

BI-CAP Head Start: Prenatal to Five

FAMILY HANDBOOK



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Head Start Mission

BI-CAP Head Start gives children and families
a head start for kindergarten and for life.

Dear Parents/Caregivers,

Welcome to the BI-CAP Head Start: Prenatal to Five program!

What an exciting time in your life – to be able to see how quickly your child is learning and developing new skills.

You have chosen a high-quality early care and education that will enrich, nurture, and support your child and your family.

Research shows that the first years of your child's life are the most important for the ability to grow, learn and thrive. You can help your child's development by providing love, support, security, and encouragement.

Our staff will walk with you during your child's first five years. Quality early care and education supports your child's growth, safety, and overall physical health.

We are very excited to have your child in our program and we are eager to meet you!

If you have any questions or concerns regarding our program, please feel free to contact me 218-333-9873.

Respectfully,

Michele Andringa

Head Start Director

Child Development

We believe that:

- All families and children deserve respect.
- Healthy and happy children learn better.
- Children learn best by playing and doing.
- Children learn best when they are interested.
- Children learn best when activities are related to their experiences.
- Children need to feel safe to be able to learn well.
- Children need the opportunity to make reasonable choices.
- Children are learning to control their actions.
- Children need to know that it is O.K. to make a mistake.
- Children learn self-control with consistent routines, structure and appropriate rules.
- Children learn from others around them.
- Every child should grow to be the best they can be.

You are your child's first teacher:

Whether you are new to parenting and Head Start or are the parent of children who have been in a program, you are your child's first teacher.

Because you are so important to your child, they pay attention to what you say and do.

Children learn by watching and listening to you and other family members every day.



Program Options

BI-CAP Head Start: Prenatal to Five offers a variety of program options for children ages birth to five and pregnant parents which include home visits and classroom experiences. Children are given the opportunity to learn in various settings while meeting your family's needs. Our program is licensed and serves more than 257 children each year.

Center Based

Beltrami County

BEMIDJI:

PRESCHOOL CENTER BASE: Classroom 4 x Week School Year (2 home visits and 2 conferences/year)
Licensed to serve up to 98 children in 5 classrooms.
HOURS OF OPERATION: 7:45-3:30 M-TH

PRESCHOOL COLLABORATIVE: Classroom 5 x Week School Year (2 home visits and 2 conferences/year) Serving up to 18 children in 2 classrooms.
HOURS OF OPERATION: 7:30 - 2:40 M-F

TODDLER CENTER BASE: Classrooms 4 x Week Year Round (2 home visits and 2 conferences/year)
Licensed to serve up to 24 children in 3 classrooms.
HOURS OF OPERATION: 7:45-3:30 M-TH

YOUNG PARENT PROGRAM: Classroom 4 x Week (2 home visits and 2 conferences/school year) 1.5 hour parent education class and 1 hour weekly parent child interaction requirement. September - May (12 summer home visits) Licensed to serve 8 children (infants & toddlers)
HOURS OF OPERATION: 7:45-3:30 M-TH

BLACKDUCK:

PRESCHOOL CENTER BASE: Classroom 4 x Week School Year (2 home visits and 2 conferences/year)
Licensed to serve up to 40 children in 2 classroom.
HOURS OF OPERATION: 8:00 - 3:45 T-F
Some M

TODDLER CENTER BASE: Classroom 4 x Week Year Round (2 home visits and 2 conferences/year)
Licensed to serve up to 10 children in 1 classroom.
HOURS OF OPERATION: 8:00 - 3:45 T-F
Some M

KELLIHER:

PRESCHOOL CENTER BASE: Classroom 4 x Week School Year (2 home visits and 2 conferences/year)
Serving up to 10 children in a 1 classroom.
HOURS OF OPERATION: 8:00 - 3:10 T-F
Some M

Cass County

WALKER:

PRESCHOOL CENTER BASE: Classroom 4 x Week School Year (2 home visits and 2 conferences/year)
Licensed to serve up to 20 children in 1 classroom.
HOURS OF OPERATION: 8:15 - 3:05 M-TH

PINE RIVER:

PRESCHOOL CENTER BASE: Classroom 4 x Week School Year (2 home visits and 2 conferences/year)
Licensed to serve up to 20 children in 1 classrooms.
HOURS OF OPERATION: 8:00 - 3:05 M-TH

Home Visits

Cass & Beltrami Counties

Family Coaches Serving 45 Children
46 visits per year
22 PALS (Play and Learn) per year locally

Preparing Your Family for Head Start Experiences

Head Start can be an exciting time, one that can provide new opportunities for your child and family. It also can be a time of great change and adjustment.

Your child or family may need to adjust:

- to new teachers, staff, children
- different schedules, daily routines
- new classroom activities
- new options for family involvement
- new evaluations and technical terms
- how to advocate for your child when necessary
- both you and your child may experience separation anxiety
- It is normal to experience some stress

Some ideas that families have used to get ready for change are:

- Plan ahead. Don't wait until the last minute to begin thinking about the change. Give yourself and your family time to make decisions and adjust to the changes that will occur.
- Realize that stress, uncertainty and separation anxiety are normal emotions. Many, if not all, parents experience these feelings when their child starts a new program.
- Share information with the staff about your child, family, resources, priorities, and any concerns that you may have.
- Talk with members of your family about the change.
- Try to identify things about the new class/center that may be different or difficult for your child and give your child experiences with these things before the new program begins. For example, if you think that your child will have trouble working or playing alone, you might give your child the opportunity to play alone for short periods of time each day.

Head Start Children **Must** Have:

- MN state law requires that immunizations **MUST** be up-to-date to be in a classroom
- A physical exam, which includes lead and hemoglobin blood tests, that follows current Child/Teen Checkup recommendations
- Lead screenings are due at 9-15 months and again at 16-36 months
- Vision, hearing, speech and developmental screenings
- Infants and Toddlers follow the well child exam schedule required at: 2 weeks & 2, 4, 6, 9, 12, 15, 18, 24, 30, and 36 months
- A completed dental exam for children 1 and older

Physicals

Physicals can be done by a doctor at a Medical Clinic or by a Public Health Nurse. Your child must have a current physical exam to attend class or participate in home visits and must stay up-to-date according to the MN Child & Teen Check-up Schedule.

Check MySanfordChart or MyHealth (Essentia) to access your child's up-to-date medical records.

A WIC visit does not count as a physical exam.

Dentals

An annual dental exam conducted by a dentist is required for all children ages 1 year and up. If you do not have a family dentist, we will help you find a dentist with whom you can schedule an exam. A dental exam is required to attend class or participate in home visits.

Classroom Information



BI-CAP Head Start: Prenatal to Five **SCHOOL READINESS GOALS**



Approaches to Learning

Children will develop and increase skills in self-regulation, creativity, independence, persistence and curiosity.

Social and Emotional Development

Children will create and sustain positive relationships with adults and other children and manage their emotions.

Perceptual, Motor, and Physical Development

Children will develop and increase skills in perception, motor, personal care and healthy and safe behaviors.

Language and Literacy

Children will develop and increase skills in receptive (Attending and Understanding) and expressive language (Communicating and Speaking) and emergent literacy.

Cognition

Children will develop and increase skills in exploration, discovery, using memory, reasoning and problem solving. Children will develop and increase skills in emergent mathematical thinking and scientific inquiry.

Attendance

Please contact the classroom and notify the staff prior to the start of class time when your child will be absent. Contact your Family Coach or Family Advocate at least one hour before the scheduled appointment if your family cannot make a home visit. Regular home visits and/or classroom attendance is an important part of the BI-CAP Head Start Prenatal to Five Program.

If your child is absent and the program has not been notified within one hour of start time, this will be considered an unexcused absence. We will attempt to contact you to ensure the child's well-being and discuss absence reasons. After two absences without contact, our Family Support staff will contact you to discover any barriers that are keeping your child/family from participating and develop an attendance support plan. An attendance support plan without follow through will place your child's placement in Head Start at risk.

Please keep in contact with us if you are having problems getting your child to class, or keeping home visits. WE ARE HERE TO HELP.

Classroom Information

Separation and Transitioning to the Classroom

Staff will work with you and your child to help your child feel comfortable with the classroom.

The process of separation from the caregiver as the child enters and attends class is one of the most important accomplishments of the child.

At each age level, a child will react differently. As children grow they begin to see themselves as independent from their parents. In separating from you, your child is learning an important new skill.

Head Start staff will visit with you and your child to get to know what your child needs for the transition to the classroom.

Let us know if your child has a special blanket, toy or routine that helps them separate from you.

What Should My Child Wear and Bring to School?

Dress your child in clothes that allow freedom for movement and activity. Although paint shirts are used, sometimes your child's clothing may still get messy. Tennis shoes or rubber-soled shoes are the best footwear.

Help your child come to school ready for inside and outdoor play. Children at all centers will go outside daily when the temperature (including wind chill) is above zero. During cold weather, please send a hat, mittens, boots, snow pants, and a warm jacket or snowsuit.

Please label your child's clothing.

Please send a change of clothing including socks and underwear to keep at school. If your child has changed clothing during the day, please take home the soiled items and replace them the next day.

Daily Schedules & Routines

All classrooms use Creative Curriculum Preschool or Creative Curriculum Infant, Toddlers and Twos to set up classrooms, schedules, routines and support child development.

Infant & Toddler classrooms focus on routines and experiences. Children learn as they explore their environment.

Preschool classrooms have a more structured schedule focusing on school readiness.

A daily schedule is posted in each classroom. Make sure to check the schedule so you know what your child will be doing during the day.

Backpacks

Please provide a backpack (preferably with out wheels) for your child to keep track of notes, newsletters, books, projects and personal belongings.

Personal Belongings

Please have children leave their own toys and valuables home. Items brought could be broken or lost and are hard to share with other children.

Rest Time

Rest time is a part of our daily schedule. After 30 minutes, children who are not sleeping will be provided quiet table activities.

Toileting

Our goal is to support children in learning to use the toilet. We provide store-brand diapers, diaper ointment and wipes while the child is in our care. We will work as a team with you to determine the best plan for helping your child learn these self-care skills.

Classroom Information

No-Smoking Policy

No staff person, parent, or volunteer will smoke within sight of the Head Start children during any part of the Head Start day. No smoking is permitted on any Head Start property. This policy also includes field trips and social gatherings, family meetings, or when using an agency vehicle. This includes e-cigarettes and vaping.

Child Abuse Reporting

Under Minnesota law all of our staff are considered mandated reporters. We must report all suspected cases of child abuse and neglect to keep children safe. Head Start's goal is to support families and to make sure that each child's basic needs are met.

Pets

Parents will be informed of any permitted pets in the classroom. Visiting pets will be allowed only with approval from the Classroom Coordinator and Health Specialist and in consideration of known allergies.

Conferences

Your child's developmental progress will be shared at least three times per year. Family/teacher conference are required two times per year. During conferences your child's teacher or family coach will discuss your child's learning and progress. They will work with you to set school readiness goals for your child that you can help support at home. There will also be time for you to ask any questions you may have. Family/teacher conferences are a great way to build a partnership that supports your child's learning!

Field Trips

Teachers will get written permission from caregivers before taking a child on a field trip. The permission form will state purpose, destination, date and time. Some field trips may require a parent or other adult to attend with their child. Emergency contact information, medical/dental release and First Aid kit will be with the group at all times.

Caregivers participating with their child on field trips will be responsible for their child. Caregivers participating on field trips will be asked to stay with the field trip. Head Start will help to arrange transportation whenever possible.

Safety & Crisis Management

A Crisis Management Plan has been developed to ensure that all children, families, and staff are safe. Staff are responsible to know what to do in the event of a fire, tornado or other crisis.

Parents will be informed where to pick up their child in the event of an emergency evacuation.

Plans are available to parents upon request.



Classroom Transportation



Public school bussing is provided at the following locations:

Blackduck (4 year olds),
Bemidji Collaborative,
Kelliher, Pine River/Backus,
and Walker.

For the safety of your child,
an authorized responsible
person must greet the bus.
This person may be required
to show identification.

Personal transportation:

If you are providing transportation for your child, please park in a designated parking space and walk your child to and from the classroom. You will need to do a person-to-person hand off with the teacher and sign your child in or out.

State law requires that children be placed in safety seats. If you need assistance with obtaining a child safety seat, talk to your Family Advocate.

Authorized adults will be listed on the Consent Form for emergency contact/pick-up.

You are responsible for keeping phone numbers and addresses up to date and providing two emergency contacts for your child.

Anyone picking up a child must be on the emergency contact list for that child. Children will not be released to anyone who is not an authorized adult on the Emergency Contact Form unless verbal notification is given to staff prior to pickup. A photo ID will be checked upon pick up.

If you **fail to pick your child up** at the scheduled ending time of class, staff will attempt to contact you or someone on your emergency contact list. If we cannot reach someone within a half an hour, our last option will be to call law enforcement. More than 2 failed pickups (meaning late pickup without parent communication) within a month will result in a report being made to Child Protection Services.

Weather Related / Other Cancellations

When public school is cancelled, all classes will be cancelled. When public school starts late, all classrooms will start late. Early release due to weather will follow the school district's release time. Review your school district website or listen to local radio stations for cancellation information.

Holidays

Head Start strives to respect all families' individual traditions. Events or activities specifically in celebration of traditional holidays will not be practiced. However, there may be activities offered in the classroom that pertain to the specific time of the year and include some holiday-like projects or materials.

If you have specific wishes or concerns regarding holidays and their celebration, please share them with your child's Teacher or Family Coach.

Certified Child Care Center

MALTREATMENT OF MINORS MANDATED REPORTING POLICY

Who Should Report Child Abuse and Neglect

- Any person may voluntarily report abuse or neglect.
- If you work with children in a certified center, you are legally required or mandated to report and cannot shift the responsibility of reporting to your supervisor or to anyone else at your center. If you know or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years you must immediately (within 24 hours) make a report to an outside agency.

Where to Report

- If you know or suspect that a child is in immediate danger, call 911.
- Reports concerning suspected abuse or neglect of children occurring in a licensed child foster care or family child care facility should be made to county child protection services.
- Reports concerning suspected abuse or neglect of children occurring in centers certified by the Minnesota Department of Human Services should be made to the Department of Human Services, Licensing Division's Maltreatment Intake line at (651) 431-6600.
- Reports regarding incidents of suspected abuse or neglect of children occurring within a family or in the community should be made to the local county social services agency at _____ or local law enforcement at _____.
- If your report does not involve possible abuse or neglect, but does involve possible violations of Minnesota Statutes that govern the facility, you should call the Department of Human Services Licensing Division at (651) 431-6500.

What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556) and should be attached to this policy.
- A report to any of the above agencies should contain enough information to identify the child involved, any person(s) responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a licensed facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Failure to Report

A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or recurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed or certified by the Department of Human Services and by the Minnesota Department of Health, and unlicensed Personal Care Provider Organizations.

Retaliation Prohibited

An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

Staff Training

The certification holder must provide training to all staff related to the mandated reporting responsibilities as specified in the Reporting of Maltreatment of Minors Act (Minnesota Statutes, section 626.556). The certification holder must document the provision of this training in individual personnel records, monitor implementation by staff.



TRANSPORTATION SAFETY

BEING SAFE ON THE GO...

A Parent's Guide to Transportation Safety

Staying Safe in a Vehicle

What's good for you is good for your child. If you want your child to be safe do what you want him to do!

- Buckle up as soon as you get in the car.
- Keep the noise down so you can hear sirens or other dangers on the road.
- Keep your eyes on the road.
- Be understanding of other drivers and traffic.
- Don't allow kids to unbuckle or move around in the vehicle.
- Make it a routine to buckle everyone in!



Boarding and Leaving Vehicles

Teach how to get in and out of a vehicle safely.

- Walk your child to and from the vehicle.
- When getting in and out always be there for your young child.
- Teach older kids to wait for an adult or stand by the side of the car until an adult is out of the car.
- Be aware of your surroundings and teach your children the same.
- Teach children to wait until a car is completely stopped and the driver sees them to go to the vehicle or move around it.

Always know where kids are when a vehicle is moving!

Supervise! Supervise! Supervise! There is NO substitute for supervising kids.



HOW TO MAKE SAFETY EASIER

- ★ Start young and make it a routine. For example, the car doesn't move until everyone is buckled and it stops if someone unbuckles. If voices are too loud pull over safely.
- ★ Explain why it's important to be safe in vehicles.
- ★ Use every day "teachable" moments to show and explain to kids why safety is important.
- ★ Make a game of it- Who can get buckled faster? How many animals can you see? How soft can you talk?
- ★ You have a captive audience! Use it. Enjoy your time together.

DANGER ZONES AROUND VEHICLES

Every vehicle, no matter the size, has blind spots. The larger the vehicle the bigger the blind spot.

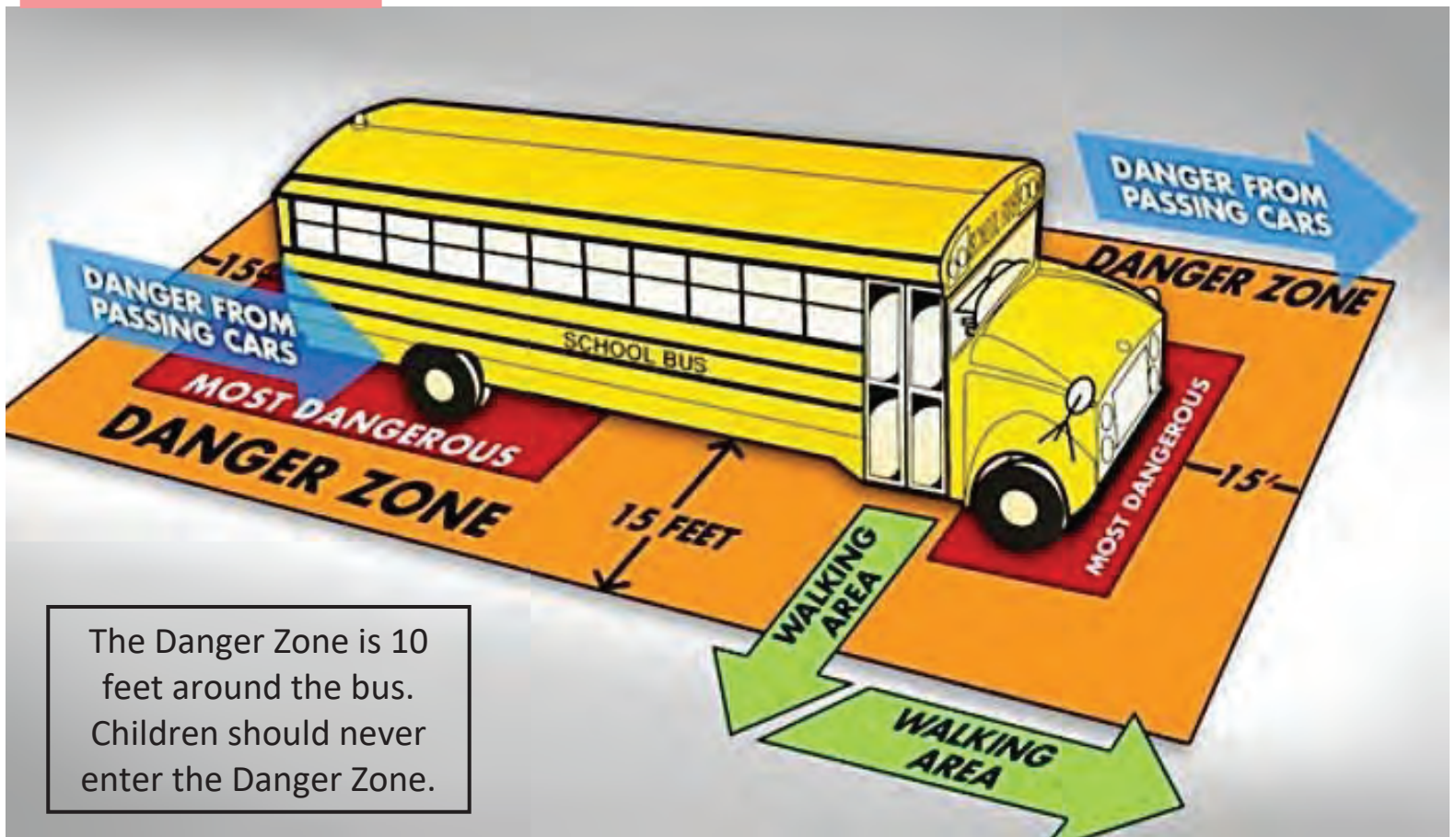
HOW BIG IS YOUR BLIND SPOT?

Sedan ~ 12 feet
Minivan ~ 13 feet
SUV ~ 14 feet
Pickup Truck ~ 30 feet



IF YOUR CHILD GETS PICKED UP AT HOME, HELP THEM TO REMEMBER...

- When you get on, make sure the bus is stopped, the lights are flashing, and the arm is out.
- Cross the street only when:
 - All vehicles have stopped
 - The bus driver waves you across
 - You've looked both ways
- Never walk behind the bus
- Always walk, never run
- Never go back for something you've dropped
- Listen for the bus driver's horn. That means to stop because there is danger.



Your child will spend many hours in the coming years on the bus.
Teach them the rules now so they can be safe!

Pyramid Model

The Pyramid Model is a framework for supporting the social and emotional development of our children. The goal of the Pyramid Model is to create an environment where every child feels good about coming to school. This is accomplished by designing classrooms that promote engagement in learning and by building positive relationships among children, families, and staff. In our use of the Pyramid Model, our classroom staff will work together to ensure that all children understand behavior expectations, receive instruction in social skills, and those who are struggling receive individual support.



Behavior Guidance

To promote children's mental health and positive behavior, parents, staff, and volunteers will:

- Model positive nurturing
- Have realistic expectations for children's behavior and set limits based on their age and stage of development
- Teach children about feelings and empathy
- Speak to children on their level with a calm voice
- Use a problem-solving approach to reduce conflict
- Keep children and others safe in the home and classroom
- Use routines and schedules
- Parents and Staff may give immediate consequences for unacceptable behavior

The unacceptable actions to guide children's behavior that will not be used by Head Start are: physical punishment, threatening and shaming language, punishment for toileting accidents, withholding food or other necessities from children, physically holding a child (unless it's needed to protect the child or others from harm) and preventing children from participation in daily activities (i.e. outside time).

If a child's unsafe behavior continues in the classroom, staff will:

- Observe and record behavior
- Provide appropriate supports and changes in the environment
- Notify parents
- Develop a Behavior Intervention Plan (PTR-YC Process) with parents, staff, and other professionals as needed

A child will only be separated from the classroom group if other means of guidance have not worked. The child will remain in an area where the child can be seen and heard by staff. When the child is able to regulate behavior to be safe, they will return to the group.

Volunteers are not responsible for responding to, correcting, or documenting challenging behavior in the classroom.

Handle with Care

In instances when we are needing to help a child better regulate their internal emotions that are leading to escalating behaviors, we use Handle with Care®. Handle with Care is a method that believes there is no dignity in allowing a child to hurt themselves or someone else. The utilization of Handle with Care® is ***for*** children to help support and teach self-regulation. All teaching staff are trained yearly by certified trainers.

Mental Health

Mental health is an important part of your child's development. A child's mental health helps increase their ability to regulate and express emotions, form secure relationships, explore their environment, and learn.

Head Start works with a mental health professional to provide quality mental health services to children, families and staff.

These services include:

- Child and classroom observations
- Parent consultations

- Parent and staff training
- Emotional support planning
- Monthly group sessions with teachers and family support staff

Families can request to meet with the Mental Health Consultant at any time.

Mental health services can help families with:

- Stress
- Managing and improving behaviors
- Expressing feelings

- Setting limits
- Abuse, neglect, or separation from parents
- Family changes (death, divorce, etc.)



Mental Health Screening

The ASQ-SE is a family-completed questionnaire that helps identify children's strengths and needs in their social emotional development. This tool is completed incrementally based on the child's age. You will be informed of the results.

Special Needs

All children are unique and learn in different ways. Children are identified for a potential special education referral based on the results of their developmental and social emotional screening. If the child does not pass the screening, a meeting will be scheduled with the family to discuss further steps and to begin the referral process.

If your child qualifies for special education services, Head Start will be part of the special education team. We will support your family through the process of developing a plan to meet your child's educational needs.

Developmental Screening

At your first home visit, teaching staff will work with you to complete the ASQ Developmental Screening tool, to see how your child's development is progressing. In EHS, Family Coaches and Teachers will complete the ASQ with you periodically throughout the school year. Developmental screening is required for all children to be completed once, after age three and before entrance to Kindergarten. Families will be informed and encouraged to attend district screenings.

Home Visits

The main focus of home visits is your child's development. While you support your child, your Family Coach will support you. By working together you give your child a good start on the path to success in school and life.

Home Visiting or Combination Programming:

- Family Coaches will conduct 46 weekly visits throughout the year
- Pine River offers combination programming which includes class days and home visits. Your Teacher will work with you to set up a home visit schedule specific to your site.

Family Coaches/Teacher will:

- Get to know you and your family
- Focus on you as the primary Teacher of your child
- Learn from you about your child
- Listen and ask questions
- Offer suggestions
- Show you how you might do an activity with your child
- Share and provide information about your child's development and family needs

Parents will:

- Be ready for the home visit by turning off digital media
- Share what you have observed about your child's learning
- Share your family's culture and traditions
- Be actively involved in the activity with your child
- Let your Family Coach know in advance if you have to cancel the home visit

Together you will:

- Meet for 90 minutes each time you have a home visit
- Review plans for the home visit activity
- Talk about the school readiness goals you are working on with your child
- Plan goals and activities with you and your child to work on together between home visits
- Make plans for the next home visit activity and decide which materials are needed
- Fill out needed paper work
- Set family goals



PALS (Play and Learning Socialization)

PALS is a fun opportunity for you and your child to get together with other families as a group. These are times for you to play with your child and observe what they are learning in a different setting.

PALS gives parents a chance to:

- Help with activities in the classroom
- Follow your child's lead in play
- Build on the school readiness goals you set during home visits
- Share what you know and learn with other parents
- Learn that you are not alone in the challenges and joys of raising a young child
- Strengthen your relationship with your child

Family Engagement

Family Involvement is the key to success for you and your child in Head Start. There are many opportunities to learn new things and gain new skills. In addition to home visits and classroom volunteering, you will gain new skills by attending parent trainings, parent/child activities, and/or serving on the Policy Council.

Policy Council

The Policy Council is a group of Head Start and Early Head Start parents and community members who help lead and make decisions about our program. Policy Council members are elected by the parents of children enrolled in the program. Parents often join the Policy Council after serving on a parent committee.

The Policy Council meets regularly as a group. Members can serve for one year at a time, and for up to five years. They work closely with the program's management team and governing body to provide overall direction for the program.

Through the Policy Council, parents have a voice in decisions about how the program spends money, what children do in their classrooms, and how the program works with community partners.

Parents can become more confident, gain skills, and connect with other parents and staff. Parents learn about the strengths, interests, and needs of the children, families, and community they serve.

Visiting the Classroom

Family members are welcome and encouraged to visit Head Start any time when class is in session.

Everyone must follow local sign-in procedures for their center.

It is helpful if you let your child's teacher know when you would like to visit so they can include you in special events, plan activities that interest you, or include you in meal/snack times.

Siblings of enrolled children may visit the classroom with a parent or guardian.



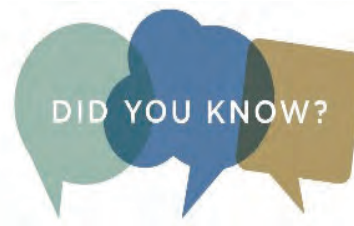
Volunteering & In-Kind Contributions

As a requirement of our federal funding, BI-CAP is required to obtain a match equal to 25% of its federal dollars. This is called matching funds or In-Kind.

Some ways you as a parent/caregiver can help:

- Time spent attending Policy Council meetings as a Policy Council member
- Planning and working on special committees
- Attending parent meetings
- Working on school readiness goals, home learning plans and reading with your child
- Field trips
- Volunteering in the classroom
- Providing special entertainment or presentations for children and families

It is a proven fact the more time you spend interacting with your child, the better they do later on in life socially and academically.



When families and schools work together, children are more successful.

For every hour you spend volunteering for Head Start or working with your child on educational activities, you are donating dollars to your child's program!

Parent, Family & Community Engagement

Parent, Family and Community Engagement (PFCE) promotes parent and family engagement, children's learning and development. While all the PFCE outcomes are relevant for our program, not all outcomes are relevant for each family. We know each family's experience is uniquely determined by their own interests, needs and goals. We work together with families in progressing through the seven PFCE outcomes listed below:



1. Family Well-Being

Parents and families are safe, healthy, and have increased financial security.

2. Positive Parent-Child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

3. Families as Lifelong Educators

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

4. Families as Learners

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

5. Family Engagement in Transitions

Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including Early Head Start to Head Start, Early Head Start/Head Start to other early learning environments, and Head Start to kindergarten through elementary school.

6. Family Connections to Peer and Community

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

7. Families as Advocates and Leaders

Parents and families participate in leadership development, decision making, program policy

Family Partnerships

Head Start staff will partner with you to access community resources. We then can work together toward meeting your needs. We will also partner with you in:

- Identifying what is going well for your family
- Setting and reaching your goals
- Your role as a parent

A Family Advocate will help you with initial Family Goals and update these every three months during a family service home visit. Together you will set goals, identify strengths and plan the steps you will take toward achieving your goals. We would like to know if you are working on personal goals with another agency. If so, we will partner with them in supporting your goals.

Positive Solutions for Families is the training we use to provide information to families on how to promote children's social and emotional skills, understand challenging behavior, and use positive approaches to help children learn appropriate behavior. These trainings are available monthly at each site, as well as a virtual option.

Health in Head Start

Health Education is an important part of activities in the home and in the classroom. Head Start's goal is to partner with families to assist in meeting the medical and dental needs of the Head Start child and other family members. We hope to positively support and educate families to take responsibility for their own health.



Giving Medication to Children

Medicines prescribed for children by a doctor should be given at home whenever possible. If your child is taking medication at home, please let your teacher know. If this is not possible we require the following:

- All medications must have written instructions from a licensed physician or dentist before medicine will be given to your child. This includes but not limited to: cough syrup, lip balms, and other over-the-counter medications.
- All medicine given to children must also have a written consent by the parent and be in the original container. Records will be kept in the child's health file.
- All medications will be labeled with:
 - A. Child's name
 - B. Name of Drug
 - C. Strength and quantity of drug
 - D. Expiration Date
 - E. Directions for use
 - F. Physician's name
 - G. Date of issue
 - H. Name and address of pharmacy
- Any container with a damaged label will be returned to the family.
- Only medicine meeting these requirements will be used. Others will be returned to the parent.
- The Minnesota Regional Poison Center will be called for any suspected poisoning. (1-800-222-1222)

Community Resources

You can find Community Resources listed on our website www.bicap.org. Look for the RESOURCES title at the top of the page and click. You will find links for Beltrami and Cass Counties and many other resource links on the page.

Classroom Health

Practice Good Health and Safety Habits

Children will learn and practice good health and safety habits by:

- Washing hands when entering the classroom, after bathroom visits and before handling food
- Brushing teeth before eating
- Learning about health, safety and nutrition through fun activities
- Staying at home if they have live head lice, a bad cold, the flu, or any other contagious diseases



When To Keep Your Child At Home & Reasons Your Child Will Be Sent Home

Your child's health and safety is a priority. We want to avoid sickness whenever possible, and provide the right care for the child who becomes sick.

Children may be isolated and will be sent home from the center if they have:

- Fever (temperature) higher than 100 degrees Fahrenheit before fever reducing medication is given. The child may return to class after 24 hours of being fever free without fever-reducing medication.
- Vomited 2 or more times since admission to class that day. The child may return to class after being vomit free for 24 hours.
- For any undiagnosed rash or skin sore, the child must go home. The child may return to class when they are free from undiagnosed rash, itching or fever and have been evaluated by their doctor.
- Brown/green drainage from nose, eye or ears with fever or complaints of sickness. The child may return when they are free from drainage and/or have been evaluated by their doctor.
- Diarrhea (3 watery or loose stools in one day with or without fever). The child may return when they are free from diarrhea for 24 hours.
- Trouble breathing or shortness of breath.
- Unexplained tiredness.
- Head lice with live bugs present for Bemidji, Blackduck, and Walker. Pine River/Backus & Kelliher will follow the school district policy.
- An infectious disease, (strep throat, pink eye, etc.) diagnosed by a qualified health care provider and has not completed 24 hours of antibiotic therapy.
- Symptoms or complaints that prevent the child from participating in usual activities.

Health in Head Start

Contagious Illness

If a child is present in the classroom with an infectious or communicable disease, all parents will be notified of symptoms to watch for within 24 hours. For a complete list of reportable diseases, contact your Head Start Health Specialist.

Parents must inform the classroom Teacher within 24 hours when a child is diagnosed with a contagious reportable disease or head lice, scabies, impetigo, ringworm, or chicken pox. Head Start will give notice to the parents of exposed children in an efficient and timely manner.

Only a licensed health care provider can determine a diagnosis and/or prescribe treatment. Please contact your Health Specialist for further clarification if needed.



Emergencies and Injuries

Our staff will provide emergency care for injuries or accidents that occur while your child is on site during a scheduled classroom time.

- All staff receive CPR/First Aid training to meet MN Rule 3 guidelines
- If an emergency situation occurs, trained staff will administer First Aid until medical help arrives
- Staff will treat minor cuts and abrasions
- Parent's permission for emergency medical treatment is obtained on the Consent for Child's Emergency Medical/Dental Treatment form. This form will stay in your child's file and must be kept up to date
- Information about children's allergies, special diet statement, or other health care plans are kept on file. Please ask your teacher for the correct form

Recording Accidents and Injuries

A staff person must fill out an Incident Report containing the name, age of people involved, the date and the place of the accident, injury or incident, type of injury and action taken by staff. Parents will receive a copy of the Incident Report.

If the incident requires a doctor's care, the Department of Human Services will be contacted and a written report will be filed at:

Department of Health and Human Services
Division of Licensing
PO Box 64242
St. Paul, MN 55164-0242
FAX: (651) 297-1490



BI-CAP Head Start: Prenatal To Five
WHEN TO KEEP MY CHILD HOME



I NEED TO STAY HOME IF...

I HAVE A FEVER	I AM VOMITING	I HAVE DIARRHEA	I HAVE A RASH	I HAVE AN INFECTION	I HAVE BEEN IN THE HOSPITAL
					
Temperature of 100° F or higher	Within the past 24 hours	Within the past 24 hours	Body rash with itching or fever	Redness, itching, and/or draining from eye or nose	Hospital stay and/or emergency room visit

I am ready to go back to school when I am...

Fever free without the assistance of medication for 24 hours (i.e. Tylenol, Motrin, Advil)	Free from vomiting for 24 hours	Free from diarrhea for 24 hours	Free from undiagnosed rash, itching or fever. I have been evaluated by my doctor.	Free from drainage and/or have been evaluated by my doctor	Release by my doctor to return to school

If your child has strep throat or another bacterial infection, he/she should stay home until the antibiotic has been given for at least 24 hours. We encourage you to seek medical attention when your child is sick and to follow your health care provider's recommendations about returning to school and other activities.

Classroom Nutrition

Food is a very important part of our program. Healthy habits like tooth brushing are also essential to classroom, family, and home visit activities.

In order to keep families safe and healthy and meet required food safety and sanitation laws, all food served will be provided by our program. Outside food could have the potential to make others sick or cause allergic reactions.

We do not allow any food to be brought into the center.

Head Start will offer you information and ideas for healthy meals and snacks for home. What families eat can help make them healthy, strong, happy and ready to learn.

Meals & Snacks

Each classroom will follow a schedule for meals. Children that attend our program for a full day will receive a healthy breakfast, lunch, and an afternoon snack. We encourage children to try all foods, but they will not be forced to eat. We will also meet any special doctor-advised dietary needs that your child may have.

Families will have access to menus each month and meals will be served family style. All meals and snacks meet the U.S. Department of Agriculture (USDA) and the Child and Adult Care Food Program (CACFP) requirements. A snack will be offered by all PALS (Play and Learning Socialization.)

Food must be eaten at the center/event. Food can not leave our building.

Good nutrition is very important for children's growth and development! Healthy lifestyles start young!

Meals prepared in our facilities will not include any peanut butter/peanuts. However, we purchase from outside sources and cannot guarantee we are peanut-free. This does not include meals provided by the school districts.



What's on your plate?



Choose **MyPlate**.gov



Before you eat, think about what and how much food goes on your plate or in your cup or bowl. Over the day, include foods from all food groups: vegetables, fruits, whole grains, low-fat dairy products, and lean protein foods.



Make half your plate fruits and vegetables.



Make at least half your grains whole.



Switch to skim or 1% milk.



Vary your protein food choices.

Vegetables	Fruits	Grains	Dairy	Protein Foods
Eat more red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli in main dishes.	Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.	Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.	Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.	Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.
Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.	Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.	Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name.	Top fruit salads and baked potatoes with low-fat yogurt.	Twice a week, make seafood the protein on your plate.
Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.	Select 100% fruit juice when choosing juices.	Choose products that name a whole grain first on the ingredients list.	If you are lactose intolerant, try lactose-free milk or fortified soy milk (soy beverage).	Choose lean meats and ground beef that are at least 90% lean.
For a 2,000-calorie daily food plan, you need the amounts below from each food group. To find amounts personalized for you, go to ChooseMyPlate.gov .				
Eat 2½ cups every day What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens	Eat 2 cups every day What counts as a cup? 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit	Eat 6 ounces every day What counts as an ounce? 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal	Get 3 cups every day What counts as a cup? 1 cup of milk, yogurt, or fortified soy milk; 1½ ounces natural or 2 ounces processed cheese	Eat 5½ ounces every day What counts as an ounce? 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas

Cut back on sodium and empty calories from solid fats and added sugars



Look out for salt (sodium) in foods you buy. Compare sodium in foods and choose those with a lower number.

Drink water instead of sugary drinks. Eat sugary desserts less often.

Make foods that are high in solid fats—such as cakes, cookies, ice cream, pizza, cheese, sausages, and hot dogs—occasional choices, not every day foods.

Limit empty calories to less than 260 per day, based on a 2,000 calorie diet.

Be physically active your way

Pick activities you like and do each for at least 10 minutes at a time. Every bit adds up, and health benefits increase as you spend more time being active.

Children and adolescents: get 60 minutes or more a day.

Adults: get 2 hours and 30 minutes or more a week of activity that requires moderate effort, such as brisk walking.

Concerns or Complaints

If you have a concern or complaint about something in our Head Start Program, please talk to Head Start staff. If you are unable to work out a solution you may contact the Head Start Director at:

Michele Andringa
Head Start Director
P.O. Box 579
Bemidji, MN 56619
218-333-9873

The Head Start Director will talk with you and try to resolve the complaint or concern. If you are not satisfied, the written complaint will be forwarded to the Executive Director, the Head Start Policy Council Chairperson, and finally the BI-CAP Board of Directors for final resolution.

If you have a concern or complaint about your child's care in our program, you may contact the Minnesota Department of Human Services at:

MN Department of Human Services
Division of Licensing
PO Box 64242
St. Paul, MN 55164-0242
(651) 296-3971

If you have a concern or complaint about child maltreatment, you may also contact Social Services at:

Beltrami County Social Services
Community Services Center
616 America Ave. NW
Bemidji, MN 56601
218-333-8300

Or

Cass County Health, Human, and Veteran's Services
P. O. Box 519
Walker, MN 56484
218-547-1340

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

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

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

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for
Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410
- (2) Fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

Writing to Area Legislators

Emails and letters to your elected officials are the best way to make your opinion heard about programs like Head Start and other issues that you care about. You can write a powerful email in almost no time at all by following these guidelines:

Greet them with Dear Representative _____:
or Dear Senator _____:

1. ASK FOR SOMETHING

- Use your own words
- Hand written is just great-be sure it is legible
- Be sincere and polite

2. GIVE A REASON

- Tell about how a service or program has affected you personally or why it matters to you

3. ADD THANKS AND REQUEST A RESPONSE

- Include your address-email
- Offer to give more information if requested

The most effective letters are short and to the point.. Don't be afraid, nervous or shy. They want to hear from you. You can email/write to the Senator, Representative who serves your district and Governor or President.

VOTER REGISTRATION

Voting is THE MOST IMPORTANT way you can voice your opinion. Read local newspapers and attend local meetings to find out what your local candidates stand for.

If you are not already a registered voter, you may contact your county auditor or treasurer or talk to a Head Start staff or go to the website listed below.

<https://www.sos.state.mn.us/elections-voting/register-to-vote/>

Area Legislators

To find your legislators: <https://www.sos.state.mn.us/elections-voting/get-involved/contact-your-elected-representatives/>

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www.mn.gov

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www.klobuchar.senate.gov

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