Parent/Guardian Staff/Volunteer

2022-2023 School Year Handbook

A Guide for:

❖ Parent and Guardians of Enrolled Children
❖ Head Start Family Members
❖ Head Start Staff and
❖ Head Start Volunteers

BECOME A HEAD START VOLUNTEER!
Volunteers do not necessarily have the time; they just have the heart!

"Wherever you turn, you can find someone who needs you. Even if it is a little thing, do something for which there is no pay but the privilege of doing it. Remember, you don’t live in the world all of your own."

~Albert Schweitzer
This Parent Handbook was prepared to give you basic information about the Stockbridge-Munsee Community | Electa Quinney Head Start Program. It will also provide ways you may be able to help us work together for the good of the children, families and community.

As parents, you are your child’s most important teacher. We encourage you to become involved in the Head Start experience with your child by participating in the classroom, on field trips, at parent training sessions, at Parent Committee and Policy Council meetings.

Your child is a very special person to you, as well as, to us. With parents and staff working together, this year will be a growing and learning experience. If you have any questions or concerns, please call or come in and see us, our door is always open. *See At-A-Glance Calendar Attachment*

**Head Start Center Hours of Operation**
The Head Start Office Hours are Monday–Friday 7:00 AM–3:00 PM  
W13429 Cherry Street Bowler, WI 54416 Telephone (715)793-4993 Fax (715)793-4994

**Classroom Service Hours**
Head Start Child Service Hours are Monday, Tuesday, Wednesday, Thursday 7:30 AM – 3:00 PM
NOTE**Change in service are effective temporarily from January-June 2022  
Fridays are reserved for deep cleaning/sanitizing & staff office hours

**Bus Route Schedule**
No AM Bus  
Parent Drop-off Time: 7:30-8:10 AM  
Gresham 4K Route 11:50 AM  
No PM Bus

**Head Start Staff School Year 2022-2023**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Ginny Rusch</td>
<td>Manager/Component Area Specialist</td>
</tr>
<tr>
<td>Oleyna Hirthe</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Delores Castellanos</td>
<td>Lead Teacher</td>
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<tr>
<td>Teniesha Cole</td>
<td>Lead Teacher</td>
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<tr>
<td>Kierston Miller</td>
<td>Program Assistant</td>
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<tr>
<td>Donnette Weiterman</td>
<td>Cook</td>
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Electa Quinney, the first teacher in what is now the State of Wisconsin, was of Stockbridge-Munsee descent. She was born in 1802 and received her education first under Miss Royce in Clinton, N.Y., and afterwards went for a number of years to a higher institution of learning in Connecticut.

Miss Quinney first taught school among the Native Americans in New York, and afterwards went with a number of her Tribe to the new settlement on the Fox River, near where the city of Kaukauna is now situated. Here, too, she started a school, the first ever started in Wisconsin. According to her nephew, J. Quinney, who was one of her first pupils, this was in the year 1828. She taught reading, writing, spelling, arithmetic, geography and bible lessons.

About one mile north of the little village of Stockbridge on the east shore of Lake Winnebago, is a small graveyard. In the midst of monuments telling of sachems and other notables of the Stockbridge’s is a little mound of turf with a few scanty flower bushes upon it; it covers the remains of Electa Quinney, Wisconsin’s first Teacher.

H. Severin, New Holstein, Wisconsin
Wisconsin Journal of Education

Ink sketch of Wisconsin Public School, opened in 1828 in Kaukauna - - as imagined by the artist (Thomas McGinnis). This school was started by Electa Quinney, Wisconsin’s first public school teacher. She was a Stockbridge-Munsee Native American woman who was professionally trained to be a teacher. In the foreground of the school is the oldest white ash tree in the state of Wisconsin.
Head Start Parent Rights and Responsibilities
As a member of the Head Start team, parents share the following rights and responsibilities:

My Rights as a Head Start Parent
As a Head Start parent I will be treated with dignity and respect by all Head Start staff. Head Start parents have the right to the following:
- To choose to participate in Head Start Program activities, parent groups and events;
- To expect guidance for my child from Head Start staff which will enhance his/her total individual development;
- To learn about Head Start and to take part in major decisions affecting its planning and operation;
- To be informed about all community resources related to health, education, and improvement of family lives;
- To assist in developing and participating in adult programs which will improve daily living for my family and/or
- To participate in programs or training designed to increase my skills in areas of employment.

My Responsibilities as a Head Start Parent
As a Head Start parent I will treat all Head Start staff with dignity and respect.
Head Start parents have the following responsibilities:
- To accept Head Start as an opportunity though which I can improve my life and the lives of my children;
- To take part in the classroom as an observer or a volunteer and to contribute to the enrichment of the program at a level of my comfort;
- To guide my child(ren) with firmness, that is both loving and protective;
- To work in partnership with Head Start staff and other parents in a cooperative way;
- To work with Head Start to set goals, overcome obstacles and celebrate family strengths and successes;
- To learn as much as possible about Head Start, share the information with other parents, and fully participate in a manner which supports Head Start policy decision-making;
- To offer constructive criticism of the Head Start, to defend Head Start against unfair criticism, and share in the evaluation of the program and
- To take advantage of Head Start and other programs which are designed to increase knowledge of child development and assist in developing potential employment skills.

Family/Parent Involvement
Head Start recognizes parents are the primary teacher of their children. Parent involvement promotes parent knowledge of early childhood development and improves parenting practices, provides early detection of developmental delays and health issues, prevents child abuse and neglect and increases each child’s school readiness and success. Therefore, parents are encouraged to participate in Head Start as often as possible. Observing and participating in Head Start daily activities will provide parents with opportunities to learn how Head Start operates as well as watch their child learn and grow. Due to the COVID-19 pandemic and Tribal Health Orders, all parent involvement activities are scheduled individually, until further notice.

Open Door Policy
Parents and family members may visit Head Start at any time. Please stop in for a visit! You are welcome to observe, play, volunteer and/or lend a helping hand. We encourage parents and community members to share their talents, skills and ideas. All visitors must enter the building at the main entrance to sign in/out in the classroom. Head Start parents and community members are encouraged to share any questions and/or concerns about the program with the Head Start
Director and the Policy Council Members. Due to the COVID-19 pandemic and Tribal Health Orders, only a limited number of visitors may enter the classrooms until further notice.

♦ Volunteers
Head Start maintains an environment in which all family members are welcome at all times during the school day. Parents and extended family members can participate at Head Start by:

- Joining classroom activities
- Reading to children
- Assisting the teachers
- Attending field trips
- Making bulletin board displays
- Arranging special activities.
- Notifying other parents of events
- Recruiting other parents & volunteers
- Providing presentations or demonstrations
- Participating in “Show & Tell”
- Assisting with holiday events
- Enjoying breakfast/lunch with the children
- Teaching cultural activities
- Riding the bus route
- Attending parent meetings
- Becoming a Policy Council member
- Head Start Parent Groups

Due to the COVID-19 pandemic and Public Health Orders, all volunteer involvement activities are scheduled individually, until further notice.

♦ Parent Opportunities
Serving on the Head Start Policy Council or Health Advisory Committee is a great learning experience and can be a lot of fun for all who participate. Your input, is valuable to Head Start and provides an opportunity to influence Head Start program decision-making. Policy Council and/or Health Advisory Committee are opportunities to assist in making suggestions and developing programming within Head Start. It is also a time to get to know other parents. Head Start committees cannot be successful without parent participation. Please come and support Head Start by serving on a Head Start committee. Head Start committees include the following:

1. Head Start Policy Council
Policy Council is comprised of four parents, who serve as Chairperson, Vice-Chairperson, Secretary, and Council Member and two Community Representatives who are selected by the Policy Council. Parents are nominated and elected each year.

Policy Council assists in making recommendations regarding Head Start programming. Policy Council communicates with parents to ensure they understand their rights, responsibilities, opportunities and to encourage their participation. Policy Council also plans and carries out program activities. Training is provided to all Policy Council members on their roles and responsibilities in assisting the Head Start Director with decisions related to education, health, personnel, and program budget. All Head Start parents will receive a list and contact information for all Policy Council members.

2. Head Start Health Advisory Committee
The Health Advisory Committee primarily focuses on the health, social services and partnership agreements of the Head Start program. It consists of parent representatives, physicians, dentists, a registered dietitian and psychologist. The committee meets at least two times per year and works on updating, developing and modifying the health, nutrition, dental and social service plans to meet the needs of each child.

♦ Family Partnerships
Head Start offers parents opportunities and support for growth, allowing families to identify their own strengths, needs, interests. Families will meet with the Head Start Family Services Manager to
brainstorm, develop, and implement individualized Family Partnership Agreements that describe their families’ goals, responsibilities, timetables and strategies for achieving these goals as well as to discuss progress toward achieving their goals.

1. **Home Visits**
   The Federal Head Start Office requires each program to complete two home visits throughout the year with each family. The purpose of home visits is to provide an opportunity for the teacher and family to discuss each child’s goals, strategies and techniques to achieve growth and educational goals and to monitor progress.

   Classroom teachers will provide each family with surveys to gather information and news on upcoming events. Questions or concerns about issues a child may be experiencing at the center or at home may also be discussed during home visits.

2. **Parent/Teacher Conferences**
   Parent/Teacher Conferences are scheduled in the fall, winter and spring of each school year. Scheduled appointments allow parents to come to Head Start and discuss their child’s growth and progress toward goals that were set for him/her. Parents are strongly encouraged to attend parent/teacher conferences to discuss concerns and joys related to child social, academic and physical wellbeing.

   **Due to the COVID-19 pandemic and Tribal Health Orders, all home visits and parent/teacher conferences will be done via individual conferences and/or telephone.**

3. **Open House**
   In October each year parents, families and community members are invited to visit Head Start to observe the facilities and classrooms. This is a perfect opportunity to meet with all the staff and other community service members that collaborate with Head Start to serve young children.

   **Due to the COVID-19 pandemic and Tribal Health Orders there will be no 2022-2023 Open House.**

* Child Health and Developmental Services
Stockbridge-Munsee Head Start is committed to wellness and embraces a comprehensive vision of health for children, families, and staff. Collaboration which includes health professionals ensures each child’s health and developmental concerns are identified and referrals are made to accessible resources. Each child is screened for developmental, sensory, and behavioral concerns. In the event concerns are identified referrals are made for evaluation and assessment, treatment, and ongoing care. Parent involvement and individualization are key in serving each family.

Head Start believes working together with parents can positively impact each child’s development. The Head Start philosophy is based on the belief that enhanced growth and development of the child includes parent involvement; therefore, every effort is made to include parent in the learning process.

* School Readiness/Program Curriculum/Developmental Assessment Tools
The Head Start Approach to School Readiness ensures each child is ready for school, families are ready to support their child’s learning, and schools are ready for each individual child. Each agency establishes school readiness goals:

School readiness goals define the expectations of each child’s status and progress across all domains including “language/literacy development, cognition/general knowledge, approaches to learning, physical health/well-being, motor development and social/emotional development” to improve readiness for kindergarten. Readiness goals are appropriate for the ages of each participating in programming. (45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(l), as amended).

*Please refer to School Readiness and Child Development and Early Learning Framework Attachments*

Head Start ensures each child is ready for school and possesses the skills, knowledge, and attitudes
necessary for success in school, later learning and life.

Stockbridge-Munsee Head Start utilizes the Creative Curriculum for Preschool Developmental Continuum Assessment Toolkit for ages 3-5 in program planning. The curriculum also includes a progress & outcome reporting tool designed to help identify strengths, clarify needs, improve curriculum implementation, and create reports reflecting each child’s program as the progress of the group as a whole. The reports also satisfy the reporting requirements of the 11 domains, domain elements, and indicators of the Head Start Child Outcomes Framework including the following:

- Language Development;
- Mathematics Knowledge & Skills;
- Creative Art Expression;
- Approaches to Learning;
- Science Knowledge & Skills;
- Logic & Reasoning;
- Literacy Knowledge & Skills;
- Science Knowledge & Skills;
- Social/Emotional Development;
- Physical Development & Health;
- Social Studies Knowledge & Skills and
- Logic & Reasoning

*Please refer to Creative Curriculum Attachments*

1. The Creative Curriculum
The Creative Curriculum for Preschool is based on 50 objectives for development and learning, which are fully aligned with the Head Start Child Development and Early Learning Framework as well as early learning standards for every state. In addition, the Creative Curriculum also:

- Presents knowledge-building volumes and daily practice resources in tandem, giving every educator the “what,” “why” and “how” of early childhood education;
- Offers daily opportunities to individualize instruction, helping teachers meet the needs of every type of learner;
- Addresses all the important areas of learning, from social-emotional and math to technology and the arts, and incorporates them throughout every part of every day;
- Offers daily, built-in opportunities for observation, helping teachers and administrators clearly see the strong relationship between curriculum and assessment;
- Offers complete support for working with English- and dual-language learners, including detailed guidance that helps to build teachers’ knowledge about best practices and contains guidance for working with all learners, including advanced learners and children with disabilities.

*Please refer to Teaching Strategies—A Parent’s Guide to Preschool*

Head Start teaching staff also uses program developed assessment tools, checklists, and observation records to gather data that is compiled throughout the school year and placed in each child’s individual portfolio. Staff shares the collection of data with parents/guardians during Parent/Teacher Conferences, home visits, and/or individualized meetings as scheduled.

For parents and families, school readiness means families are engaged in the long-term, lifelong success of their child. Head Start is required to consult with parents in establishing school readiness goals (45 CFR 1307.3 (b) (1) (iii), as amended). Head Start programs and schools work together to promote school readiness and to engage families as their child transitions to kindergarten and ensures schools will be ready for each child.

2. Ages & Stages Developmental Assessment (Parent Questionnaire)
Head Start utilizes the Ages & Stages Developmental Assessment tool. Ages & Stages assesses the physical, social, emotional, and intellectual development of through the first five years and provides developmental guidelines. While Ages & Stages provides the guidelines – each child is unique and progresses through each stage of development at their own pace.

Head Start helps parents understand what is taking place in their child’s brain and body during each period. This allows parent to be able to provide the necessary support, encouragement, structure, and interventions to enable their child to progress through each stage as easily and successfully as possible based on their unique set of traits and interests. Functioning as a coach,
parents provide experiences which allow their child to explore and learn from their environment and challenge them to learn and grow.

*Please refer to Ages & Stages Attachment*

**Head Start Classroom Services**

1. **Classroom**

   Head Start recognizes that children learn and grow at different rates and in many different ways; therefore, Head Start education is individualized for each child. Lesson plans reflect goals for individual or special needs. Lesson plans also include a variety of experiences which help each child learn in different ways as well as through his/her senses. Some experiences are repeated throughout the year so that each child can practice and learn by repetition.

   The classroom environment provides a supportive climate to enhance each child’s social-development and understanding of themselves and others in both large and small groups. Each child is encouraged to problem solve, initiate activities, explore, experiment, question, and gain mastery through ‘learning by doing.’ Multi-cultural activities are planned as well to allow opportunities to learn about other cultures. Young children learn best with hands-on activities and some experiences are “messy” even with aprons. **Please have extra labeled clothing at school or in your child’s backpack at all times.**

2. **Classroom Learning Centers**

   Head Start’s learning centers are arranged with child sized furniture and equipment for easy accessibility. Areas are arranged so each child can explore, investigate and learn. Most activities are planned and will correspond with monthly topics. Learning centers are set up throughout the classroom and include the following: sensory (sand/water), dramatic play, large motor, music, blocks, library/literacy, manipulatives, science, art, computer, iPad, and writing. The centers are easily identifiable with labels in English and a corresponding picture.

3. **Classroom Schedule**

   The classroom schedule reflects both teacher-directed and child-initiated activities, large and small group time, science, social studies, art, health, safety and nutrition, outdoor activities/play, indoor large motor, and Stockbridge-Munsee culture. The daily classroom schedule is posted in each classroom.

   *See Class Schedule Attachment*

4. **Videos**

   Age-appropriate videos may be used on occasion to enhance curriculum learning. No child will be required to watch a video. Alternative activities are available for each child choosing not to watch the video. All videos are pre-approved by the Education Coordinator. Screen time will not exceed 15 minutes per month.

5. **Positive Guidance**

   Head Start encourages positive reinforcement in the classroom and from all Head Start staff. There is no use of physical punishment, verbal humiliation or abuse by staff at any time. All Head Start staff act as role models for acceptable classroom behavior. Each child will be redirected, as needed from an undesired behavior toward a more constructive activity in order to prevent or reduce conflict. All Head Start staff have been trained and are responsible for constant and consistent supervision using ‘Conscious Discipline’ methods.

   **Conscious Discipline** is a comprehensive program which teaches self-regulation by integrating social-emotional learning and discipline. Conscious Discipline is a longtime leader in classroom management and social-emotional learning. Everyday events serve as the curriculum and address adult and child emotional intelligence. Conscious Discipline
empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach each child critical life skills. The Conscious Discipline school family builds connections between teaching staff; families-schools; teachers-each child; and child-child to ensure the optimal development of all. These connections provide the three essential ingredients for school success:

- **A Willingness to Learn:** Without willingness, each interaction becomes a power struggle instead of a learning opportunity. The School Family brings all children, especially the most difficult, to a place of willingness through a sense of belonging.

- **Impulse Control:** Connections with others wire the brain for impulse control. A disconnected child becomes disruptive. Systems which offer rewards/punishments do not improve a child’s ability to self-regulate. The child does not learn a new skill to replace the disruptive behavior. Each child is taught skills to manage impulses and to self-regulate.

- **Attention:** This system also strives to reduce stress while creating a caring which encourages meaningful participation. Reducing stress and engaging in meaningful interactions is essential for each child to develop and maintain attention.

*See Conscious Discipline Attachment*

♦ **Head Start Health and Safety**

1. **Corona Virus 19 Health & Safety**

Due to the spread of the COVID-19 and the danger of its impact on students and staff, masks will be required while the child is in the Head Start building. The only exception to this all-day requirement will be mealtimes.

Since our first priority is the safety of our students and staff, we are limiting the entrance of parents/visitors. Staff will meet you at the door to ask a series of COVID-19 related questions. This staff member will take your child’s temperature and lead the child into the building. Staff will sign your child in and out of the building. All students will use back parking lot ramp entrance for drop off and pick up.

Once the child enters the building, they will be provided a mask if they do not have one of their own. When the child enters the classroom, they will be directed to wash their hands for the appropriate 20 seconds with guidance from their teacher.

2. **A Healthy Child**

A healthy child is a happy child. Head Start is dedicated to promoting good health. Each child, upon arrival at the center, shall be observed by staff for symptoms of illness and injury. An apparently ill child will be isolated from other children in a comfortable area with a cot and blanket. Parents will be notified immediately, and arrangements will be made for the pick-up of an ill child from the center.

Please be sure your child is healthy before he/she comes to Head Start. Parents will be asked to pick up any child (a child must be kept at home) with the following signs/symptoms: sore throat, inflammation of the eyes, fever, lice, rash or skin irritations of unknown origin, vomiting, diarrhea or other illness or condition having the potential to affect the health of other Head Start children or staff.

A sick child will need a release from their physician to return to Head Start after experiencing
any of the above symptoms while at school.

3. Medication Policy
In the event a child requires prescription medication parents must provide a signed, dated written authorization that includes the child’s name and birth date, name of medication, administration instructions, medication intervals and length of the authorization.

Authorized Head Start Staff will keep a written record to include type of medication given, dosage, time, date, the name of the person administering the medication, and initials of a witness. This information will be written in Head Start’s ‘Medical Logbook.’

All medications are stored in a locked cabinet that is not accessible to children. Medication requiring refrigeration is kept in the refrigerator in a separate, locked container clearly labeled ‘medication.’ Non-prescription or over-the-counter medications will not be administered by Head Start staff under any circumstance.

4. Sanitation / Personal Hygiene / Hand Washing
Effective hygiene, sanitation, and disinfection procedures significantly reduces health risks to each child and adult by limiting the spread of infectious germs. Head Start staff and volunteers are educated on the importance of the proper sanitation, personal hygiene and hand washing procedures to ensure the health and wellbeing of all at Head Start. All staff, volunteers, and each child will wash their hands before and after meals, after toileting, after outside play, after wiping nose, etc....anytime hands become contaminated. Head Start will practice routine classroom cleaning and proper disinfection of all toys and materials children come in contact with.

*See Hand Washing Poster*

5. Meals
Head Start’s nutrition services assist families in meeting each child’s nutritional needs as well as establishing good eating habits that nurture healthy development and promote lifelong wellbeing. Nutritious USDA approved meals are served family style each day. Staff serve as role models for the use of table manners and engage each child in pleasant mealtime socialization. Each child is encouraged to serve him/herself. Due to the COVID-19 pandemic and Tribal Health Orders each child will be distanced at the recommended 6 feet while their masks are removed for eating.

US Department of Agriculture Non-Discrimination Statement
The U.S. Department of Agriculture (USDA) prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal and, where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or if all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at ftp://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.
Individuals who are deaf, hard of hearing, or have speech disabilities and wish to file either an EEO or program complaint please contact USDA through the Federal Relay Service at (800) 877-8339 or (800) 845-6136 (in Spanish).

*See CACFP – Building for the Future – Attachment*
6. Healthy Snacks and Beverages
Head Start serves only healthy snacks and beverages. Snacks can make a positive contribution to each child’s diet and health, especially when the emphasis is on serving primarily fruits and vegetables and water. Snacks contain low fat and sugar. Head Start will assess snack needs based on mealtimes, each child’s nutritional need and age as well as other considerations. Head Start encourages families to avoid sweet or junk food type snacks if snacks are sent from home. Head Start will disseminate a list of healthy snack items to staff and families. Each child and all Head Start staff will have access to free, safe, and fresh drinking water at all times. Low fat milk, 1% milk, skim milk, Lactose free milk, and 100% juice are the beverages of choice at mealtime. Coffee, soft drinks, sodas, sweet, and caffeinated drinks are not allowed in the classroom, on the playground, while on field trips, or on the Head Start buses while children are present.

*See Healthy Snack Options Attachment*

7. Teeth Brushing
To avoid/prevent dental health problems which may affect overall health; Head Start offers preventive dental services and treatment designed to ensure that each child’s teeth and gums are healthy. Head Start promotes dental hygiene through daily brushing with fluoride toothpaste after meals. Due to the COVID-19 pandemic and Tribal Health Orders no toothbrushing routines will occur until further notice. Toothbrush and toothpaste supplies are readily available for families to receive.

8. Rest / Quiet Time
Group Child Care Center Regulations require a child under 5-years of age who remains in care for more than four hours per day to have a nap or rest period. Each child shall be provided with an individual cot placed at least six feet from the next sleeping child. Each child shall also be provided with an individually identified sheet and blanket which may be used only by that child until it is laundered. Staff shall permit a child who does not sleep after 30 minutes and a child who awakens early to have quiet time through the use of equipment or activities which will not disturb other sleeping children.

9. Restrooms
The restrooms are made accessible for all children to use at any time during class. Each child is encouraged to use the toilet on his/her own. However, at times, assistance may be necessary. Flushable wipes are available as needed. Each child must have a full change of clothes available at all times, as accidents may occur.

10. Outdoors
State Licensing Rules mandate that each child have daily scheduled time outside and planned activities. A child is not able to remain indoors without a written physician’s note. Each child must be dressed according to the weather and have extra outdoor clothes available: pants, shoes, socks, boots and mittens. Mittens are encouraged instead of gloves because they are much warmer and easier for each child to manage on their own. Please permanently label all clothing including shoes and boots, to avoid confusion with similar items. Be sure to remove all jacket/sweatshirt drawstrings as they present a safety hazard on outdoor play equipment.

11. Emergency Procedures
Head Start practices monthly fire drills and bus evacuation drills. During storm season tornado drills are practiced as well. Emergency evacuation plans are posted throughout the center. Each child as well as all Head Start staff and volunteers are trained on proper emergency procedures.

♦ Weather
1. Emergency Weather Policy
The primary concern in a weather emergency is to protect the safety of the children and to take no action that would increase each child’s risk for injury.
Policy: Head Start will reduce the health and safety risk associated with adverse weather conditions to all Head Start children, staff and visitors by following inclement weather precautions. Inclement weather is described as stormy or severe weather with heavy rain, high winds, snow, tornados, mudslides, flooding, temperatures exceeding 90 degrees or falling below 0 degrees and/or wind chills of 0 degrees or below.

Procedures: Head Start will keep a NOAA weather radio in use at all times. Head Start will notify designated radio WOWN 99.3 FM and television stations WBAY Channel 2; WLUK FOX 11, and WSAW Channel 7 of any weather-related delays or closures. In the event of morning delays or early releases, parents/guardians will be contacted, as soon as possible, by telephone.

2. Weather Related Cancellations
In the event either Bowler or Gresham School Districts announce over local television stations that their classes have been cancelled due to weather conditions Head Start classes will also be cancelled.

In the event adverse weather conditions develop during the day which require early closure of Head Start or prevent the bus from transporting the children, Head Start will implement the Emergency Contact Procedures requiring each child be picked up by a parent/guardian or other designated adult.

In the event adverse weather conditions occur which delay normal bus routes, the Head Start Manager and/or designated employees will notify parent/guardian of the delay, the reason for the delay and the estimated length of the delay.

The Head Start Manager will determine if weather conditions warrant limited transportation or parent/guardian child drop-off and/or pick-up. When transportation will be cancelled, and parent drop-off is utilized; drop-off time will be no earlier than 7:45 AM and pick up no later than 3:00 PM.

When transportation is cancelled parents will be responsible to transport their child to Bowler Pre-School or Gresham 4-K as applicable.

♦ Communication
1. Head Start Communications
Head Start will not discuss children and families among the staff unless there is a direct benefit to the family or child involved. Head Start is not allowed to discuss children and families with other parents or community members. Discussion with another agency, such as school districts, will not be made without written parental consent. Consent must be provided to Head Start before information is released. All Head Start staff and volunteers must sign a confidentiality agreement.

2. Confidentiality Procedures
All forms/information related to each child and family are considered confidential. Head Start is responsible for assuring the confidentiality of all data in all stages of collection, storage, disclosure and destruction. The program manager is responsible for training Head Start staff in the policies and procedures regarding confidentiality of all data both written and verbal. Access to files is limited to the Head Start Director, Component Manager, and Special Education Consultants, with whom the agency has a formal agreement. All confidentiality guidelines apply to all files of each child and family. No other person shall have access to a child’s file without written consent. Upon request Head Start parents may have access to their child’s file.

♦ Head Start Attendance
1. **Attendance Policy**
Children are expected to attend Head Start on a regular basis. If a child will be absent parents **MUST** phone/text/email Head Start or, in advance if possible at PPU/PDO times, stating the reason for the absence. 715.793.4993. If a child is absent four consecutive days without notification, Head Start will contact the family to arrange a home visit to assist in improving attendance.

2. **Child Drop-Off / Pick-Up Procedures**
When picking up or dropping off a child at Head Start, parents/guardians or other designated adults are required to enter the rear entrance at Head Start, notify Head Start staff and sign the child in and/or out. The sign in/out sheet will be available in the classroom. This is for the protection and safety of each child.

3. **Child Release Policy**
Each child will be released to parents/guardians or to other persons designated in writing **ONLY**. In the event a child will be picked up by someone else please send a signed and dated note to Head Start. If the individual picking up a child is unknown to Head Start staff, they will be asked to show proper identification. As a child is dropped off or picked up each day an adult must come into the Head Start classroom to sign the attendance record. Head Start children will not be released to another minor child. If an authorized person is suspected of being under the influence of drugs or alcohol at the time of drop off or pick up; that child will not be released. Head Start will notify local law enforcement of the incident, the individual’s name (if known) and the license plate number of the vehicle.

3. **Backpacks**
Parents must provide a backpack for their Head Start child. Please send it every day, as projects and other information are sent home regularly. Please make it a habit of daily for Head Start communications or other important papers.

♦ **Head Start Tobacco Policy**
**Policy:** Head Start provides a smoke-free environment for staff, children and all other participants. This policy covers the smoking of any tobacco product and applies to both employees and non-employee participants. There will be **NO SMOKING** in or within 25 feet of the Head Start facility or in Head Start vehicles. Head Start’s **SMOKE-FREE** policy shall apply to all indoor, outdoor, and off-site activities, functions, and fieldtrips when children are present.

♦ **Child Abuse and Neglect**
**Policy:** All Head Start staff are ‘Mandated Reporters’ for all incidents of where child abuse and/or neglect is suspected.

**Procedures:** Annually all Head Start staff will receive training in the identification of child abuse and neglect and mandated reporting guidelines. All incidents where abuse and or/neglect is suspected is documented and referred to the proper authorities:

<table>
<thead>
<tr>
<th>Shawano County Department of Social Services</th>
<th>Stockbridge-Munsee Community/Indian Child Welfare</th>
</tr>
</thead>
<tbody>
<tr>
<td>607 E. Elizabeth Street Shawano, WI 54166</td>
<td>W12802 Highway A Bowler, WI 54416</td>
</tr>
<tr>
<td>Telephone: 1-866-526-2130</td>
<td>Telephone: 715-793-4580</td>
</tr>
</tbody>
</table>

Educational opportunities related to the prevention of child abuse and neglect are available throughout the year either a Head Start program or other community programs. Parents/guardians and/or other caregivers are invited to attend scheduled child abuse and neglect trainings. Trainings will be included on the monthly calendar.

*See – It shouldn’t hurt to be a child – Handout*
Head Start Transportation

The following transportation recommendations are intended to serve the best interests of each Head Start child and family. Decisions about the transportation are made annually and may be based on staff availability. Transportation services may not be available. Please discuss needs with your child's Head Start teacher.

1. Transportation Changes
It is important to remember the Head Start bus driver is discouraged from altering the bus route. Changes may be approved only when absolutely necessary, as in the case of an emergency, or based on direction of the Head Start Manager. In case of an emergency and a child needs an alternate pick up destination point, parents must notify Head Start before 7:00 AM before the bus route begins. In case of an emergency which requires an alternate drop off destination, parents must notify Head Start before 12:00 PM.

2. Bus Drop off Procedures
Each day parents/caregivers are responsible/required for watching for the bus to escort their child off the bus at the end of each day.

- For each child attending Gresham PM 4-K classes the Head Start bus will provide transportation to school and escort him/her to their teacher. The bus begins boarding at 11:50 AM each day. Parents are required to sign an alternate release form giving permission to transport to school.
- For each child attending Bowler Preschool PM classes the North Branch Bus Company will provide transportation and deliver him/her to the Bowler Preschool teacher. Head Start staff does not accompany children on the Bowler bus. The bus begins boarding at 12:00 PM each day. Parents are required to sign an alternate release form giving permission to transport to school.
- Each child that does not attend preschool will be released at 12:45 PM to be transported home or to a designated childcare provider. The latest parent pick-up time is 1:00 PM. Parents who will be delayed need to notify Head Start.
- In the event the bus takes a child home or to a childcare provider, there must be an adult at the home to receive him/her. A child will not be left in the care of another minor child. Parents/guardians or childcare provider must meet the child at the bus door to escort child off the bus. Parents/guardians or other designated person will be required to sign the child release form. The bus driver can wait no longer than three minutes for an adult to appear.
- If you or a designated adult is not home to receive your child, the bus monitor will notify the Head Start Manager and the Manager will attempt to contact you. If no one can be contacted for the child, he/she will return to the Head Start Center with staff. The Head Start Manager will attempt to reach all emergency contact persons authorized to pick up your child. If the Head Start Manager is unsuccessful, your child may be referred to Social Services or the local police department.

3. Lost Items on Bus
All unlabeled lost will be returned to Head Start and placed in the lost and found box. Please be sure to check the lost and found box in the event any of your child’s items are missing.

4. Field Trips
Several field trips are planned throughout the school year as a learning experience for each child. Parent/chaperone volunteers and cooperation is required in order to gain the most from each learning experience and to protect the safety of each child.

Parent volunteers and/or family members are welcome on all field trips. Volunteers to chaperone are always appreciated. Guidelines for chaperones are as follows:
- The Head Start Manager, Lead Teachers and facility guidelines will determine the number of chaperones required for each field trip;
• Chaperones must be at least 18 years of age and may not be under the influence of alcohol, drugs, or ALL tobacco products throughout the entire field trip activity;
• Chaperones must travel to and from the field trip site on a Head Start provided vehicle, unless other plans are pre-approved;
• At the discretion of Head Start staff siblings and/or other child may not be allowed to participate in scheduled field trip activities;
• Parents/guardians are responsible for ensuring their child uses the restroom during field trips;
• Each child must be supervised at all times;
• Should the field trip move from one venue to another a head count is required at each site i.e. center to bus, bus to facility, after restroom breaks, etc. and
• On most occasions, money is not included in the budget for the purchase of souvenirs and/or snacks. To ensure fairness to each child one should not receive preferred treatment over another. Please do not bring or purchase items (toys, snacks, etc.) on the trip unless it is pre-approved by the Lead Teacher.

Due to the COVID-19 pandemic and Tribal Health Orders all field trips & events are cancelled until further notice.

A complete copy of all Head Start Policies and Procedures are available in the Head Start Director’s office. Parents are welcome to view these at any time and copies will be made available upon request.

♦ Head Start Standards of Conduct, Complaint Policies and Procedures

♦ Head Start Standards of Conduct Policy

Head Start will expect all employees, consultants, contractors, and volunteers (referred to collectively as “staff”) working with the Head Start Program operated by the Stockbridge-Munsee Community (“Tribe”) to abide by the program’s standards of conduct. The Center will implement positive strategies to support children’s well-being, to prevent mishaps and to address challenging behavior. Staff will not maltreat or endanger the health or safety of children. The Center will comply with Tribal law and policy, including the Code of Conduct in Chapter 51 of Stockbridge-Munsee Tribal Law, governing the actions of persons engaged in the award or administration of contracts or other financial awards. The Center will not solicit or accept gratuities, favors, or anything of monetary value from contractors or potential contractors that violates Chapter 51.

Violations of this policy shall be handled in accordance with Chapter 51 Tribal law and policy. Employees that violate this policy may be subject to disciplinary action in accordance with Tribal employment policies. Disciplinary action including reprimand, suspension, or termination may result with respect to the seriousness of the violation. Consultant and volunteers that violate this policy may be subject to appropriate legal remedies, including being barred from working with Head Start.

♦ Parent/Community Member Complaint

Head Start understands that all parents/guardians and community members have the following rights:
1. To a safe and nurturing environment for themselves and their children;
2. To be treated with respect;
3. To receive timely and effective communication from the Head Start Center;
4. To know, understand and have access to the Program’s policies and
5. To make suggestions for quality improvement and receive a response from the Program Manager with regard to their input.

All parents and community members must understand that the program operates under Federal regulations and that the regulations are in place for the protection of all staff, children, parents,
community members. Program policies and procedures will be administered equally to all. Exceptions will not be made for individuals.

♦ Head Start Parent/Community Member Complaint Procedures
In the event that a parent or community member wishes to file a written complaint please refer to guidance below.

♦ Telephone Complaints-Parent/Guardian
1. Head Start will gather the following information from the caller including the following:
2. The date, time, name of caller and contact information will be documented as well as the nature of the concern. A narrative of the situation will be documented.
3. The caller will be thanked for calling to express their concern.
4. It will be confirmed with the caller whether they feel the situation has been handled to their situation.
5. The complaint will be shared with all staff as well as proper response to the complaint.
6. The complaint will be added to the agenda for the next upcoming team meeting and further discussion.
7. Documentation will be forwarded to Director of Education, Employment and Training for review and a signature.
8. If no further action is required, the complaint will be filed in a complaint file in the Director’s office. If further action is required, the parent will be asked to file a written complaint (below.)

♦ Written Complaints-Parent/Guardian
1. Parents will be asked to fill out a written complaint as follows.
2. The complaint form will include the name, address and phone number of the complainant. The date and details the complaint is being written. The complaint form requires a signature.
3. A parent or guardian with a complaint against a staff person will meet with the Head Start Director, Director of Education, and Human Resources to discuss the problem calmly and rationally. (Complaints concerning the Head Start Director will be made to the Director of Education.)
4. In the event the complaint cannot be resolved Head Start Director will have five (5) business days to respond in writing on the Decision or Resolution of Parent Complaint form.
5. In the event the complainant is not satisfied with the Head Start Directors response or decision, the complainant will have the right to submit his/her written complaint to the Head Start Policy Council.
6. The Head Start Policy Council will meet with the Head Start Director, to discuss the complaint and devise a written resolution as appropriate, within ten (10) business days on the Decision or Resolution of the complaint form.
7. In the event the complainant is not satisfied with the decision of the Policy Council, he/she may submit the complaint to the Stockbridge Munsee Tribal Council.
8. The Stockbridge Munsee Tribal Council will have thirty (30) days to respond in writing.
9. The decision of the Tribal Council will be final.
10. The parent complaint policy and procedure form will be included in the Head Start parent handbook. Copies will be available on the Head Start center’s parent board and website.
11. Complaint forms may be mailed, or hand delivered to the Director of Stockbridge Munsee Head Start Program at; W13429 Cherry Street Bowler, WI 54416 during normal business hours.

♦ Community Member Complaints
1. In the event a member of the community has a concern regarding Head Start s/he will be referred to the Education Center Coordinator to discuss the concern.
2. In the event the concern is not resolved at this level, they will be referred to the Education Center Coordinator’s Head Start/Early Head Start Coordinator at 210-475-5125.
3. In the event the complainant wishes to pursue the concern further they will be referred to the
Chief Executive Office/Head Start Director’s Office at 210-226-6232.

4. Staff will gather the following information:
5. The name, address and phone number of the complainant;
6. The date and details related to the complaint;
7. A signature of the complainant and the individual receiving the complaint.
8. The child’s parent/guardian may choose to take the complaint form with them.
9. Complaint forms may be mailed or hand delivered to the Director of Stockbridge Munsee Head Start Program at; W13429 Cherry Street Bowler, WI 54416 during normal business hours.
10. In the event that a parent/guardian wishes to file a complaint regarding a staff person, s/he will meet with the Head Start Director, Director of Education, and Human Resources to discuss the problem calmly and rationally. Complaints concerning the Head Start Director will be made to the Director of Education.
**HEAD START PARENT/COMMUNITY MEMBER COMPLAINT FORM**

To be completed by Head Start Staff upon receiving complaint from parent/community member. Please print clearly or type.

<table>
<thead>
<tr>
<th>YOUR INFORMATION</th>
<th>CONTACT INFORMATION FOR CALLER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Name/Firm</td>
</tr>
<tr>
<td>Address</td>
<td>Address</td>
</tr>
<tr>
<td>City</td>
<td>City</td>
</tr>
<tr>
<td>Zip</td>
<td>State</td>
</tr>
<tr>
<td>Phone</td>
<td>Phone</td>
</tr>
<tr>
<td>E-mail</td>
<td>E-mail</td>
</tr>
<tr>
<td>Mr.</td>
<td>By Telephone</td>
</tr>
<tr>
<td>Mrs.</td>
<td>By Mail</td>
</tr>
<tr>
<td>Ms.</td>
<td>By Internet/E-Mail</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Time</td>
<td>AM/PM</td>
</tr>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Time</td>
<td>AM/PM</td>
</tr>
<tr>
<td>NATURE OF CONTACT</td>
<td></td>
</tr>
<tr>
<td>When did alleged transaction/incident occur?</td>
<td>Date</td>
</tr>
<tr>
<td>Where did alleged transaction/incident take place?</td>
<td></td>
</tr>
<tr>
<td>Nature of transaction/incident as reported by caller/individual</td>
<td></td>
</tr>
<tr>
<td>Follow up actions:</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>
Parent/Guardian Staff/Volunteer Handbook
School Year 2022-2023

*Attachments*

Daily Schedule – Full Day and Part Day
Early Learning Framework
Goals of the Head Start Curriculum
Creative Curriculum: Goals and Objectives
Ages & Stages Questionnaire 3rd Edition
ASQ-SE Ages & Stages Questionnaire Social – Emotional 2nd Edition
Conscious Discipline: The Seven Skills
CACFP: Building for the Future Child & Adult Care Food Program
Healthy Snack Options
It Shouldn’t Hurt to be a Child
WIC Fact Sheet
School Readiness and Child Development
# Stockbridge Munsee Community Head Start Daily Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Duration</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-7:30 AM</td>
<td>30 min</td>
<td>Staff Arrival/Daily Planning &amp; Prep Time</td>
<td>Review daily plans, conduct health/safety check of equipment/supplies (e.g., bathrooms, sinks, supplies, equipment, outdoor area); organize repair and/or replace books (e.g., teacher easel, crates, library) and shelf labels/interest areas; prepare areas (e.g., set up paint/easel, sand/water, book display, sign-in); prepare large/small group activities and current projects. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>7:30-8:15 AM</td>
<td>45 min</td>
<td>Parent Drop-Off Small Group</td>
<td>Meet and greet children individually, assist child to store belongings, check backpacks/folders. Begin morning welcome routine: parents sign in and child begins focus in skill-building in small groups, table toys, puzzles and books. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>8:15-8:45 AM</td>
<td>30 min</td>
<td>Music Movement Large Group Circle Time</td>
<td>Reinforce health, physical development and key academic concepts through organized gross motor and song activities. Gather the group and lead children in singing and fingerplays, calendar, letter of the week, reading poems &amp; talk about choices and topics/investigations in learning areas. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>8:45-9:00 AM</td>
<td>15 min</td>
<td>Writing/Arts &amp; Crafts</td>
<td>Gather at the table to practice writing and or participate in pre-planned craft activity. Allows time to develop fine motor skills associated with writing, opportunities for creative and self-expression. Focus: process rather than product. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>9:00-9:30 AM</td>
<td>30 min</td>
<td>Wash Hands Snack Clean Up Brush Teeth</td>
<td>Guide children in proper handwashing and seating for mealtime. Encourage child to serve self and eat meal, clean up, wash hands and complete tooth brushing routine. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>9:30-10:30 AM</td>
<td>45 min</td>
<td>Choice Time</td>
<td>Guide children in selecting their interest area learning center. Observe and interact with individual children to extend play, learning and language development. Work with the children engaged in study/investigation activities. Provide a 5-minute notice for clean-up time and help children to put materials away. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>10:30-11:00 AM</td>
<td>30 min</td>
<td>Outdoor Choice Time</td>
<td>10 min: Lead a game or movement activity that promotes large muscle development. 20 min: Supervise children using playground equipment and toys (e.g., swings, climbers and slides.) Observe and interact with children as they jump rope, play ball games, blow bubbles, make nature discoveries, and ride bikes. Help children to put away toys and materials. Come inside, wash hands, go to tables, or circle rug. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>11:00-11:45 AM</td>
<td>45 min</td>
<td>Wash Hands Lunch Clean Up Brush Teeth</td>
<td>Guide children in proper handwashing and seating for mealtime. Encourage conversations related to topics of interest to the children, the meal and other events/activities of the day. Encourage child to serve self and eat meal, clean up, wash hands and complete tooth brushing routine. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>11:45-12:00 PM</td>
<td>15 min</td>
<td>4 Pre-K Bus Ready to Load &amp; Depart</td>
<td>Review responses to Question of the Day, lead a gross motor and song activity, talk about the day and plans for tomorrow. Gather belongings and prepare for departure. Children board and busses depart for afternoon services. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>12:00-12:40 PM</td>
<td>40 min</td>
<td>Choice Time Small Groups</td>
<td>Guide children their <strong>TRANSITION</strong> to an area of interest and selecting an activity, small group activity or project. Engage small/large groups in exercise and music at the Smart Board. Provide a 5-minute notice for clean-up time and help children to put materials away. <strong>TRANSITION</strong></td>
</tr>
<tr>
<td>12:45 PM</td>
<td>05 min</td>
<td>Departure</td>
<td>Children will be picked up by their families no later than 12:45 PM. <strong>TRANSITION</strong></td>
</tr>
</tbody>
</table>
Head Start Early Learning Outcome Framework

The Early Learning Framework is grounded in a comprehensive body of research about what young children should know and be able to do to succeed in school. It describes how children progress across key areas of learning and development and specifies learning outcomes in these areas. This information will help adults better understand what they should be doing to provide effective learning experiences that support important early learning outcomes.

GUIDING PRINCIPLES

The guiding principles of the Early Learning Framework have been fundamental to the Head Start program from its inception. They underlie the program policies and practices that prepare young children for success in school and beyond.

- **Each child is unique and can succeed**
  Children are individuals with different rates and paths of development. Each child is uniquely influenced by their prenatal environment, temperament, physiology, and life experiences. With the appropriate support, all children can be successful learners and achieve the skills, behaviors, and knowledge described in the Framework.

- **Learning occurs within the context of relationships**
  Caring families, teachers, and other adults matter in a young child’s life. Responsive and supportive interactions with adults are essential to children’s learning.

- **Families are children’s first and most important caregivers, teachers, and advocates**
  Families must be respected and supported as the primary influence in their child’s early learning and education. Their knowledge, skills, and cultural backgrounds contribute to children’s school readiness.

- **Children learn best when they are emotionally and physically safe and secure**
  Nurturing, responsive, and consistent care helps create safe environments where children feel secure and valued. In these settings, children are able to engage fully in learning experiences.

- **Areas of development are integrated, and children learn many concepts/skills at the same time**
  Any single skill, behavior, or ability may involve multiple areas of development. For example, as infants gain fine motor skills, they can manipulate objects in new ways and deepen their understanding of cause and effect. As preschoolers gain new verbal skills, they can better manage their emotions and form more complex friendships.

- **Teaching must be intentional and focused on how children learn and grow**
  Children are active, engaged, and eager learners. Good teaching practices build on these intrinsic strengths by providing developmentally appropriate instruction and opportunities for exploration and meaningful play.

- **Every child has diverse strengths rooted in their family’s culture, background, language and beliefs**
  Responsive and respectful learning environments welcome children from diverse cultural and linguistic backgrounds. Effective teaching practices and learning experiences build on the unique backgrounds and prior experiences of each child.
The most important goal of Head Start early childhood is to help each child become an enthusiastic learner. This means encouraging each child to be an active, creative explorer; not afraid to try out their ideas and to think their own thoughts. The goal at Head Start is to help each become an independent, self-confident, inquisitive learner. Each of us are teaching our children how to learn, not just in preschool, but all through their lives. Encourage each child to learn at their own pace and in the best way for them. This helps each child to develop good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their life.

The Head Start Curriculum identifies goals in all areas of development including the following:

Each of the following are designed to accomplish the above goals and provide each child with a successful start in school: The daily Head Start schedule; planned activities; environmental organization; toys and materials chosen and communication with each child.

- **Social:** Assisting each child in feeling comfortable in school, trusting their new environment, making friends, and feeling they are part of the group;
- **Emotional:** Helping each child to experience pride, confidence, develop independence, self-control, and have a positive attitude toward life;
- **Cognitive:** Assisting each child in becoming a confident learner by allowing them to try their ideas and experience success. Helping them to acquire learning skills such as problem solving, asking questions, and using words to describe their ideas, observations, and feelings and
- **Physical:** Guiding each child to develop their large and small muscle skills and feel confident

The learning environment focuses on:

- How a child learns & develops
- The Family’s Role
- The Teacher’s Role
- What Each Child Learns
- Theory and Research
Social/Emotional

**Sense of Self**
- Shows ability to adjust to new situations
- Demonstrates appropriate trust in adults
- Recognizes own feelings and manages them appropriately
- Stands up for rights

**Responsibility for Self and Others**
- Demonstrates self-direction and independence
- Takes responsibility for own well-being
- Respects and cares for classroom environment and materials
- Follows classroom routines
- Follows classroom rules

**Prosocial Behavior**
- Plays well with other children
- Recognizes the feelings of others and responds appropriately
- Shares and respects the rights of others
- Uses thinking skills to resolve conflicts

Physical Development

**Fine Motor**
- Strengthens and controls small muscles in hands
- Coordinates eye-hand Movement
- Uses tools for writing and drawing

**Gross Motor**
- Demonstrates basic locomotor skills
- Shows balance while running
- Climbs up and down
- Pedals and steers a bicycle
- Demonstrates throwing, kicking and catching skills

Cognitive Development

**Learning and Problem Solving**
- Observes objects and events with curiosity
- Approaches problems flexibly, using multiple strategies
- Shows persistence in approaching tasks
- Explores cause and effect
- Applies knowledge or experience to new context

**Logical Thinking**
- Classifies objects
- Compares/measures
- Arranges/Measures
- Recognizes objects in a series
- Recognizes patterns and can repeat them
- Shows awareness of time concepts and sequence
- Shows awareness of position in space
- Uses one-to-one Correspondence
- Uses numbers and counting

Language Development

**Listening & Speaking**
- Hears and discriminates the sounds of language
- Expresses self, using words and expanded sentences
- Understands and follows oral directions
- Answers questions
- Asks questions
- Actively participates in conversations

**Reading & Writing**
- Enjoys and values reading
- Demonstrates understanding of print concepts
- Demonstrates knowledge of the alphabet
- Uses emerging reading skills to make meaning from print
- Comprehends and interprets meaning from books and other texts
- Understands the purpose of writing
- Writes letters and words

**Representation & Symbolic Thinking**
- Takes on pretend roles and situations
- Makes believe with objects
- Makes and interprets representations

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What is ASQ?
Professionals rely on Ages and Stages Questionnaire (ASQ) for the best developmental and social-emotional screening for children from one month to 5 ½ years. Highly reliable and valid, ASQ looks at strengths and trouble spots, and educates parents about developmental milestones incorporates parents’ expert knowledge about their children.

ASQ Benefits
ASQ gives busy professionals an effective and affordable way to systematically screen infants and young children for developmental and social-emotional delays in the crucial early years of life. Many state and local programs have selected ASQ as their developmental and social-emotional screening tools of choice. They have found that ASQ offers an attractive balance of reliability, convenience, affordability, and involvement of the family.

Gives Reliable and Accurate Results
Though many screening tools are in use today, few have been as rigorously researched as ASQ. ASQ has repeatedly been shown to correctly flag children who have delays and exclude those who do not. Extensive and continuing testing has shown that ASQ has high rates of reliability, validity, and accuracy.

Makes Effective Ongoing Monitoring of Development Possible
Because of the rapid changes in the early years, the American Academy of Pediatrics and others recommend that infants and young children be screened on a regular and periodic basis. Professionals can use each age-specific ASQ questionnaire at intervals to watch for and catch developmental and social-emotional delays that may not be detected in a single screening.

Makes the Most of Parents’ Expert Knowledge
Studies show that parents’ observations of their children are very good predictors of developmental delays. Parent-report tools are far less costly than professional-observation tools, and they save professionals time. They also make use of valuable input from the family, fulfilling the spirit of federal mandates calling for the involvement of parents as partners in their child’s assessment and intervention.
ASQ:SE-2: The Big Picture

With the typical ups and downs of young children’s emotions and behavior, delays or problems can be easily missed. And today, as more children are increasingly exposed to risk factors such as poverty or toxic stress, the likelihood of depression, anxiety, and anti-social behavior increases. There is tremendous opportunity during the first few years of a child’s life to identify and address potential social-emotional concerns. This is at the heart of ASQ:SE-2. It is modeled after the acclaimed ASQ-3™ and is tailored to identify and exclusively screen social and emotional behaviors. ASQ:SE-2 is an easy-to-use tool with all the advantages of ASQ-3—it’s cost-effective, parent-completed, photocopiable, and culturally sensitive. With questionnaire results, professionals can quickly recognize young children at risk for social or emotional difficulties, identify behaviors of concern to caregivers, and identify any need for further assessment.

The ASQ:SE-2 has been used for more than 15 years to make sure children’s social-emotional development is on-schedule and to address parent’s concerns as early as possible. The ASQ:SE can help identify your child’s social-emotional strengths as well as any areas where your child may need support or where you have concerns. As a parent or caregiver, you are the best source of information about your child. That’s why ASQSE-2 questionnaires are designed to be filled out by you. You will only need 10–15 minutes. It’s that quick and easy. Here’s how ASQSE-2 works:

• You will answer each question “often or always “sometimes,” or “rarely or never” based on your observations of your child’s behaviors.
• You will note if any behaviors are of concern to you.
• Your answers help show your child’s strengths and areas where he or she may need support.
• After you complete the questionnaire, your provider will discuss the results with you.

If there are no concerns, there is nothing more you will need to do. If there are concerns, your provider will help you with next steps. Getting support for behavioral concerns as early as possible prevents problem behaviors from getting more difficult as your child gets older. You play an important role in your child’s learning and development. By completing ASQSE-2 questionnaires, you are making sure your child is off to the best possible start!
The Seven Skills of Conscious Discipline are:
Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent and Consequences

The seven skills of Conscious Discipline emerge from the foundation of the Seven Powers for Conscious Adults. As we become more conscious of our reactions to conflict, we can choose a different response. The seven skills teach you to respond to conflict in a way that helps children move from the resistant, lower centers of their brain to the more cooperative, higher centers. The chart below shows how each of the Seven Skills of Discipline, when utilized consciously, yields critical core values and life skills.

<table>
<thead>
<tr>
<th>Conscious Discipline Skills</th>
<th>Life / Communication Skills</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composure</td>
<td>Anger management,</td>
<td>Integrity</td>
</tr>
<tr>
<td></td>
<td>gratification delay</td>
<td></td>
</tr>
<tr>
<td>Encouragement</td>
<td>Pro-social skills (kindness,</td>
<td>Interdependence, optimism,</td>
</tr>
<tr>
<td></td>
<td>caring, helpfulness)</td>
<td></td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Bully prevention,</td>
<td>Respect for self</td>
</tr>
<tr>
<td></td>
<td>healthy boundaries</td>
<td>and others</td>
</tr>
<tr>
<td>Choices</td>
<td>Impulse control,</td>
<td>Persistence</td>
</tr>
<tr>
<td></td>
<td>goal achievement</td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td>Emotional regulation,</td>
<td>Honoring diversity, honesty</td>
</tr>
<tr>
<td></td>
<td>perspective taking</td>
<td></td>
</tr>
<tr>
<td>Positive Intent</td>
<td>Cooperation,</td>
<td>Compassion, generosity</td>
</tr>
<tr>
<td></td>
<td>problem-solving</td>
<td></td>
</tr>
<tr>
<td>Consequences</td>
<td>Learn from your mistakes</td>
<td>Responsibility</td>
</tr>
</tbody>
</table>

By implementing the powers and skills together, we learn to stay in control of ourselves and in charge of children in a manner that models the same skills we seek to teach. This, combined with the willingness generated by the School Family, empowers children to successfully learn and internalize lifelong skills.
Building for the Future

This day care facility participates in the Child and Adult Care Food Program (CACFP), a Federal program that provides healthy meals and snacks to children receiving day care.

Each day more than 2.6 million children participate in CACFP at day care homes and centers across the country. Providers are reimbursed for serving nutritious meals that meet USDA requirements. The program plays a vital role in improving the quality of day care and making it more affordable for low-income families.

Meals
CACFP homes and centers follow meal requirements established by USDA.

<table>
<thead>
<tr>
<th>Snacks (Two of the Four Groups)</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Milk</td>
<td>• Milk</td>
</tr>
<tr>
<td>• Meat or meat alternate</td>
<td>• Meat or meat alternate</td>
</tr>
<tr>
<td>• Grains or bread</td>
<td>• Grains or bread</td>
</tr>
<tr>
<td>• Fruit or vegetable</td>
<td>• Two different servings of fruits or vegetables</td>
</tr>
</tbody>
</table>

Participating Facilities
Many different homes and centers operate CACFP and share the common goal of bringing nutritious meals and snacks to participants. Participating facilities include:

- **Child Care Centers**: Licensed or approved public or private nonprofit child care centers, Head Start programs, and some for-profit centers;
- **Family Day Care Homes**: Licensed or approved private homes;
- **Afterschool Care Programs**: Centers in low-income areas provide free snacks to school-age children and youth and
- **Homeless Shelters**: Emergency shelters provide food services to homeless children.

Eligibility
State agencies reimburse facilities that offer non-residential day care to the following children:

- **Children**: Age 12 and under;
- **Migrant Children**: Age 15 and younger and
- **Youths**: Through age 18 in afterschool care programs in needy areas.

Contact Information
If you have questions about CACFP, please contact one of the following:

Sponsoring Organization/Center: Child Nutrition Programs
RI Department of Education
255 Westminster Street
Providence, RI 02903
401-222-4600
Building for the Future in the CACFP

What is CACFP?

CACFP is the Child and Adult Food Program. It is a Federal program that pays for healthy meals and snacks for children and adults in day care.

CACFP improves the quality of day care. It makes the cost of day care cheaper for many low-income families.

Besides providing meals in day care CACFP makes afterschool programs more appealing to at-risk children and youth. Serving afterschool snacks attracts students to learning activities that are safe and fun.

Children and youth who are homeless can also receive meals at shelters that participate in CACFP.

Who is Eligible for CACFP Meals?

- Children under age 13;
- Migrant children under age 16;
- Children and youth under age 19 in afterschool programs in low-income areas;
- Children and youth under age 19 who live in homeless shelters and
- Adults who are impaired or over age 60 and enrolled in adult day care

What Kinds of Meals are Served?

- Breakfast consists of milk, fruits or vegetables and grains;
- Lunch and supper require milk, grains, meat or other proteins, fruits and vegetables;
- Snacks include two different servings from the five components: milk, fruits, vegetables, grains, or meat or other protein
Where are CACFP Meals Served?

**Child Care Centers**
Licensed child care centers and Head Start programs provide day care with meals and snacks to large numbers of children.

**Outside-School-Hours Care Centers**
Licensed centers offer before or after-school care with meals and snacks to large numbers of school-aged children.

**Family Day Care Homes**
Licensed providers offer family child care with free meals and snacks to small groups of children in private homes.

**“At-Risk” Afterschool Care Programs**
Centers in low-income areas provide learning activities with free meals and snacks to school-age children and youth.

**Emergency Shelters**
Homeless, domestic violence, and runaway youth shelters provide places to live with free meals for children and youth.

**Adult Day Care Centers**
Licensed centers provide day care with meals and snacks to enrolled adults.

How Does CACFP Work?

CACFP Day care homes and centers receive money for serving nutritious meals. The Food and Nutrition (FNS), an agency of the US Department of Agriculture (USDA) oversees CACFP.

States approve sponsors and centers to operate the program. States also monitor and provide training and guidance to make sure CACFP runs right.

Sponsoring organizations support day care homes and centers with training and monitoring. All day care homes participate in CACFP through a sponsor.

Contacts

If you are interested in CACFP or have questions about CACFP, State agencies can help. Our website has State contact information.


CACFP Partners
# Head Start Healthy Snack Options

The following is a list of recommended snacks:

<table>
<thead>
<tr>
<th>Animal crackers</th>
<th>Graham crackers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ants on a log (celery with peanut butter or cream cheese and raisins)</td>
<td>Granola Bars</td>
</tr>
<tr>
<td>Apple (try with dip: peanut butter, cream cheese, fruit dip, hummus, whipped topping, caramel sauce)</td>
<td>Grapes</td>
</tr>
<tr>
<td>Applesauce (individual servings with spoons)</td>
<td>Hard boiled eggs</td>
</tr>
<tr>
<td>Apricots</td>
<td>Honey roasted cashews or almonds</td>
</tr>
<tr>
<td>Carrots with dip</td>
<td>Jello Jiggles</td>
</tr>
<tr>
<td>Bagels with various cream cheese spread or peanut butter</td>
<td>Kabobs made with combinations of cheese, fruit, veggies, lunch meat</td>
</tr>
<tr>
<td>Baked whole grain goldfish</td>
<td>Lean cuts of turkey, ham, pepperoni, etc.</td>
</tr>
<tr>
<td>Peanut butter and banana sandwiches</td>
<td>Low-fat fruit and cereal bars</td>
</tr>
<tr>
<td>Bananas</td>
<td>Mandarin oranges or peaches</td>
</tr>
<tr>
<td>Blueberry, bran, or cornbread muffins</td>
<td>Melons (cut in cubes)</td>
</tr>
<tr>
<td>Bread sticks with cheese or marinara sauce</td>
<td>Naturally sweetened dry cereal</td>
</tr>
<tr>
<td>Canned fruit in light syrup or water</td>
<td>Non-fat cottage cheese (try adding fruit)</td>
</tr>
<tr>
<td>Cheese (string cheese, cheese squares)</td>
<td>Parfaits with yogurt/gelatin/chopped fruit</td>
</tr>
<tr>
<td>Cheese crackers</td>
<td>Quesadillas (cheese, peanut butter, Nutella)</td>
</tr>
<tr>
<td>Cheese quesadillas</td>
<td>Peanut butter and jelly sandwich squares</td>
</tr>
<tr>
<td>Chex mix</td>
<td>Peanut butter or fruit spread with crackers, Pears</td>
</tr>
<tr>
<td>Cookies and muffins (made with applesauce rather than oil)</td>
<td>Pita bread with lean sliced meat and cheese</td>
</tr>
<tr>
<td>Cracker stackers (lunch meat, cheeses, and veggies to build sandwiches)</td>
<td>Popcorn</td>
</tr>
<tr>
<td>Crackers: Graham Crackers, Saltines, Ritz crackers, animal crackers, whole wheat, whole grain crackers (Great with dips, spreads or cheeses)</td>
<td>Popcorn (while hot add parmesan cheese, cinnamon sugar, or seasoned salt)</td>
</tr>
<tr>
<td>Dark chocolate-covered raisins/ almonds</td>
<td>Popcorn cakes</td>
</tr>
<tr>
<td>Dates and squash</td>
<td>Pretzel rods with dip (cheese, ranch dressing, yogurt, bean dip, mustard)</td>
</tr>
<tr>
<td>Dried fruit</td>
<td>Raisins</td>
</tr>
<tr>
<td>Dry roasted soy beans</td>
<td>Pretzels (try whole wheat or soft pretzels too!)</td>
</tr>
<tr>
<td>Edamame</td>
<td>Pumpkin seeds</td>
</tr>
<tr>
<td>English muffins, flour or corn tortillas, or pita bread topped with refried beans, canned chili, and Mexican shredded cheese (or pizza toppings)</td>
<td>Quick breads or muffins made with carrots, zucchini, pumpkin, bananas</td>
</tr>
<tr>
<td>Whole grain fig newtons</td>
<td>Rice cakes</td>
</tr>
<tr>
<td>Flavored rice cakes</td>
<td>Sesame breadsticks</td>
</tr>
<tr>
<td>Fortune cookies</td>
<td>Snack mix (Toss together whole grain cereal, popcorn, banana chips, nuts, pretzels, raisins)</td>
</tr>
<tr>
<td>Fresh fruit (please cut into cubes ¼ inch or smaller. Try freezing)</td>
<td>Vegetables (with dips, cottage cheese, hummus)</td>
</tr>
<tr>
<td>Fruit &amp; yogurt parfaits (layer cut fresh fruit with yogurt and granola)</td>
<td>Teddy grahams</td>
</tr>
<tr>
<td>Fruit kebobs</td>
<td>Sugar-free pudding cups or Jello cups</td>
</tr>
<tr>
<td>Fruit Leather</td>
<td>Tortilla chips with bean dip or salsa</td>
</tr>
<tr>
<td>Gelatin with canned or fresh fruit</td>
<td>Vanilla wafers</td>
</tr>
<tr>
<td></td>
<td>Trail mix (Mix dry cereal, nuts, pretzels, cheese crackers, chocolate chips, mini marshmallows, raisins, goldfish, small amount of M&amp;M’s)</td>
</tr>
<tr>
<td></td>
<td>Veggie chips</td>
</tr>
<tr>
<td></td>
<td>Whole grain bread with fruit spread</td>
</tr>
<tr>
<td></td>
<td>Yogurt (Go-gurt, Yo-go, etc...)</td>
</tr>
</tbody>
</table>
Wisconsin’s Child Protective Services (CPS) System

The purposes of the CPS System are:

- To promote the wellbeing of the child in his/her home setting, whenever possible, or in another safe and stable placement;
- To assure that appropriate protective services are provided to abused and neglected children and their families and to protect children from further harm;
- To provide support, counseling and other services to children who have been abused or neglected and their families;
- To protect the health, safety and welfare of children by providing education on the report of suspected child abuse and neglect.

Chapter 48 of Wisconsin’s Statutes defines abuse as:

**Physical Abuse**
Physical injury inflicted on a child by other than accidental means. Physical injury includes, but is not limited to lacerations, fractured bones, burns, internal injuries, severe or frequent bruising or great bodily harm.

**Sexual Abuse**
Sexual intercourse or sexual touching of a child, sexual exploitation, sex trafficking of a child, forced viewing of sexual activity, or permitting, allowing or encouraging a child to engage in prostitution.

**Emotional Damage**
Harm to a child’s psychological or intellectual functioning which is exhibited by severe anxiety, depression, withdrawal or aggression. Emotional damage may be demonstrated by substantial and observable changes in behavior, emotional response or learning which are incompatible with the child’s age or stage of development.

**Neglect**
When a parent...or caretaker...fails, refuses or is unable, for reasons other than poverty, to provide the necessary care, food, clothing, medical or dental care which seriously endangers the physical health of the child.

**Mandated Reports**
Mandated reporters are required to report suspected abuse and neglect of any child they see in the course of their professional duties. They must also report those situations in which they have reason to believe a child has been threatened with abuse or neglect and that abuse or neglect is likely to occur.

Examples of mandated reporters include law enforcement officials, medical and mental health professionals, school teachers, counselors and administrators and social and child care workers etc.

For a full listing of mandated reporters, please refer to the WI Children’s Code and Juvenile Justice Code [s. 48.981(2)(a)].

*Penalty*
Persons required to report and who intentionally fail to report suspected child abuse or neglect may be fined up to $1,000 or imprisoned for up to 6 months or both. Persons who report in good faith are immune from civil or criminal liability.
Services
Services available to help the family and the child include counseling or drug abuse services, assistance or training in home and financial management, parent education and self-help groups. In severe situations, it may be necessary to temporarily place a child in out-of-home care.

A person who is mandated to report suspected child abuse or neglect will be informed by the county what action, if any, was taken to protect the health, safety and welfare of the child who is the subject of the report.

Signs of Child Abuse & Neglect
Following are the major signs of physical and sexual abuse, emotional damage and neglect. One of these, or even several in combination, may not indicate that abuse has occurred. They may indicate accidents or that medical conditions, emotional illness or other problem exist. If a number of these signs occur together or if they reoccur frequently, child abuse and neglect may be suspected.

Signs of Physical Abuse
- Bruises, welts on face, neck, chest, back;
- Injuries in the shape of an object (belt, cord);
- Unexplained burns on palms, soles of feet, back;
- Fractures that do not fit the story of how an injury occurred;
- Delay in seeking medical help;
- Extremes in behavior: very aggressive or withdrawn and shy;
- Afraid to go home;
- Frightened of parents and

Signs of Emotional Damage
- Low self-esteem;
- Self-denigration;
- Severe depression;
- Withdrawal and
- Delay in seeking medical help;
- Severe anxiety.

Signs of Neglect
- Poor hygiene, odor;
- Inappropriately dressed for weather;
- Needs medical or dental care;
- Left alone, unsupervised for long periods of time;
- Failure to thrive, malnutrition;
- Constant hunger, begs or steals food;
- Extreme willingness to please;
- Frequent absences from school and
- Arrives early and stays late at school or play areas or other people’s homes.

Signs of Sexual Abuse
- Pain, swelling or itching in genital area;
- Bruises, bleeding, discharge in genital area;
- Difficulty walking or sitting, frequent urination, pain;
- Stained or bloody underclothing;
- Venereal disease;
- Refusal to take part in gym or other exercises;
- Poor peer relationships;
- Unusual interest in sex for age;
- Drastic change in school achievement;
- Runaway or delinquent and
- Regressive or childlike behavior.

You can help! Report Child Abuse and Neglect
Immediately contact your county department of human services, sheriff, or the local police.

Reporting is not “Meddling”
Deciding to get involved in a situation of suspected abuse or neglect can be difficult. It is, however, a decision that may be crucial to a child not only today, but also in the future. Parents who have abused or neglected their children may need services and support to provide safe care for their children.

How to Report
Contact your county social/human services department, sheriff or local police department immediately – by telephone or in person.

What to Report
Explain, as well as you can, what happened or is happening to the child. Describe the nature of the abuse or neglect. Be as specific as possible.

Be prepared to give the name, address and telephone number of the child and also the name of the parent or caretaker. Even if you do not know all of this information, report what you know. Tell all you know about the situation.

What will Happen
A social worker from the county department of social/human services, an agency under contract with the WI Department of Children and Families will work with the parents and assess the situation to determine if any support or assistance is needed to protect the child and help the family.

To locate the appropriate county human/social service agency to report:
https://dcf.wisconsin.gov/reportabuse

The Department of Children and Families (DCF) is an equal opportunity employer and service provider. If you have a disability and need to access this information in an alternate format, or need it translated to another language, please contact (608)266.8787 or the WI Relay Service WRS – 711 TTY. For civil rights questions call (608)422.6889 or WI Relay Service (WRS)
Women, Infants & Children Eligibility Requirements

Applicants must meet all of the following eligibility requirements:

- Categorical
- Residential
- Income
- Nutrition Risk

Categorical Requirement
The WIC Program is designed to serve certain categories of women, infants, and children. The following individuals are considered categorically eligible for WIC:

- **Women**
  1. Pregnant (during pregnancy and up to 6 weeks after the birth of an infant or the end of the pregnancy)
  2. Postpartum (up to six months after the birth of the infant or the end of the pregnancy)
  3. Breastfeeding (up to the infant’s first birthday)

- **Infants** (Up to the infant’s first birthday)

- **Children** (Up to the child’s fifth birthday)

Residential Requirement
Applicants must live in the State in which they apply. Applicants served in areas where WIC is administered by an Indian Tribal Organization (ITO) must meet residency requirements established by the ITO. Applicants, as determined by the State, may be required to live in a local service area and apply at a WIC clinic that serves that area. Applicants are not required to live in the State or local service area for a certain amount of time in order to meet the WIC residency requirement.

Income Requirement
To be eligible for WIC, applicants must have income at or below an income level or standard set by the State or be determined to be automatically income-eligible based on participation in certain programs.

- **Income Standard** The State income standard is between 100 percent of the Federal poverty guidelines (issued each year by the Department of Health and Human Services), but cannot be more than 185 percent of the Federal poverty income guidelines.

- **Automatic Income Eligibility** Certain applicants can be determined income-eligible for WIC based on their participation in certain programs. These include the following individuals:
  1. Eligible to receive SNAP benefits, Medicaid, for Temporary Assistance for Needy Families (TANF, formerly known as AFDC, Aid to Families with Dependent Children);
  2. In which certain family members are eligible to receive Medicaid or TANF or
  3. Individuals, as determined by the State, that are eligible to participate in certain other State-administered programs.

Nutrition Risk Requirement
Applicants must be seen by a health professional such as a physician, nurse, or nutritionist who must determine whether the individual is at nutritional risk. In many cases, this is done in the WIC clinic at no cost to the applicant. At a minimum, the applicant’s height and weight must be measured and bloodwork taken to check for anemia.

“Nutrition risk” means that an individual has medical-based or dietary-based conditions. Examples of medical-based conditions include anemia (low blood levels), underweight, or history of poor pregnancy outcome. A dietary-based condition or a poor diet. An applicant must have at least one of the medical or dietary conditions on the State’s list of WIC nutrition risk criteria.

The WIC Prescreening Tool
The prescreening tool is a web-based application intended to help potential WIC applicants determine if they are likely to be eligible for WIC benefits. Users who are likely to be eligible to receive WIC benefits are provided with State-specific contact information and are encouraged to make a certification appointment with their local WIC agency. Additionally, users are provided with a printable summary of their responses and a list of examples of the documentation that is required at an initial certification appointment.
School Readiness Compliance

In accordance and compliance with 45 CFR 13.07.2, School Readiness Goals, every Head Start program must establish program goals for improving school readiness of all children.

Please see below:

School Readiness Goals, Objectives and Alignment with:

- Head Start Performance Standards
- Head Start Child Development and Early Learning Framework
- Wisconsin Model Early Learning Standards
- Creative Curriculum for Preschool
School Readiness

The Head Start Approach to School Readiness means that children are ready for school, families are ready to support their child’s learning and school are ready for children.

For parents and families, school readiness means that they are engaged in the long-term, lifelong success of their child. Head Start recognizes parents as their child’s primary teachers and advocates.

The following school readiness goals are established in accordance with the Federal Office of Head Start Child Development and Early Learning Framework. This framework widens the five (5) developmental domains child development established by the WI Model Early Learning Standards:

1. Language and Literacy Development
2. Cognition and General Knowledge (Early Math & Scientific Development)
3. Approaches toward Learning
4. Physical Well-Being and Motor Development
5. Social and Emotional Development

into eleven (11) areas of child development and early learning:

1. Physical Development and Health
2. Social and Emotional Development
3. Approaches to Learning
4. Language Development
5. Literacy Knowledge and Skills
6. Mathematics Knowledge and Skills
7. Science Knowledge and Skills
8. Creative Arts Expression
9. Logic and Reasoning
10. Social Studies Knowledge and Skills
11. English Language Development

The Head Start Child Development and Early Learning Framework help to promote positive outcomes in early childhood programs service children ages 3-5 years. This framework provides Head Start and other early childhood programs with a description of the developmental building blocks that are most important for a child’s school and long-term success.

Programs are required to consult with parents in establishing school readiness goals (45 CFR 1307.3(b)(1)(iii), as amended). As Head Start programs and schools work together to promote school readiness and to engage families during the transition to kindergarten; schools will be ready to receive incoming children.

Supporting Children

A child’s school readiness is measured by skills in the eleven (11) areas of child development and early learning as outlined above in the Head Start Child Development and Early Learning Framework.

Supporting Families and Communities

Family and community support and services that contribute to school readiness include access to the following:

- High-quality and developmentally appropriate early care and education experiences;
- Information and support for parents to assist them in raising healthy children who are ready to achieve their full potential;
- High-quality, culturally competent and developmentally appropriate child and education programs which prepare children for school;
• Training and support which encourages parents as successful first teachers of their child;
• Training and support which promotes the healthy functioning of families;
• Access to prenatal care, nutrition, physical activity and health care necessary for children to arrive at school with healthy minds and bodies and
• A comprehensive system of developmental assessment and effective early intervention.

Supporting Schools

Head Start and local schools work collaboratively to be prepared to support the learning and development of every child in the community.

Stockbridge Munsee Head Start working jointly with the Bowler School District and the Gresham Community School District has developed an interagency agreement outlining each agency’s role in supporting children’s transition into the school system. This agreement ensures that all children are receiving all necessary services to support their growth and development. It also serves as a guide in assisting families in smoothly transitioning from Head Start to school.

The interagency agreement ensures the following:

• A smooth transition between home/Head Start and school;
• Continuity between early care and education programs and elementary grades;
• Children grow and learn in a child-centered environment which is committed to the success of every child;
• Programs are using strategies which have been shown to raise children’s achievement levels;
• Programs are willing to implement new strategies in the event children require additional support and
• Children and families have access to services and supports within their community.