President will arrange a meeting between the parties involved within ten (10) days of receipt of the written complaint from the person(s) filing the complaint. Upon conclusion of the meeting, the Vice-President will respond in writing within five (5) days. In the event that the problem is not resolved to the satisfaction of the person(s) filing the complaint, the matter will be taken to the next administrative level.
3. The written complaint, along with the Vice President's response, will be forwarded to the President/CEO or his/her designee. The President/CEO will either arrange a meeting or respond in writing.
4. The President/CEO or his/her designee will review all complaints and refer any resolved or unresolved programmatic complaints to the Policy Council President. The Policy Council Grievance Committee will review all Programmatic complaints. The Grievance Committee will submit their disposition of the grievance to the President/CEO and the Vice President within two weeks.
5. In the event these steps fail to address the parent, community, or agency complaint, the matter will be forwarded by the President/CEO of Youth Development, Inc. to the Regional U.S. Department of Health and Human Services Program Specialist, who has oversight and monitoring responsibilities for the YDI Head Start grant. In addition, the parties will be provided with the address and telephone number of the program specialist.

6. In order to address the concerns of our parents, community members and collaborating agencies, it is our philosophy that those most directly involved in the issue are best suited to resolve the dispute. Therefore, it is our agency policy to ensure that all of the above steps are followed in order to achieve positive outcomes within the YDI organization structure.

CONFIDENTIALITY

It is the policy of YDI Head Start/Early Head Start & Pre-K to ensure the confidentiality of all its clients, families, and staff. Confidential information that is protected by this policy, State and Federal law includes, but is not limited to: client, family and staff demographics, financial information, family problems/issues, referrals, services and programs they are involved in, changes in family unit and status, substance abuse information, suspicion of abuse or involvement in treatment, records or status and personnel actions and disciplinary actions. It is the responsibility of staff to protect the confidentiality of all its clients, families and staff by not participating in, or starting or spreading any gossip or conversation about any Head Start/Early Head Start & Pre-K client, family or staff; not releasing any source, any information regarding family status, referrals, or needs without consent of the person(s) involved. YDI staff that are contacted by an outside agency regarding a Head Start/Early Head Start & Pre-K client, family, or staff will withhold the information until permission can be obtained from the person(s) involved. YDI staff involved in collaboration with outside agencies or staff will provide or request necessary information only after written consent has been obtained from the client or family involved. All YDI staff sign a confidentiality policy notice form that is kept in their personnel files.

CHILD DEVELOPMENT

SUPPORTING SOCIAL-EMOTIONAL DEVELOPMENT IN CHILDREN

1. You will have an opportunity to discuss your child's social-emotional development with your child's teacher and to complete a brief questionnaire about your child's strengths and needs in this area.
2. There is a Director of Mental Health available to you and can be reached at (505) 212-7239.

Parent Family



Community Engagement

YDI Curriculum Statement

Learning should be fun and is demonstrated through a child's play. Active engagement of children is demonstrated through interactions, exploration, experimentation, role-playing, conversations, and opportunities for children to initiate activities and make choices. The classroom is designed with specific learning areas to promote the child's social, emotional, and cognitive development.

School Readiness & Your Child

The Head Start approach to school readiness means that children are ready for school, families are ready to support their children's learning and schools are ready for children.

In short, school readiness is children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning in life

Head Start/ Early Head Start Domains

The Head Start/Early Head Start & Pre-K Child Outcomes Framework is intended to guide programs in their curriculum planning and ongoing assessment of the progress and accomplishments of children. Every program implements an appropriate child assessment system that aligns with their curriculum and gathers data on children's progress in each of the Domains of learning and development. Information on children's progress on the Domains is obtained from multiple sources, such as teacher observations, analysis of samples of children's work and performance, parent reports or direct assessment of children.

The School Readiness domains for EHS & HS are:

- 1) Physical Health and Development
- 2) Social/Emotional Development
- 3) Approaches to Learning
- 4) Language/Literacy Development
- 5) Cognition and General Knowledge

2016 2017 YDI Head Start School Readiness Goals

HS Early Learning Outcomes Framework (HS ELOF)	NM Early Learning Guidelines age 3-5 (pre-school)	YDI HS School Readiness Goals by the time the child leaves the program for Kindergarten
Approaches to Learning	Approaches to Learning, Aesthetics and Creativity	<ul style="list-style-type: none"> • Children will show interest in and curiosity about the world around them (such as exchange ideas with peers) • Children will manage actions, words, and behavior with increasing independence (able to answer questions about personal safety, manage behavior according to expectations)
Social and Emotional Development	Social Emotional Development, Self/Family, and Community	<ul style="list-style-type: none"> • Children will engage in and maintain positive interactions and relationships with other children (develop friendships with chosen/preferred other children) • Children will learn self- regulation and positive coping strategies to manage impulses and strong feelings which can lead to maladaptive behavior (using words when upset, or taking a deep breath)
Language and Communication	English Language Development	<ul style="list-style-type: none"> • Children will understand and respond to increasingly complex communication and language from others (i.e. follow 3-step direction in proper sequence) • Children will identify letters of the alphabet and produce correct sounds associated with letters (tell name of 10 or more letters)
Literacy	Literacy	<ul style="list-style-type: none"> • Children will understand the relationship between numbers and quantities (count 10 items with one-to-one correspondence) • Children will ask a question, gather information, and make a prediction (predict and test an hypothesis)
Mathematics Development	Numeracy	<ul style="list-style-type: none"> • Children will understand the relationship between numbers and quantities (count 10 items with one-to-one correspondence) • Children will ask a question, gather information, and make a prediction (predict and test an hypothesis)
Scientific Reasoning	Scientific Concept Understanding	<ul style="list-style-type: none"> • Children will be able to demonstrate increasing control, strength, and coordination of small muscles (i.e. cutting a square with scissors) • Children will be able to use perceptual information to guide motions and interactions with other objects (i.e. move body in position to kick ball)
Perceptual, Motor, and Physical Development	Physical Development, Health and Wellbeing	<ul style="list-style-type: none"> • Children will be able to demonstrate increasing control, strength, and coordination of small muscles (i.e. cutting a square with scissors) • Children will be able to use perceptual information to guide motions and interactions with other objects (i.e. move body in position to kick ball)

Head Start & PRE-K Program Options Bernalillo County

Full Day (7:30 – 3:00) (Head Start & Pre-K)

The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, lunch and an afternoon snack.

Full Day with a Current Child Care Subsidy Contract (7:30 – 5:30) For extended child care services with a current child care subsidy contract
The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, lunch and an afternoon snack.

Full-Day (year- round) for SIPI Head Start (7:30 – 4:30)
Full day classes are for children whose parents work full time or attend school full time. The full day classes are held on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, lunch and an afternoon snack.

Early Dismissal (Does NOT include Pre-K)

On the first and third Wednesday of every month, all children are to be picked up no later than 1:30pm.

This gives teachers time to prepare lesson plans, review your child's progress, and attend trainings /meetings.

Bernalillo County Early Head Start & Pre-K

Full-Day 8:00 to 4:00 (year- round) for Job Corps EHS

The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, morning snack, lunch, and an afternoon snack and feeding is on demand.

Full-Day 7:30 to 4:30 (year- round) for SIPI EHS

Full day classes are for children whose parents work full time or attend school full time. The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast morning snack, lunch and an afternoon snack.

Full-Day 7:30-3:00 (year-round) for La Mariposa EHS

The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, morning snack, lunch, and an afternoon snack and feeding on demand.

Full Day 7:30 – 3:00 (year-round) for Heights EHS

The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, morning snack, lunch, and an afternoon snack and feeding is on demand.

Full Day Embudo EHS Full Day Pedro Baca EHS 7:30 – 3:00

Early Dismissal 1:30 pm

On the first and third Wednesday of every month, all children are to be picked up no later than 1:30 pm.

This gives teachers time to prepare lesson plans, review your child's progress, and attend trainings /meetings.

Home Based Option (year-round) for EHS

The home based option is to offer parents prenatal education, identify and support the family's child development goals. The home visits maintain a focus on the child's goals. The home visitor models for the parent on how to work with the child in the home to meet the child's individualized goals. Each home visit lasts a minimum of 1 1/2 hr. Varieties of experiences are offered to parents so they can best support their children in all areas of child development. The parents and the home visitor schedule hours. Socializations are offered monthly to home based families. The purpose is to support child development by strengthening the relationship between children and parent.

Bernalillo County Early Head Start Continued: YDI and Childcare Partnerships

Full Day 7:00 – 5:30 (year-round) First Fruits Academy

The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, morning snack, lunch, and an afternoon snack and feeding on demand. Families who enrolled in the program are required to provide school/employment verification.

Head Start Program Options

Rio Arriba & Taos Counties

***Check with your respective center for scheduled sign in and pick up times**

Full Day

The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, lunch and an afternoon snack.

Full Day with a Current Child Care Subsidy Contract

The full day classes are on Monday through Friday. Parents need to provide transportation. Children who attend full day classes eat breakfast, lunch and an afternoon snack.

Early Dismissal

On the first and third Wednesday of every month, all children are to be picked up no later than 1:30 pm.

This gives teachers time to prepare lesson plans, review your child's progress, and attend trainings /meetings.

Home Based Option (year- round) for EHS

The home based option is to offer parents prenatal education, identify and support the family's child development goals. The home visits maintain a focus on the child's goals. The home visitor models for the parent on how to work with the child in the home to meet the child's individualized goals. Each home visit lasts a minimum of 1 1/2 hr. Varieties of experiences are offered to parents so they can best support their children in all areas of child development. The parents and the home visitor schedule hours. Socializations are offered monthly to home based families. The purpose is to support child development by strengthening the relationship between children and parent.

Taos County Early Head Start

Full-Day 7:30-3:00 (year round)

Full day classes are on Monday through Friday. Children who attend full day classes are eat breakfast, morning snack, lunch, and afternoon snack, and feeding is on demand.

Early Dismissal 1:30 pm

On the first and third Wednesday of every month, all children are to be picked up no later than 1:30 pm.

This gives teachers time to prepare lesson plans, review your child's progress, and attend trainings /meetings.

Home Based Option (year- round) EHS

The home based option is to offer parents prenatal education, identify and support the family's child development goals. The home visits maintain a focus on the child's goals. The home visitor models for the parent on how to work with the child in the home to meet the child has individualized goals. Each home visit lasts a minimum of 1 1/2 hr. Varieties of experiences are offered to parents so they can best support their children in all areas of child development. The parents and the home visitor schedule hours. Socializations are offered monthly to home based families. The purpose is to support child development by strengthening the relationship between children and parent.

Pre-K Extended Day

The extended day classes are on Monday through Thursday. Children who attend the extended day eat breakfast, lunch and an afternoon snack. Transportation is provided.

SAMPLE DAILY SCHEDULE

Full Day		Full Day (Subsidy)	
8:00 am	Arrival/Greeting	8:00 am	Arrival/Greeting
8:15 am	Restrooms/hand washing	7:30 am	Restrooms/hand washing
8:30 am	Breakfast	8:15 am	Restrooms/hand washing
9:00 am	Circle/Curriculum	8:30 am	Breakfast
9:15 am	Self-Selection Teacher/Child interaction	9:00 am	Circle/Curriculum
10:30 am	Outdoor Play Teacher directed activity	9:15 am	Self-Selection Teacher/Child interaction
11:00 am	Restrooms/Hand washing	10:30 am	Outdoor Play Teacher directed activity
11:15 am	Circle Time/Nutrition Discussion	11:00 am	Restrooms/Hand washing
11:30 am	Lunch	11:15 am	Circle Time/ Nutrition Discussion
12:00 pm	Brush teeth/restrooms	11:30 am	Lunch
12:15 pm	Self-selection	12:00 pm	Brush teeth/restrooms
12:30 pm	Nap	12:15 pm	Circle Time/ Curriculum
2:15 pm	Restrooms/hand washing	12:30 pm	Self-Selection Teacher/child interaction
2:30 pm	Snack	1:30 pm	Restrooms/hand washing
3:00 pm	Brush Teeth	2:30 pm	Snack
3:15 pm	Outdoor Play	3:00 pm	Brush Teeth
4:15 pm	Self-Selection	3:15 pm	Outdoor Play
		4:00 5:30 pm	Departure

Children Learn Through Play

During restroom/hand, washing children learn self-help skills, hygiene, & personal responsibility.

During meal time children develop social, literacy language, cognitive, skills and learn good Nutrition habits.

During Circle Time/Curriculum children learn to read, (literacy), express their creative abilities, strengthen their communication, fine/large motor, thinking, (science, math), listening skills.

During Self-Selection children are given the opportunity to explore, problem solve & create using materials and equipment provided.

Outdoor Play is an opportunity for children to develop positive self-esteem, strengthen large/small muscles, learn social & communication skills

DISABILITIES INFORMATION

1. Early intervention is very important in helping young children who need additional support services. The Head Start/Early Head Start Program requires that all children have to be screened within 45 days of enrollment. Children who have concerns expressed by their parents, teachers and/or doctor are given additional screenings. Our program works closely with the Local Education Agency (Public School Special Education Staff) and the Early Intervention Agencies to identify and provide services for children with special needs. Our parents are a very important part of this process. Parent consent is always required before any screening can be given.
2. If a Head Start child is identified by the Public School Special Education Staff, parents will be contacted to schedule an evaluation date; an EDT meeting; and an IEP meeting (if the child is in need of special services). During the IEP meeting, an IEP (Individualized Education Program) is written. This service plan includes a summary of the child's evaluation results, specific goals developed by the LEA staff, parents and Head Start teacher and the type, date and schedule of services that will be provided. Communication between parents, the LEA staff and Head Start teachers is vital. By working together, we can make sure that each identified child's strengths and needs are addressed in the IEP and appropriate services and classroom activities are provided.
3. An Early Head Start child with identified concerns will receive an Individualized Family Service Plan (IFSP) through an Early Intervention Agency. Parents are encouraged to share the learning expectations they have for their child and work with the Early Intervention Agency to help him/her reach the goals outlined in the plan. This plan involves the entire family working together to help young children identified reach their fullest potential.
4. Children with concerns who do not qualify for services under an LEA IEP can receive support services through a Head Start Managed IEP. A team will meet to discuss the child's learning, social and/or behavioral concerns. If the child qualifies, a contracted professional will be assigned to work with the child. If you have any further questions or concerns, please contact the YDI HS/EHS Special Education Manager.

Statement Relating to New Emergency/Evacuation Form for Children with Special Needs:

A staff person will be assigned for each child with a special need/disability to ensure his/her safety during an emergency or an evacuation of the center. Teachers need to fill-out a form for any child who has special nutritional needs, a health care plan or a Child Find IEP or IFSP. (The classroom teacher would be the first person assigned to a child with special needs. The T.A. would be the second person in line to assist and the specialist or a designated staff member would be held responsible if additional support is needed).

The information relating to the names of each identified child and the staff person assigned to assist that child can be found on the **Emergency/Evacuation Form for Children with Special Needs**. Emergency/Evacuation Forms can be located in the **child's file and the Teacher Binder**.

CONFIDENTIALITY/SOCIAL MEDIA

In order to protect your children please abide by the following:

Photographs and videos posted on social media sites easily can be viewed and/or copied by visitors to your site. YDI strongly suggests you respect the rights and privacy of other families and not post pictures of children (other than your own) on your website, FaceBook, Twitter, Weblog (blog), or My Space account.

TRANSPORTATION SERVICES

1. Head Start/Pre-K stresses safety to all of our families. We inform parents and staff about the importance of using seat belts and car safety seats so that we all can teach our children the importance of safety on the bus, in the classroom and at home. All buses have a bus monitor who assists the children with their harnesses, they make sure, and they are all seated and buckled into their seats.
2. Transportation to school and back home on the YDI bus is an extension of the classroom curricula, the bus monitor follows the class theme and continues with the classroom lesson on the bus by: reading, drawing, singing, playing I Spy games, and discussions on what the children learned in school. This is a part of the school readiness.
3. Head Start/Early Head Start & Pre-K asks parents **not to send food, toys, or school supplies with your child.** The program provides all of the necessary food, materials, and school supplies for every child. **In order to keep the bus on time, the bus will wait at the stop only 2 minutes; please do not be late.**

FAMILY ENGAGEMENT

TRANSITION SERVICES

1. The goal of transition services is to ensure a smooth and seamless transition for the child and family as they enter YDI Early Head Start/Head Start or Pre-K and as they move from Head Start or Pre-K into the public school system. All enrolled families are invited to attend a parent orientation to facilitate a smooth transition into the YDI program. Families also participate in parent-teacher conferences, home visits and are encouraged to volunteer in the classroom or center. This continuous involvement of the parents in their child's education helps the parents to be aware of their child's strengths and needs and to have the tools to be advocates during the many transition periods in their life.
2. Special care is required when transitioning children with disabilities. Transition planning for a child with disabilities includes a discussion of the child's strengths, needs, current developmental levels and any special considerations that should be addressed
3. The YDI Head Start program works with children and families to facilitate a smooth transition into kindergarten. Workshops are held each spring for families who have children that will be eligible for kindergarten in the coming fall. Transitioning families also receive a Kinder Parent Handbook. Staff and families work together to complete the YDI Head Start "Meet Your Kindergarten Child" and "Consent to Release Records" forms. These forms ask general questions about the kindergarten eligible child and are forwarded to the appropriate elementary school along with the child's Learning Accomplishment Profile Summary of Results and Comments (assessment results). To help children prepare for the transition to kindergarten, YDI Head Start/Pre-K teachers schedule a field trip to a local elementary school in the spring. This fieldtrip allows children to see a kindergarten classroom and participate in kindergarten activities with the kindergarten children and teacher.

PEDESTRIAN SAFETY

During BACK TO SCHOOL months, adults MUST be extra careful in protecting children from traffic related accidents.

TEACH Children to be Wise Walkers

1. Find ways to practice pedestrian safety with your children during your day-to-day activities - while playing, on walks to school, in parking lots, etc. Ask your children to be on the lookout for unsafe behaviors by other children, or even grown-ups (riding without a helmet, jaywalking, etc.). Remember to make it fun. Here are some basic street-crossing rules:
 - a. Children under age 10 should NEVER cross a street without a grown-up.
 - b. When crossing the street, stop at the curb or edge of the road.
 - c. Look left, then right, then left again for moving cars before crossing.
 - d. Keep looking left and right until you are safely across the street.
2. Now that you have the basics, practice stopping at the curb or edge of the road with your children. Draw a line on the sidewalk about 4" from the curb with chalk. Explain to the children that the line is where they have to put their "Brakes" and STOP. Practice walking up to the line and saying "STOP" together. After practicing a couple of times, remove the chalk line and repeat the activity. While practicing, make sure your children become familiar with the sound of moving cars.

To make sure your children understand this activity, try throwing a ball into the street when there is no traffic nearby; see if your children stop at the curb. Children should be supervised at all times during this exercise. If they do NOT stop at the curb, repeat the activity.

PARENT FAMILY AND COMMUNITY ENGAGEMENT

YDI Head Start, Early Head Start and Pre-K staff strive to build positive working relationships with parents/families by assisting them in identifying their strengths, and develop family goals.

The Family Services Specialist is available to provide guidance & support in areas such as employment, parenting, education, crisis intervention or emergencies etc. Each family will be asked to schedule home visits, and parent teacher conferences during the school year.

1. YDI Head Start/Early Head Start & Pre-K staff work with all parents to identify and access resources, which will aide in the family's strengths, needs and goals. Please do not hesitate to ask for emergency or crisis assistance in obtaining counseling, Medicaid eligibility, food, housing, clothing, and transportation.
2. The staff strongly encourages both parents to participate in their child's school readiness by engaging in :
 - a. Physical, dental screenings and follow-up exams.
 - b. Two Parent Teacher Conferences/Three for Pre-K families
 - c. Three Home Visits, two facilitated by teachers and one by the family services specialist
 - d. Build on a working relationship by going through the Family Partnership Agreement Process
 - e. Trainings: Literacy Nights, Financial Literacy, Job Skills Readiness Training,
 - f. IEP/IFSP Meetings
 - g. Transition meetings/workshops
 - h. Classroom activities: Working with your child, sharing your talents, family traditions etc.
 - i. Reading to your child at home 15 minutes a day
 - j. Take home activities: Parent Child Connectors (PCC's)
 - k. Father Engagement activities

FAMILY SERVICES SPECIALIST HOME VISITS

1. The family services specialist will schedule home visits **with new families two weeks prior** to the first day of school.
2. Specialists with families who enroll after the first day of school will schedule a home visit no later than **60 days of their enrollment** and/or as early after enrollment as possible.
3. For the families who will return the following year: **Re-entry families** the services specialist will schedule home visits **two weeks after school has ended** for the program year.
4. During the home visit the family services specialist is to have a conversation with the parent to assess the family strengths and needs necessary to meet their individualized goals. Using the Initial, PRE - Family Strengths Assessment. The assessment will guide the specialist to case manage the family's strengths, needs, and other necessary services or supports the family may have. See home visit schedule.

5. If a family would benefit from significant support and/or need immediate support the services specialist will work with the family by utilizing the resources manual at the time of home visit. This will depend on the services needed. If the situation is a mental health issue, the services specialist will refer to the Mental Health Director.

Opportunities for Parents to Engage in their Child's Future Success

Parents are encouraged to engage in their child(ren)'s education. All parents/ families have unique and special skills to offer the program. Some have brought in cultural cooking activities, some offer their professional skills by writing center newsletters and others have painted murals, or tiled floors. Your talents/ efforts are appreciated and enjoyed by other parents, the staff and most importantly, your children.

Your commitment and engagement will demonstrate the path to a journey in your child's education. You the parents are the key to your child's/family's school success. In Head Start, you receive information about how, your commitment has a major impact on your child's readiness to succeed in grade school, middle school, high school, and their future endeavors. The YDI Head Start/Early Head Start staff will offer parents opportunities/activities to work on their child's individualized educational goals at home. The parents are also offered trainings to advocate for their child and their family.

Our mission is to guide and support your efforts in strengthening your family's wellbeing. Here at Youth Development Inc. HS/EHS/Pre-K staff will offer you opportunities in the following areas: Job training readiness skills, either; by a referral to other community agencies, Child Development Associate Certification (CDA) "hands on" training on Early Childhood Education appropriate practices. Just to name a few. See training calendar in the back of this manual.

Advocacy and Leadership skills:

Each center has a Parent Committee that meets once a month. The meetings provide parents with an opportunity to have a meaningful voice in center activities as they pertain to your child's school readiness. As you increase your knowledge about, the ages and stages of a child's development at the parent meetings/trainings, you will want to continue advocating for your family/child. An important part of a parent committee member is to engage and build positive working relationships with the staff, other parents and community providers.

The Parent Committee Officers are selected by parents which consist of a Chairperson, Vice Chairperson, Secretary, and Treasurer. The role of the Chairperson is to preside at all parent meetings, maintain order at all meetings so that everyone has an equal opportunity to be heard, prepare parent meeting agendas, serve as an alternate in the absence of the Policy Council representative. The Vice Chairperson performs the duties of the Chairperson in the event the Chairperson is unable to attend or perform any or all the duties. The Secretary is the official record-keeper of the minutes. He/she ensures that copies of the minutes are posted at every center and that notices of meetings are posted and sent to parents in a timely manner. The Treasurer is responsible for maintaining records of all fundraising activities/funds. He/she is responsible for depositing funds into center parent funds and provides a Treasurer's report at monthly meetings.

Policy Council provides an opportunity for parents to have a voice in decisions that affect themselves, their families and their children. It also provides a means for sharing problems related to the Head Start/Early Head Start program and working to

solve those problems. Policy Council members serve as a link between public and private organizations, the grantee Board of Directors, the communities served and the parents and children enrolled in the Head Start/Early Head Start program, by assisting in the planning and coordination of Head Start/Early Head Start.

Each Parent Committee elects a cluster representative to the Policy Council. The Policy Council is a parent and community group that is directly involved in shared decision making, along with the YDI Board of Directors for the Head Start Program.

WHAT IS IN-KIND?

The federal government requires a portion of our grant be contributed to the program from the community where the program operates. Your participation in the form of goods or volunteers services demonstrates your individual support for the program. In-kind is defined as contributions made by parents, agencies, community, individuals, and board members. All parent funds raised on behalf of Head Start /Early Head Start are considered federal dollars. Materials and/ or equipment purchased with these funds are considered Head Start/Early Head Start property. For more information, see fundraising policy.

PARENT FUNDRAISER ACTIVITIES AND CENTER ACCOUNTS

Fundraising activities are voluntary and independent of Head Start grant allowed activities. Due to the lack of Quality Improvement funds, the program has been unable to purchase items such as buses and playground equipment. Funds that are raised under the Head Start banner for Head Start sanctioned activities must be used to improve center functions and/or promote Head Start goals. This policy is intended to guide and assist parent groups with their fund raising activities. No federal funds, staff time or program materials and equipment (computers, copy machines, telephones, postage, paper, etc.) may be used for the purpose of fund raising. Staff may act in an advisory role as part of their jobs but cannot be paid for time spent in actual fundraising efforts. Staff may volunteer their time after work hours.

It is the responsibility of the Parent Committee to decide how fundraising money is spent.

The Committee will set their priorities and develop a plan of action early in the school year for fundraising and work towards that goal. Expenditure of “parent funds” must receive a majority vote and be reflected in the committee minutes.

All funds raised by parent groups will be funneled through the YDI Foundation (501C-3). Parent groups may request expenditure of funds for the purposes stated in the Funding Request Application. The Foundation will keep a record of funds raised by the parent groups.

The Foundation will assist the parents with two major “Signature Events” throughout the school year. These fund raisers could include a talent show put on the children, getting sponsorships for a YDI Head Start Year Book that features all of the children and staff, a dance, a training conference, etc. The Parent Committees can continue to fund raise for their own centers. Of the funds raised for the Signature Events, an indirect cost (based on the current indirect rate) will be donated to the Foundation.

Clarification:

Examples of permissible Head Start program fund-raising:

- Donations by a vendor. Such contributions could be tax-deductible as an ordinary and necessary business expense provided the vendor receives something in return, such as a public acknowledgement of its support.
- Rummage sales or bake sales at a Head Start facility when school is not in session.
- Yard sales whereby parents can sell donated items for the benefit of the parent group.
- Collection of product labels (Campbell's Soup, etc.) which could be redeemed for classroom materials or equipment.
- Breakfast, lunch or dinner events for the benefit of the parent groups or committee.
- Collection of recyclables – parents can collect cans, plastic products, etc. which could be sold for cash to be used by the parent group.
- Partnerships with local merchants (usually food chains) whereby a percentage of sales will go to the parent groups.

Allowable use of income derived from the signature events include:

- Direct support of an event or service that is open to participation by the entire group (e.g. all enrolled children of a center and/or their families);
- The cost of a speaker or training event that will benefit the program or parent group;
- Specialty classes (dance, music, puppetry) which are directly related to curriculum to enrich classroom experiences;
- Items that will enrich the Early/Head Start learning experiences;
- Purchase of items for the classroom or center (computers, cameras, i-pads);
- To fund a maintenance or landscape project, to purchase playground equipment and/or busses; and facility improvements that will benefit the center or the Head Start program;
- Sanctioned field trips (must be on the approval list);
- Cash match for other grants to improve or expand Head Start services (Center of Excellence Grant);
- The Dollar per Child Campaign.

Unallowable expenditure of funds:

- Christmas gifts
- Caps and Gowns
- Parent sponsored field-trips
- Gift certificates
- Movie passes
- Gifts for staff
- Trophies
- T-Shirts
- Items for children and individuals that are taken home (toys, clothing, etc.)
- Purchasing of yearbooks
- Any activity that does not support the program mission and goals
- Food, goods or services for personal use

Handling of Parent-earned funds:

- All funds must be collected, counted and verified by at least two parents. Both must sign a statement verifying the amount collected. Staff in no way should be responsible for the handling of cash.
- Funds collected must be in the form of a cashier's check or a money order payable to the YDI Foundation. The Foundation will record the revenue and issue a receipt to the individual making the deposit. Deposits are to be made within two (2) working days from the end of the event.
- Funds will be credited to the appropriate center and a monthly report will be distributed to the Policy Council by the Foundation.
- Business donations made by check will not be posted and/or withdrawn from the parent funds until the check(s) have been cleared (up to ten working days).
- Requests for Parent Committee funds from the Foundation must include:
 - Funding Request Application
 - Parent Committee minutes approving the request
 - Purchase Requisition – must be signed by the requestor (amount, to whom payable, amount)
- Requests for Signature Event funds from the Foundation must include:
 - All of the above, plus
 - Policy Council approval with minutes requests
- Funds should be expended during the school calendar year for Head Start sponsored events. A maximum of \$500 may remain in each center account for start-up activities for the following year. Unexpended funds over \$500 will revert to the administration escrow account to be used for Head Start priority areas, unless the plan is to carry over funds for a specific purpose.
- In order to manage funds and prevent fraud, funds will only be distributed to individuals in increments of \$250 at a time. Once the receipts have been returned to The Foundation, another \$250 increment can be requested and distributed. This action is to safeguard parent funds.
- Requisitions must be submitted **15** days in advance of the event or activity.
- Expenditures of funds for allowable costs will be listed as in-kind contributions

Funds are raised under the assumption from the community that they will be used for long term benefits to the Head Start program.

Failure to abide by these fundraiser policies may result in the loss of fundraiser privileges.

Youth Development Inc. Early Childhood Education & Family Development Division
Parent Training Schedule
2016-2017

Month	Parent & Staff Interactive Functions	Facilitators	Date
June - 2016	"Closing the Achievement Gap " Parent Orientation	Policy Council ,HS administration/CD's Albuquerque, families	June 18, 2016
June - 2016	"Closing the Achievement Gap " Parent Orientation	Policy Council ,HS administrators/CD's Rio Arriba/Taos Families	June 25, 2016
July - 2016	"Closing the Achievement Gap " Parent Orientation	Policy Council ,HS administrators/CD's Albuquerque, Families	July 9, 2016
July - 2016	"Closing the Achievement Gap " Parent Orientation	Policy Council HS administrators/CD's Rio Arriba/Taos Families	July 30, 2016
August - 2016	Parent Orientation Including Child Abuse & Neglect prevention & reporting. Pedestrian Safety	Center Directors All Families	August 16 - 2016
August - 2016	1 st Parent Committee Meeting Election of officers Father Engagement	Center Directors All Families	August 31 - 2016
September -2016	Submit Name of PC members and committee Reps to FE Mgr. & Operations Mgr.	Center Directors	September 3 -2016
September -2016	Parent Committee officer training Father Engagement	Family Engagement Manager	September 17-2016 North
September -2016	Parent Committee officer training Father Engagement	Family Engagement Manager	September 24-2016 Albuquerque
September -2016	Family Violence: The impact on Children Father Engagement	Specialists/Center Directors All Centers	2 nd Week
October -2016	Abriendo Puertas /Opening Doors Session # 1 I am My child's first teacher - Father Engagement	Specialists/Center Directors All Centers	2 nd week
October -2016	Abriendo Puertas/Opening Doors Session # 2 Reaching Family Success/ Positive Guidance Father Engagement	Specialists/Center Directors All Centers	4 th week
October 2016	Closing the Achievement Gap – Part 2	Policy Council Members/Family Engagement Managers	TBD
November -2016	Abriendo Puertas/Opening Doors Session # 3 My Child's Growing/Child Development Father Engagement	Specialists/Center Directors All Centers	2 nd week

November -2016	Abriendo Puertas/Opening Doors Session # 4 My Child Talks /Language – Literacy Father Engagement	Specialists/Center Directors All Centers	4 th week
December - 2016	Abriendo Puertas/Opening Doors Session # 5 Lets continue Opening Doors/ Financial Literacy – Father Engagement	Specialists/Center Directors All Centers	1st week
December - 2016	Abriendo Puertas/Opening Doors Session # 6 My Health Is First/ Health-Nutrition Father Engagement	Specialists/Center Directors All Centers	2 nd week
January -2017	Abriendo Puertas/Opening Doors Session # 7 My Health is First- Mental Health	Specialists/Center Directors All Centers	2 nd week
January -2017	Abriendo Puertas/Opening Doors Session # 8 & 9 Lets Go To School & Advocating for our Future / Transition Father Engagement	Specialists/Center Directors All Centers	4 th week
February -2017	Nurtured Heart Approach Father Involvement	Specialists/Center Directors All Centers	2 nd week
February 2017	Closing the Achievement Gap – Part 3	Policy Council Members/Family Engagement Managers	TBD
March – 2017	Substance Abuse Prevention Father Engagement	Specialists/Center Directors All Centers	2 nd week
April -2017	Literacy Nights Father Engagement	Specialists/Center Directors All Centers	2 nd week
May- 2017	Summer Safety Father Engagement	Specialists/Center Directors All Centers	2 nd week
May 2017	Closing the Achievement Gap – Part 4	Policy Council Members/Family Engagement Managers	TBD