

FORM 17 Head Start Parent Handbook

Stockbridge-Munsee Community
ELECTA QUINNEY
Head Start 
W13429 Cherry Street • Bowler, WI 54416
Phone: 715-793-4993  Fax: 715-793-4994
Little Ones Leave Lasting Impressions

Parent Handbook



2024-2025

Our Mission

To Continue Electa Quinney's Vision for a Bright Future

FORM 17 Head Start Parent Handbook

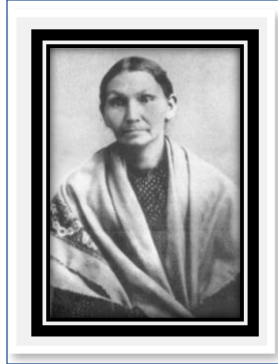
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INTRODUCTION

Electa Quinney
“Wuh-Weh-Wee-Hee-Meew”
(Adams-Candy)

The First Teacher in the State
of Wisconsin...



Electa Quinney, the first teacher in what is now the State of Wisconsin, was a Stockbridge Indian. She was born in 1802 and received her first education under a 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 Indians in New York, and afterwards went with a number of her tribe to the new settlement on the Fox River, near where now the city of Kaukauna is situated. Here she again started a school, the first ever started in Wisconsin. According to her nephew, J. Quinney, who was one of her first pupils here, this was in the year 1828. She taught reading, writing, spelling, arithmetic, geography and bible lessons... Miss Quinney was highly respected by the whites, and moved in their best society at Ft. Howard... 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 Indian woman who was professionally trained to be a teacher, and she taught Native American and white students at her school. In the foreground is the oldest white ash tree in the state of Wisconsin.

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Welcome to the Head Start Family!

We are happy to have you and your child in the Stockbridge-Munsee Community Electa Quinney Head Start Program. We hope your time with us is a rewarding experience for you and your family. This Head Start Parent Handbook is designed to provide you with information about the Head Start Program and the important role you play in your child's experience. You are your child's first and most important teacher. Working together as a team, we will provide the support your child needs to succeed in school and in life.

Keep this handbook in a safe place so that you can refer to it as needed. Please let us know if you have any questions.

Sincerely,

Ginny Rusch
Head Start Manager

Please read this handbook and become familiar with our policies and procedures. There may be updates to this handbook throughout the school year. Any changes will be communicated with you throughout the year. Keep connected to your Head Start Teachers for communication on programmatic changes. We look forward to watching your child grow and develop!

**Our
Mission**

Electa
Quinney's
Continuing

Vision for a

BRIGHT

FUTURE!



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About the Program

The Stockbridge-Munsee Community Electa Quinney Head Start Head Start Program (Head Start) provides high quality comprehensive services to 20 families with children ages 3 years to 5 years. Our Head Start Program provides center-based services five days per work. Children attending Pre-K services are bussed to local school districts at noon. Our Head Start Center is located on the Stockbridge-Munsee Community Reservation. For more information regarding program services, please visit: <https://www.mohican.com/services/education-and-career-services/head-start/> or call Head Start Program at (715) 793-4993.

Program Management

The Head Start Program has a strong governance structure. The Head Start Policy Council meets monthly to participate in policy making decisions and to provide recommendations to Tribal Council. Parents/guardians are encouraged to participate in Policy Council.

Head Start Policy Council members are current Head Start parents/guardians and community members. The Policy Council plays an important role in ensuring program decisions are made with parent/guardian input.

Each year Policy Council members are nominated by Head Start families to serve on the council. Talk to your child's teacher to learn more about participating in this process. Every parent/ guardian's voice is important! For news, updates and information follow along on Facebook.

Social Media

For news, updates and information follow along on our Facebook. This site has been created for Head Start enrolled families only. Once your child graduates from Head Start your access to this page will end.



Check out our website by clicking the link below.



Health & Safety Guidance

The health and safety of our families, staff and community are our top priority. The Head Start Program will follow guidance provided by the Stockbridge-Munsee Community, Office of Head Start, Center for Disease Control and Prevention (CDC), Wisconsin Department of Children and Families regarding program services in response to identified health and safety concerns.

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Head Start Hours of Operation

Office

- ♦ Monday-Friday 7:00 AM - 3:00 PM

Classroom

- ♦ Monday-Thursday 7:30 AM – 2:00 PM

Head Start Team

Ginny Rusch	Head Start Manager
Delores Castellanos	Assistant Manager
Teniesha Cole	Teacher
Amber Gilmore	Teacher
	Assist Teacher
Chemon Rickert	Assist Teacher
Amber Ellwart	Program Aide
	Cook

Parent Drop-Off/Pick Up

- ♦ Drop-Off Monday-Thursday 7:30 AM
- ♦ Pick Up Monday-Thursday 2:00 PM

Bus/Van Schedule

- ♦ AM Bus/Van Route
Leaves Head Start at 6:30 AM.
- ♦ Mid-Day 4K Routes to Bowler & Gresham
at Noon
- ♦ PM Bus/Van Route Leaves the Center at 2:00 PM

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Enrollment Information

The Stockbridge-Munsee Community Head Start Program prohibits discrimination based on age, gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition.

Head Start services are available to families living in the Bowler School District, Gresham School District and on the Stockbridge Munsee Reservation. This region includes the townships of Bartelme and Red Springs. The program encourages all families to apply.

Families qualify for the Head Start program if their household income is at or below the poverty level. Families who receive public assistance (TANF or SSI), those children in foster care, children who are experiencing homelessness, and/or a disability, also qualify regardless of income.

Each family must meet the federal requirements for eligibility and children must be 3 or 4 years old within 30 days of the September 1st cutoff date. This ensures children and families with the greatest need are prioritized and receive benefits from our services.

Enrollment of Children with Disabilities

Young children vary in their skills, knowledge, backgrounds, and abilities. Effective teaching requires individualized teaching and opportunities for all children to access, participate, and thrive in the Head Start program. Our program recruits, enrolls, and serves children with disabilities. In collaboration with the Bowler and Gresham School Districts, and our childcare partners, Head Start provides quality services to all children in an inclusive environment.

My Child's Needs



Please submit diagnosis, evaluation, or referral information to your child's Head Start teacher.

Contact Information for My Child's Specialists or Teachers

Name _____

Telephone _____

Email _____

Name _____

Telephone _____

Email _____



Questions I Have about My Child's Needs

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Program Policies & Information

Attendance

Head Start provides all-day educational services (7:30-2:00) for pre-kindergarten aged children. 4-year old children also participate in your local school district's pre-kindergarten program.

Head Start is a school readiness program, so it is important to establish a regular routine of attendance. Head Start provides transportation to/from programming every day. It is important that you and your child are ready when the bus arrives to pick up your child. You are responsible to bring your child out to the bus.

If your child is absent, or going to be absent for any reason, please notify your child's teacher, or the school/center front office within one hour of the program's start time.

When reporting your child's absence, please let staff know the reason for the absence and a possible date your child will return to class. If your child is not able to return by that date, please contact our staff. You will be contacted if your child's absence has not been reported within one hour of the program's start time. If your child is absent for two (2) consecutive days without notification, has a pattern of irregular attendance, or stops attending, contact will be made by telephone, cell phone, or in person by a Head Start staff member to discuss the absences, to offer assistance and/or resources to ensure that any attendance challenges are addressed.

When your child has multiple and/or prolonged absences, Head Start will work with you to identify and help remove barriers.

Did You Know?

Familiar activities can provide comfort for both adults and children. Just like adults, children feel more confident and secure when their daily activities are predictable and familiar. A daily schedule and established routines give children a predictable day. Help ensure that your child gets ready for school on time by establishing a daily routine and getting 10-12 hours of sleep each night. Do you need ideas on how to establish routines? Your child's teacher can help!

Who Do I Call if My Child will be Absent?

Please Call the Head Start Center at 715-793-4993

My Child's Teacher/Teacher Assistant/Program Aide Are:

- ☐ Ms. Amber (Amber Gilmore)
- ☐ Ms. Amber (Amber Ellwart)
- ☐ Ms. Teniesha (Teniesha Cole)
- ☐ Ms. Chemon (Chemon Rickert)



Confidentiality

The Head Start Program is committed to ensuring the security of personal, child, and family information.

Confidentiality requirements include, but are not limited to:

- Physical and electronic records/files are secured.
- Only authorized staff may access child and family files.
- Staff members only share child information on a need-to-know basis.
- Written consent is required from parents/guardians prior to any release of individual child or family records.
- Staff is trained on how to keep information confidential.
- Only information that is essential to provide services will be recorded and maintained.
- Our program follows HIPAA, Head Start, and school district privacy guidelines.

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Program Policies & Information (Continued)

Standards of Conduct

In accordance with Federal Head Start Regulations, and Wisconsin Department of Children and Families, care and education service providers and organizations must ensure that all staff, consultants, contractors, and volunteers abide by the program's standards of conduct.

Additionally, personnel policies and procedures include penalties for staff, consultants, and volunteers who violate the Standards of Conduct.

Furthermore, all staff members are expected to adhere to the Standards of Conduct established by the Stockbridge-Munsee Community Head Start.

The Standards of Conduct ensure the following:

Staff must implement positive strategies to support children's well-being and to minimize and/or prevent challenging behaviors;

Staff must refrain from the maltreatment or endangering the health or safety of children, including, at a minimum, that staff must not:

- ♦ Use corporal punishment;
- ♦ Use isolation to discipline a child;
- ♦ Bind or tie a child to restrict movement or tape a child's mouth;
- ♦ Use or withhold food as a punishment or reward;
- ♦ Use toilet learning/training methods that punish, demean, or humiliate a child;

- ♦ Use any form of emotional abuse, including public or private humiliation, rejecting, terrorizing, extended ignoring, or corrupting a child;
- ♦ Physically abuse a child;
- ♦ Use any form of verbal abuse, including profane, sarcastic language, threats, or derogatory remarks about the child or child's family; or
- ♦ Use physical activity or outdoor time as a punishment or reward.

The Standards of Conduct also require the following:

Staff must comply with program confidentiality policies concerning personally identifiable information about children, families, and other staff members. Ensure no child is left alone or unsupervised by staff, consultants, contractors, or volunteers while under their care.

Staff must respect and promote the unique identity of each child and family and do not stereotype on any basis, including age, gender, race, ethnicity, culture, religion, disability, sexual orientation, or family composition;

Staff must ensure no child is left alone or unsupervised while under our care.



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Program Policies & Information

Reporting Suspected Child Abuse & Neglect

All Head Start staff are required by law to report to the Indian Health Services or Shawano County Department of Human Services if they suspect a child has been the victim of abuse or neglect.

This report must be made whether the suspected abuse or neglect happened at or away from the school/ center.

Staff will follow state regulations regarding timeframes, information to be reported, and the confidentiality of reported information.

If a report is made, the child and family will continue receiving Head Start services. A report to IHS or a family's involvement with Shawano County DSS or law enforcement will never affect the participation of any child in the Head Start program.

We All have a Responsibility to Protect All Children

If You Suspect Child Abuse or Neglect Please Call:

715-793-1312 or 715-526-4700

Toilet Training

A child will never be denied enrollment into Head Start if they are not potty trained. Head Start classroom staff will work together with parents/guardians to teach toileting skills to children.

Toileting skills will be based on individual needs and family customs and beliefs. Soiled clothing, will be returned home.

Please talk with your child's teacher to share any questions or concerns related to potty training.

Things to Remember

- ☐ I have notified my child's teacher of my child's toilet training needs.
- ☐ I have provided a clean change of clothes for my child in the event my child needs to be changed at school.
- ☐ I am working with my child's teacher on ways I can practice a toilet training routine with my child at home.
- ☐ I have reviewed my Head Start policies and guidance concerning toilet training.

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Program Policies & Information

Community Complaint Procedure

Parents/guardians and community residents are encouraged to resolve Head Start complaints, problems, or concerns at the center level by talking to their child's teacher or center manager either in person or by telephone.

If attempts to resolve the concern/problem with the above staff persons are not successful, the following formal steps may be taken:



- ♦Call, email, meet with, or provide a written statement to the Head Start program manager.
- ♦The Manager will provide the parent/guardian or community resident a recommendation for resolution of the concern/ problem within five business days of receipt of the issue.
- ♦The Manager may request additional time to resolve the concern/problem. If not resolved, you may proceed to step two.

Head Start Manager Ginny Rusch

Telephone 715-793-4993

Email ginny.rusch@mohican-nsn.gov



- ♦Call, email, meet with, or provide a written statement to the Director of Education and Career Services.
- ♦The Director will have five business days to resolve the concern/ problem.
- ♦The Director may request additional time to resolve the concern/problem. If not resolved, you may proceed to step three.

Director of Education & Career Services

Name Jolene Bowman

Telephone 715-793-4060

Email jolene.bowman@mohican-nsn.gov

(Continued)



- ♦Call, email, or provide a written statement to the Chair of the Head Start Policy Council.
- ♦The statement shall describe in detail the complaint, problem, or concern and steps taken to resolve the issue.
- ♦The Policy Council President will provide a written response within 15 business days of receipt of the written statement.
- ♦The Head Start Policy Council may request additional time to resolve the concern/problem.

If not resolved, proceed to step four.

Policy Council Chair, _____

Telephone _____

Email _____

Submit a signed, written statement to the President, Stockbridge-Munsee Community. The statement shall describe in detail the complaint, problem, or concern and steps taken to resolve the issue. The Tribal President will provide a written response within 15 business days of receipt of the written statement. The Tribal President is the last formal step in resolving parent/community resident complaints or concern and the resolution is final.

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Education Information

School Readiness

School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children.

Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.

Physical, cognitive, social, and emotional development are all essential parts of school readiness. Head Start values the unique role families play in this process.

Our program will provide opportunities for you to help prepare your child for kindergarten. Talk to your child's teacher to learn more about events, activities, and resources that can help you make connections with other parents, continue building a positive relationship with your child, learn about child development, and improve family well-being. School Readiness information is presented throughout the year during orientation, at Policy Council meetings, and in calendars and newsletters.

Our school readiness goals focus on the knowledge, skills, and abilities children should attain as a result of Head Start services. Our program identifies key school readiness goals within the five central domains of the Head Start Early Learning Outcomes Framework (HSELOF): Approaches to Learning, Social & Emotional Development, Language & Literacy, Cognition, and Perceptual, Motor, and Physical Development. The school readiness goals are linked to the Parent, Family & Community Engagement Framework (PFCE).

Approaches to Learning

Approaches to Learning

Children will become more independent in behavior, actions, and play while exploring and investigating their surroundings.

Social Emotional Development

Children will develop social and emotional skills that support on-going positive relationships with self and others.

Language & Literacy

Children will develop skills in listening and understanding and using words/actions to respond to others. Children will understand and demonstrate the use of print, signs, and pictures. Children will develop knowledge of how sounds, letters, and words relate to one another and spoken language.

Cognition

Children will develop skills for reasoning, memory, and problem solving. - Child will use critical thinking to understand and organize their world.

Perceptual Motor & Physical Development

Children will demonstrate increasing Independence in motor skills, self-care, and safety. Children will use their senses to understand, organize, and explore their world.

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Education Information

Home Visits and Parent-Teacher Conferences

Your child's teacher will schedule at least two home visits and three parent-teacher conferences with you during the school year. The purpose of each home visit and parent-teacher conference is to learn about your child and family, discuss your child's development and progress, and review goals you have identified for your child. This is a chance for you to share your child's interests, strengths, and experiences. You are welcome to ask questions about your child or the Head Start program. Parents may schedule an appointment with the manager or your child's teacher at any time to address any questions or concerns.

Guidance and Discipline

Head Start promotes positive guidance and discipline that encourages self-esteem and the development of self-control. These strategies include:

Using praise and encouragement of appropriate behavior instead of focusing on the negative behavior;

Reminding the child of expectations throughout the day by using clear, positive statements;

Redirecting negative behavior using positive statements;

(Continued)

Encouraging a brief supervised separation or break from the group, when appropriate, for the child's age and development. Children are encouraged to visit the "Safe Space" when they need a quiet moment to gather themselves.

Head Start does not use harsh, cruel, or unusual treatment with children. The following are examples of discipline methods that are **NEVER allowed**:

Corporal punishment or threats of corporal punishment;

Punishment related to with food, naps, or toilet training;

Pinching, shaking, or biting a child, hitting a child with a hand or object;

Putting anything in or on a child's mouth

Humiliating, ridiculing, rejecting, or yelling at a child or pointing a finger in a child's face;

Snapping fingers at a child;

Threatening phrases or sarcastic language or subjecting a child to harsh, abusive, or profane language;

Placing a child in a locked or dark room, bathroom or closet with the door closed, or

Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.

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Education Information

Curriculum

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.

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.

Head Start uses research-based, early childhood curricula to guide and plan instruction. Creative Curriculum is the primary curricula used within the program. Preparing children for school is the primary focus in all of our classrooms. The chosen curriculum aligns with the Head Start Early Learning Outcomes Framework and the Wisconsin Model Early Learning Standards.

The curriculum identifies objectives for development and learning in the following areas:

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

Screenings and Assessments

Within 45 days of entry into the program, all children's developmental and social/emotional abilities are screened. In addition, the following areas are screened: gross and fine motor skills, cognitive, language, self-help, approaches to learning, problem solving, and social-emotional development.

If further evaluation is needed, parents/guardians are notified and involved in the process to help their child achieve specific goals.

A vision and hearing screening is also provided within 45 days of a child's entry into the program.

In addition to initial screenings, ongoing formal and informal assessments are conducted throughout the program year. Information from assessments, parent input, classroom observations, and work



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Wellness Support Services

Children and families enrolled in Head Start also have access to licensed mental health professionals who visit Head Start 2-3 times per year to complete observations of all children. Based on their observations, they may recommend interventions.

These mental health professionals refer families in need to community providers who are best equipped to meet the social, emotional and behavioral needs of children and family members.

Potentially, these staff members visit classrooms, attend school events, and work with parents/guardians, teachers and other Head Start staff to develop strategies to ensure the needs of each family is met.

For questions or concerns about social-emotional development and/or mental health, contact your child's teacher or the Behavioral Health Department at the Stockbridge-Munsee Community Health and Wellness Center. If needed, staff will set up individual meetings to discuss wellness support for your family.

Stockbridge-Munsee Community Behavioral Health Department

Name Jeff Langlois,
Behavioral Health Manager
Phone 715-793-3000
Email jeff.langlois@mohican-nsn.gov

Name Lisa Schmitt,
Behavioral Health Therapist
Phone 715-793-3000
Email lisa.schmitt@mohican-nsn.gov



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Nutrition and Health Information

Nutrition and Meal Service

In order to meet the nutritional needs and to make accommodations for any special dietary needs a child may have, children receive a nutrition screen prior to enrollment and/or start of each new program year.

Staff and families work together to identify nutritional needs for each child. Families are also provided information concerning diet and general nutrition.

Special dietary needs, with documentation from the child's healthcare provider, are considered when providing meals to children.

When appropriate, a registered dietitian or nutritionist will provide nutrition consultations. Please communicate with staff if your child has any food allergies or intolerances, cultural/personal preferences, or any nutrition related health concerns and feeding requirements throughout the year.

Head Start follows USDA food standards. Foods served are high in nutrients and low in fat, sugar, and salt. Children are provided a nourishing breakfast, lunch, and snack each day. Head Start staff and children eat together and use mealtime to engage in conversation and social interaction.

Regardless of the time of arrival, children will be offered a nourishing breakfast. Food is never used as punishment or reward.

Children are encouraged, but not forced, to eat or taste their food during meals and snack time.

(Continued)

For the health and safety of all children, staff and volunteers, only meals and snacks prepared at school will be served to children during the school day, including field trips. For birthday and holiday celebrations, please talk with your child's teacher about the best way to celebrate these events.

If you have any questions about snacks and meals, please talk with your child's teacher or the Head Start Manager.

Health and Safety

Healthy habits are established in the classroom to help reduce the spread of germs and illnesses. Hand washing and tooth brushing are practiced in the classroom daily. Classrooms and outdoor spaces are inspected, cleaned and sanitized daily.

The outdoor playground is age appropriate, and the equipment is safe. Children are dressed appropriately before going outside to play.

Children and families are taught the importance of pedestrian and bus safety prior to the start of the school year. Children are seated in child DOT approved child safety restraints.

In addition, provisions and/or adjustments are made for children with disabilities to ensure their safety, comfort, and participation in all aspects of the Head Start Program.

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Nutrition and Health Information

(Continued)

Healthy Children

A healthy child is a happy child. Head Start is dedicated to promoting good health. Each child upon arrival at the center will be observed for symptoms of illness and injury. An apparently ill child will be isolated from other children in a comfortable area.

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.

Sick Child Policy

The safety and wellbeing of all staff, children and the families of Head Start is of the utmost importance. We commit to take all precautions toward keeping children and staff safe and healthy during the COVID-19 outbreak and the years following. This Sick Child Policy will help Head Start in accomplishing this goal.

Children will be asked to stay home or will be returned home from school if any of the following applies:

- ♦Have/have had a fever of 100° or higher,
 - ♦Persistent runny nose and/or frequent sneezing,
 - ♦Sore Throat,
 - ♦Diarrhea,
 - ♦Stomach ache, and/or vomiting,
 - ♦ Rash or skin irritations of unknown origin,
 - ♦ Lice,
 - ♦Inflammation of the Eyes,
 - ♦Other illness or condition which may affect the health of Head Start children or staff
- ♦If symptoms persist **children will need to see a physician for clearance** to return to Head Start;

Picking Up Sick Children from School

Parents will be asked to pick up any child (A child must be kept at home) with the following signs/symptoms:

- ♦Have/have had a fever of 100° or higher,
- ♦Persistent runny nose and/or frequent sneezing,
- ♦Sore Throat,
- ♦Diarrhea,
- ♦Stomach ache, and/or vomiting,
- ♦ Rash or skin irritations of unknown origin,
- ♦ Lice,
- ♦Inflammation of the Eyes,
- ♦Other illness or condition which may affect the health of Head Start children or staff

Clear to Return to School

Children must be medication and fever-free for 24 hours before returning to school.

Doctor's Note

A child who had been sent home from school with symptoms or an illness will need a signed release from their physician if they are planning to return to Head Start within 24 hours

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Nutrition and Health Services

Health Services

Health and school readiness begin long before a child enters the classroom. As your child gets older and grows, their needs change. Access to ongoing medical and dental care can help ensure your child is healthy and in school. A current physical or well-child exam can help identify health concerns that may affect your child's learning. Children who are healthy are more prepared for school.

Your child's physician may identify health concerns when you complete an application for enrollment. Physical exams or well-child visits will receive an appropriate referral and follow-up. If needed, staff will work with you and your medical provider to develop a health care plan. Prior to enrollment will work with you to complete/obtain the following:

- Current physical or well-child exam;
- Current Dental Exam;
- Nutrition Screening;
- Behavioral Health Screening;
- Copy of current immunization record;
- Proof of health insurance;
- Medical and Dental Home information;
- Physician care plans and/or medication instructions related to health concerns;
- Special dietary needs from child's physician as applicable;

(Continued)

List of allergies with plan of action from child's physician as applicable;

Lead screening results;

Hemoglobin screening results; and

Developmental and Social-Emotional screenings (Ages & Stages Questionnaires: ASQ- 3 & ASQ-SE)

Dental Screenings

Regular oral health care prevents tooth decay and disease and improves chewing, nutrition, language skills, and overall health.

Children with healthy teeth are better able to eat, speak, and focus on learning. Head Start requires all children to have an established dental home where they receive routine preventive oral health care and if needed, restorative treatment.

Dental screenings are performed after consent is obtained, by a licensed dentist and occur in the fall and spring during the school year. If you prefer that the Dental Clinic does not provide dental services for your child, please inform your child's teacher. You will be given a Private Dental Exam form to take to your child's dental provider.

Fluoride Treatments

In addition to visiting your child's dental home for routine oral health care, our program partners with the Dental Clinic at Stockbridge-Munsee Community Health and Wellness Center to provide a free on- site dental screening and fluoride varnish twice during the school year.

Hearing and Vision

The Head Start staff will make arrangements, within 4-days of the start of the school year to perform Hearing and Vision screenings for each child.

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Additional Tips and Information

Be sure to update all contact information as it changes. It is important that all emergency contact telephone numbers are working at all times.

Make sure your child is present for screenings and exams scheduled on site.

Inform staff when your child's health status changes.

Inform staff if your family is experiencing health-related issues or concerns.

Special education services are available for children who may be disabled or experiencing developmental delays.

Diagnosis information, referral documents and/or IEP must be on file at Head Start to ensure your child's individual needs are being addressed properly.

Contact your child's teacher, the Head Start Manager or other Head Start staff for any questions or concerns regarding services for children with special needs.

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Family Engagement Policy Council

The Head Start Policy Council is a governing body that includes Head Start parents/ guardians and community members.

The Policy Council is responsible for program decisions, including recruitment and selection policies, program funding, and budgets.

Representatives on Policy Council are nominated and elected by Head Start parents/guardians at the beginning of each school year. It is the responsibility of Policy Council members to remain informed of issues facing the Head Start Program and share the information with other Head Start parents.

Policy Council members attend monthly meetings, participate in available trainings, and advocate for the best interest of the entire program. All meetings are open to the public and welcome Head Start parents to attend.

Policy Council Meets the first Tuesday of the month.

Family Engagement Parent Involvement

Parent engagement is an interactive process where staff, families, and children build positive and goal-oriented relationships. Our approach to engagement is through partnership. We strive to work as equal partners to ensure all children in our program are ready for success in kindergarten and beyond. This requires mutual respect for the roles and identifying strengths each has to offer. We do this through

establishing a trusting, relationship-based partnership from the beginning by learning about you and your family.

Head Start recognizes parents are the primary educator 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,

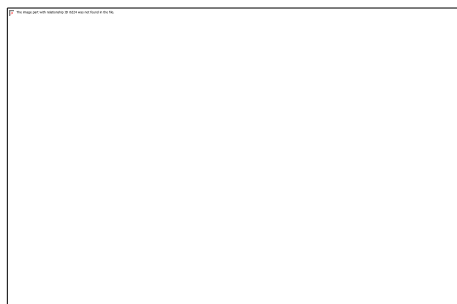
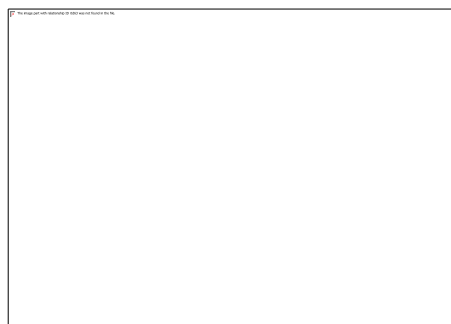
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prevents child abuse and neglect and increases each child's school readiness and success.

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.

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.



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Family Engagement

Opportunities for Parent Involvement

Parent engagement is an interactive process where staff, families, and children build positive and goal-oriented relationships. Our approach to engagement is through partnership. We strive to work as equal partners to ensure all children in our program are ready for success in kindergarten and beyond. This requires mutual respect for the roles and identifying strengths each has to offer. We do this through establishing a trusting, relationship-based partnership from the beginning by learning about you and your family. Head Start supports opportunities across the following family outcomes:

- ♦ Family Well-being
- ♦ Positive Parent-Child Relationships
- ♦ Families as Lifelong Educators
- ♦ Families as Learners
- ♦ Family Engagement in Transitions
- ♦ Family Connections to Peers and Community
- ♦ Families as Advocates and Leaders

Parent engagement opportunities are offered throughout the year at various times and locations. You will be notified ahead of time. Parent/guardians are also encouraged to volunteer. Volunteering in Head Start provides parents/guardians the opportunity to build new skills that encourage the development of nurturing relationships with both their children and teachers. Research shows that parent participation in a child's preschool program positively impacts children socially, emotionally, and academically.

Family Engagement

Support and Community Resources

Raising a family with young children is challenging. Head Start wants to help families grow and find the support and resources they need. Staff members build caring and respectful partnerships, so every child has the best chance for success in school and life.

The following are examples of referrals that Head Start staff can provide:

- Housing assistance
- Homelessness prevention, intervention
- Utility assistance
- Alcohol or substance abuse services
- Domestic violence services
- Food and clothing assistance
- Parenting assistance
- Mental Wellness assistance
- Resources for grandparents raising grandchildren



Did You Know?

When parents/guardians think about what they would like to achieve for their child and family in one year, two years, or even five years, they are thinking about family goals. Staff can help families set goals and work towards making those goals a reality.

Head Start works in partnership with each family to identify strengths and challenges, set goals for the future, and make plans to meet those goals. Goals may include reading with children every day, finding better housing, learning computer skills, creating a household spending plan, or cooking more nutritious meals at home. Head Start staff will support families to create a plan to meet their goals and will check in with families throughout the year to support progress toward achievement.

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Little Ones Leave Lasting Impressions

Community Resources

Community Resources for Families Stockbridge-Munsee Health & Wellness Center

715-793-4144

Provides Comprehensive Ambulatory Care:
Chiropractic, Community Health, Dental,
Medical/Nursing, Radiology, Physical Therapy

Behavioral Health Services Includes: Intoxicated Driver Program

715-793-3000

Stockbridge-Munsee Health & Wellness Center
is

Certified to provide Intoxicated Driver
Assessments to any member or relative of a
member of a federally recognized tribe.

Mental Health & Substance Abuse Services **715-793-3000**

**Emergencies after hours/Shawano Co. Crisis
Line 715-524-6879**

Stockbridge-Munsee Behavioral Health
including case management and coordination of
services; court intervention; individual, group,
family, marriage and couple counseling for a
variety of issues; AODA treatment and
assessment and psychological assessments
and testing.

Waapasaanay Coordinated Services Team (WCST)

715-793-3007

WCST serves Stockbridge-Munsee youth 0-18
who are involved in 2 or more direct services
and show a need for coordination of care.
WCST uses a teaming approach by combining
the strengths of natural and professional
supports to build family teams, then work
together to form their own Plans of Care to meet
their self-defined wellness goals.

Indian Child Welfare

715-793-4080

Indian Child Welfare Manager provides services
to protect the integrity of Stockbridge-Munsee
families and to ensure Native children live in
safe and healthy environments.

Tribal Social Worker

715-793-3044

Family & Elders Social Worker

Economic Support Services

715-793-4032 or 793-4860 or 793-4862

Badger Care Plus – BCP (children under 19,
free or low-cost health care for families and/or
pregnant women.

Medical Assistance – MA (Medicaid)
**Wisconsin Home Energy Assistance
Program (WHEAP)**

<http://homeenergypplus.wi.gov>

FoodShare

[https://www.dhs.wisconsin.gov/forwardhealth/
apply.htm](https://www.dhs.wisconsin.gov/forwardhealth/apply.htm)

FoodShare Wisconsin was created to help
stop hunger and to improve nutrition and
health. FoodShare helps people with limited
money buy the food they need for good health.

Child Care Assistance

W-2, CC, or CCDF

General Assistance – GA

The program provides cash assistance for
single Native Americans ages 18 and older.
Eligible if reside within the Stockbridge-
Munsee Boundaries and have no income.

Temporary Assistance for Needy Families– TANF

Provides welfare services to Native American
families with, or expecting a child, in need of
temporary aide and services. Must reside
within the Stockbridge-Munsee Boundaries.
- For possible eligibility for FoodShare,
Medicaid, BadgerCare Plus, SeniorCare and
other programs.

<https://access.wisconsin.gov>

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Food Distribution

715-793-4941

Anyone living within the Stockbridge-Munsee Reservation boundaries is eligible to receive a food package if eligibility criteria are met. "Indian Households" (a household in which there is at least one enrolled, federally recognized Tribal member in household), living outside the Reservation, but within the rural areas of Shawano County, the townships of Red Springs and Bartelme are eligible to receive a food package if an eligibility criterion is met.

Elderly Services

715-793-4000

Meals/home delivered meals/transportation/other services and activities.

Family Services

715-793-4905

Client Services Advocate

715-793-4863

- Emergency shelter
- Independent living skills for adults & teens
- Supervised visitation for youth and elderly
- Emergency food and clothing
- Domestic violence training
- Staffing in-services
- Information and referral
- Parenting in-home and office
- Assessments for adolescents
- Client and youth transportation

Youth Education Program

The Youth Education Program (YEP) starts the first day of school and is for Kindergarten through 12th graders. The youth participate in activities in the YEP room at the Family Center and play games in the gym.

Stockbridge-Munsee Tribal Child Support

715-793-4036 or 793-4042

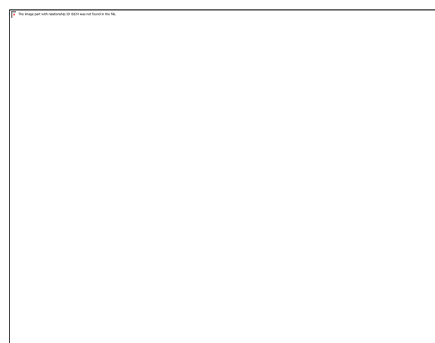
The Agency will continue to present Child Support as support for Stockbridge children. We will establish, modify and enforce Child Support orders by helping parents support their child and we will encourage parents to be involved emotionally and financially in their child's life.

Medical Transportation

715-881-0725 or 881-0724 or 881-0870

The Medical Transportation Department is available to provide rides to and from medical appointments for Enrolled Community members and their family. We have one wheelchair capable vehicle and two other vehicles. This service is provided in its entirety by the Stockbridge-Munsee Tribe. This service is intended to be used as a last resort when family or friends are unavailable.

Transportation to appointments will be scheduled as follows: Elderly, Disabled, All Others. The elderly will be given first priority when scheduling transportation needs.



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Goal Setting

When parents/guardians think about what they would like to achieve for their child and family in one year, two years, or even five years, they are thinking about family goals.

Head Start staff can help families set goals and work towards making those goals a reality.

The Head Start team works in partnership with each family to identify strengths and challenges, set goals for the future, and make plans to meet those goals.

Goals may include reading with children every day, finding better housing, learning computer skills, creating a household spending plan, or cooking more nutritious meals at home.

Head Start staff will support families to create a plan to meet their goals and will check in with families throughout the year to support progress toward achievement.

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Head Start Partnership Agreement

As a Head Start Parent, I will

As a Head Start Team Member, I will

Make sure that my child attends school every day and on time.

Promote a welcoming and culturally sensitive environment that is respectful of your child and family.

Provide my child a medical and dental home. If my child does not have a medical and/or dental home, I will work with the Head Start staff to find one.

Assist and provide resources to help your family establish a medical and dental home.

Make sure that my child's shots and well childcare visits are up-to-date.

Follow-up with you to ensure that your child receives appropriate health screenings. Work with you to ensure that your child's immunizations and well-child visits are up-to-date.

Follow-up on any medical, dental, or other health concerns regarding my child.

Follow-up on medical, dental, or other health concerns regarding your child.

Attend three parent conferences and two home visits and work with my child's teacher to develop and support my child's educational goals.

Collaborate with program staff to provide you information about your child's education.

Work in partnership with my child's teacher to set goals for myself, my child, and my family.

Coordinate training and resources for you and your family.

Help you achieve your goals by providing referrals and support when you need social services and community resources.

Participate in leadership opportunities and Family Engagement activities

Assist in organizing the Policy Council meetings and other activities.

Volunteer and attend events at my child's school.

Inform you regularly about volunteer opportunities and other events in the classroom and at school.

Collaborate with program staff to provide you information about your child's education.

Provide you with information and training opportunities related to healthy habits, screenings, and other health-related topics.

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Safety & Transportation Information

Pedestrian Safety

Children should always be escorted by an adult when crossing the street, in a parking lot, and entering the Head Start building.

Children should hold hands with the adult and walk beside them, not in front of or behind, the adult.

When escorting children to school, position yourself between the traffic and the child.

Teach children to look left-right-left when coming to the edge of the street to identify approaching vehicles.

Always stop at the curb before crossing the street.

Walk, don't run, across the street.

Whenever possible, cross at corners with traffic signals and crosswalks.

Walk facing traffic.

Make sure that drivers see you by communicating with them verbally or through body language before crossing in front of them.

Minimize loose clothing items, such as long drawstrings, that may become tangled or cause a child to trip.

Wear reflectors or white clothing when walking during times of limited visibility, such as early in the morning or late in the afternoon or when rain or fog is in the forecast.

Reinforce the meaning of the red, green, and yellow colors indicated on the traffic light.

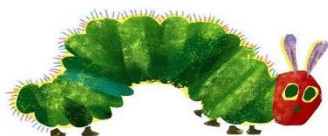
When picking-up or dropping-off your child, please should park in designated areas.

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Children should never be left unattended in vehicles.

Always be alert and cautious when traveling near a school campus or child care center. Avoid rushing. Look out for other motorists who may be rushed or distracted.

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School Bus Safety



Safety & Transportation Information School Bus Safety

Escort children to and from the bus. This is an important transition from the home to the program.

Teach children to look left-right-left when coming to the edge of the street.

Ensure loose clothing items such as long draw-strings do not get tangled.

Stand back at least 10 feet from where the bus stops.

The bus should stop to the right of traffic lane when loading and unloading, about two feet from the road's edge.

Stand still until the bus driver opens the door.

Remind children to hold onto the handrail and walk one step at a time.

Reinforce the meaning of the red, green and yellow colors on traffic lights.

Talk to children about the danger zones around the bus. Use the diagram to the right.

Front of the bus (extreme danger)

Back of the bus (extreme danger)

Standing, waiting, and leaving or entering the bus (walking area)



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Weather Emergency Policy

The policy below, related to Weather Emergencies was adopted by Tribal Council on November 21, 2023.

Head Start **WILL REMAIN OPEN** on days that Bowler or Gresham are closed due to winter weather. **THERE WILL BE NO TRANSPORTATION ON THESE DAYS.**

Parents may choose to drop their child at 7:30 AM and pick them up at 2:00 PM.

Head Start will follow the Tribal President's recommendation for inclement weather delays and closures.

THERE WILL BE NO TRANSPORTATION if the Tribal President indicates an inclement weather delay. Parents may choose to drop their child after the delay and pick them up at 2:00 PM (unless the Tribal President recommends an early closure.)

Head Start **WILL BE CLOSED** if the Tribal President indicates an inclement weather closure.

Call or talk to your child's teacher if you have questions.

Head Start will make every effort to notify you by telephone of any weather-related changes as soon as possible.

Please use your best judgement evaluating the safety of travel during winter weather! Stay safe!!

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FORM 17 Head Start Parent Handbook



SCHOOL ATTENDANCE AGREEMENT AND SUCCESS PLAN

APPLICANT INFORMATION

First Name	MI	Last Name	Date of Birth
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SCHOOL ATTENDANCE/AGREEMENT EXPECTATIONS

1. Attend Head Start regularly
2. Be ready for pick up when the bus arrives / Arrive at Head Start on time
3. Call Head Start if child will be absent for any reason

Head Start Phone Number: 715-793-4993

Head Start will be reaching out to families by phone if there has been no contact within one hour of the start of each school day.

Strategies to Ensure Regular Attendance

1. Make it clear to your child that their attendance is expected at Head Start
2. Begin planning for school the night before
 - a. Talk about getting up early for school
 - b. Pick out clothes to wear to school
3. Have a consistent bedtime routine with a regular bedtime and wake up time
4. Be dressed for the weather and ready for the bus 5 minutes early
5. Arrange all personal appointments for times after school whenever possible

Head Start recommends missing no more than 10 days per year. Head Start understands that sometimes children are sick or families have other emergencies, but only missing 10% of the year helps your child stay on track with school and sets him/her up for success in future learning.

FORM 17 Head Start Parent Handbook

Stockbridge-Munsee Community
ELECTA QUINNEY
Head Start 
W13429 Cherry Street • Bowler, WI 54416
Phone: 715-793-4993  Fax: 715-793-4994
Little Ones Leave Lasting Impressions

Parent Handbook

Appendix



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Little Ones Leave Lasting Impressions

Head Start Early Learning Outcome Framework

The Early Learning Framework is based on research about what young children should know and be able to do in order to succeed in school. It describes how children progress across key areas of learning and development and identifies learning outcomes in these areas. This information will help adults better understand what they should be doing to share quality learning experiences with the child.

Guiding Principles

The guiding principles of the Early Learning Framework have been important to the Head Start program from the beginning. They form the foundation for Head Start policies and practices that prepare young children for success in school and beyond.

Each Child is Unique and Can Succeed

They each have an individual path of development. Each child is influenced by their prenatal environment, temperament, make up, and life experiences. With the right 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.

Families are a Child'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

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.

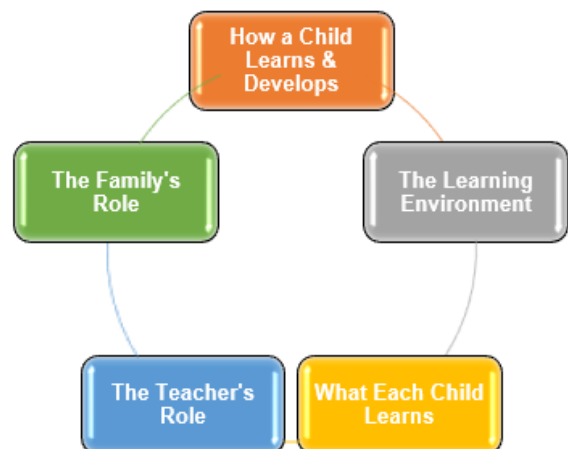
Teaching Must be Intentional and Focused on How Children Learn and Grow

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.

Goals of the Head Start Curriculum/Creative Curriculum



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Conscious Discipline

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.

Seven (7) Skills of Discipline

Conscious Discipline Skills

Composure
Encouragement
Assertiveness
Choices
Empathy
Positive Intent
Consequences

Life/Communication Skills

Anger management, gratification delay
Pro-social skills (kindness, caring, helpfulness)
Bully prevention, healthy boundaries
Impulse control, goal achievement
Emotional regulation, perspective taking
Cooperation, problem solving
Learn from your mistakes

Values Child Learns

Integrity
Interdependence, optimism, gratitude
Respect for self & Others
Persistence
Honoring diversity, honesty
Compassion, generosity
Responsibility

Child Development

Social Emotional Skills

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 & 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

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

Fine Motor

- ♦Strengthens and controls small muscles in hands
- ♦Coordinates eye-hand movement
- ♦Uses tools for writing and drawing

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Cognitive Development Learning & 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 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

Representation & Symbolic Thinking

- ♦ Takes on pretend roles and situation
- ♦ Makes believe with objects
- ♦ Makes and interprets representations

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

(Continued)

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

FORM 17 Head Start Parent Handbook



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Little Ones Leave Lasting Impressions

ASQ Benefits

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 On-Going Monitoring 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' Expertise

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. ASQ:SE-2 is tailored to identify and exclusively screen social and emotional behaviors. ASQ:SE-2 is an easy-to-use tool. 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 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.

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!

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Building for the Future in CACFP

Head Start 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 families.

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:

All Children

Age 12 and under

Migrant Children

Age 15 and younger and

Youths

Through age 18 in afterschool care programs in needy areas.

Meals Served Must Meet the USDA Standards Below

Breakfast

Milk
Fruit or Vegetable
and Grain

Lunch

Milk
Meat or Meat Alternative
Fruit
Vegetable
Grain

Snack

(Serve 2 from the 5 Food Groups Below)
Milk
Meat or Meat Alternative
Fruit
Vegetable
Grain

Contract Information

AYS, Inc.
4701 N Keystone Avenue
Suite 475
Indianapolis, IN 46205
317-283-3817
info@ayskids.org

Good Nutrition Today Means a Stronger Tomorrow!

FORM 17 Head Start Parent Handbook



Head Start Healthy Snacks

Animal crackers
Ants on a log (celery with peanut butter or cream cheese and raisins)
Apple (Try with dip: peanut butter, cream cheese, fruit dip, hummus, whipped topping, caramel sauce)
Applesauce (individual servings with spoons)
Apricots
Carrots with dip
Bagels with various cream cheese spread or peanut butter
Baked whole grain goldfish
Peanut butter and banana sandwiches
Bananas
Blueberry, bran, or cornbread muffins
Bread sticks with cheese or marinara sauce
Canned fruit in light syrup or water
Cheese (string cheese, cheese squares)
Cheese crackers
Cheese quesadillas
Chex mix
Cookies and muffins (made with applesauce rather than oil)
Cracker stackers (lunch meat, cheeses, and veggies to build sandwiches)
Crackers: Graham Crackers, Saltines, Ritz crackers, animal crackers, whole wheat, whole grain crackers (Great with dips, spreads or cheeses)
Dark chocolate-covered raisins/almonds
Dates and squash
Dried fruit, Dry roasted soy beans
Edamame
English muffins, flour or corn tortillas, or pita bread topped with refried beans, canned chili, & Mexican shredded cheese (or pizza toppings)
Whole grain Fig Newtons or Granola Bars
Flavored rice cakes
Fortune cookies
Fresh fruit (please cut into cubes ¼ inch or smaller. Try freezing)
Fruit/yogurt parfaits (layer cut fresh fruit with yogurt and granola)
Fruit kebobs or Fruit Leather
Gelatin with canned or fresh fruit

(Continued)

Graham crackers
Grapes
Hard boiled eggs
Honey roasted cashews or almonds
Jell-O Jigglers
Kabobs *made with combinations of cheese, fruit, veggies, lunch meat*
Lean cuts of turkey, ham, pepperoni, etc.
Low-fat fruit and cereal bars
Mandarin oranges or peaches
Melons (cut in cubes)
Naturally sweetened dry cereal
Non-fat cottage cheese (try adding fruit)
Parfaits with yogurt/gelatin/chopped fruit
Quesadillas (cheese, peanut butter, Nutella)
Peanut butter and jelly sandwich squares
Peanut butter or fruit spread with crackers
Pears
Pita bread with lean sliced meat and cheese
Popcorn
Popcorn (while hot add parmesan cheese, cinnamon sugar, or seasoned salt)
Popcorn cakes
Pretzel rods with dip (cheese, ranch dressing, yogurt, bean dip, mustard)
Raisins
Pretzels (try whole wheat or soft pretzels too!)
Pumpkin seeds
Quick breads or muffins made with carrots, zucchini, pumpkin, bananas
Rice cakes
Sesame breadsticks
Snack mix (Toss together whole grain cereal, popcorn, banana chips, nuts, pretzels, raisins)
Vegetables (with dips, cottage cheese, hummus)
Teddy grahams
Sugar-free pudding cups or Jell-O cups
Tortilla chips with bean dip or salsa
Vanilla wafers
Trail mix (Mix dry cereal, nuts, pretzels, cheese crackers, chocolate chips, mini marshmallows, raisins, goldfish, small amount of M&M's)
Veggie chips
Whole grain bread with fruit spread
Yogurt (Go-gurt, Yo-go, etc...)

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It Shouldn't Hurt to be a Child



...but sometimes it does

Ask Yourself How You Can Help

REPORT CHILD ABUSE & NEGLECT



Division of Safety and Permanence

Stockbridge-Munsee Community
Indian Child Welfare

715-793-4080

Wisconsin's Child Protective Services (CPS) System

The purposes of the CPS System are:

- To promote the well being of the child in his or 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 reporting 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.

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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 endanger the physical health of the child.

Mandated Reporters

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 that 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.

Any other person may report if there is a reason to believe that a child has been abused or neglected or has been threatened with abuse or neglect.

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.

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 do 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 county or Indian Health Services will work with the parent and assess the situation to determine if any support or assistance is needed to protect the child and help the family.

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WIC Fact Sheet

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

Pregnant (during pregnancy and up to 6 weeks after the birth of an infant or the end of the pregnancy)

Postpartum (up to six months after the birth of the infant or the end of the pregnancy)

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:

Eligible to receive SNAP benefits, Medicaid, for Temporary Assistance for Needy Families (TANF, formerly known as AFDC, Aid to Families with Dependent Children); in which certain family members are eligible to receive Medicaid or TANF or 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.

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School Readiness

School Readiness Compliance In accordance & compliance with 45 CFR 13.07.2, School Readiness Goals, every Head Start Program

School Readiness Goals, Objectives Align with:

- ♦Head Start Child Development and Early Learning Framework
- ♦Head Start Performance Standards
- ♦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 established by the WI Model Early Learning Standards (Language and Literacy Development, Cognition and General Knowledge (Early Math & Scientific Development), Approaches toward Learning, Physical Well-Being and Motor Development, Social and Emotional Development) and divides them into 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:

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- ♦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.