



Greater Louisville Head Start

Family Handbook





Welcome to the Greater Louisville Head Start (GLHS) Community! We are honored that your family will be joining us for these special early childhood years.

At Greater Louisville Head Start, we see each moment as an opportunity for growth. You'll be amazed at your child's development not just in language, literacy, and math, but socially, emotionally, and physically, too! Our curriculum is fun and active, your children will often feel more like they're playing than learning.

Of course, we can't be successful without your help. We treat you as an equal partner in your child's education and development as we strive to help our students get the most out of every school day. Our unique *Touchpoints* program allows Greater Louisville Head Start to extend our curriculum beyond the classroom and into your home, where you can enhance your child's learning and school readiness.

To familiarize yourself with our program and our values, please review our family handbook. You'll find that the Greater Louisville Head Start program is a special place not just for our students, but for each student's family.

Here's to the start of a lifetime of learning!

Sincerely,

Vaughn M. Nebbitt

Head Start Director, *Greater Louisville Head Start*

At Greater Louisville Head Start, we see each moment as an opportunity for growth. You'll be amazed at your child's development not just in language, literacy, and math, but socially, emotionally, and physically, too. And because our curriculum is fun and active, your children will often feel more like they're playing than learning.

Of course, we can't be successful without your help. We will treat you as an equal partner as we strive to help our students get the most out of the school day. Our **Touchpoints** program extends the Greater Louisville Head Start school curriculum beyond the classroom and into your home, where you can enhance your child's learning and school readiness.

This is a very exciting time for your whole family. Please take a moment to review our family handbook and familiarize yourself with our program and values. We think you'll find that the Greater Louisville Head Start program is a special place not just for students, but for all of us who are part of the community.

Here's to the start of a lifetime of learning!

Warmly,

Greater Louisville Head Start

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Welcome to the Greater Louisville Head Start Family!

Our Mission

Since 2020, Greater Louisville Head Start (GLHS) has provided (Early) Head Start early childhood education and family engagement services across Jefferson County. We can directly serve 444 children in our center-based program. (Early) Head Start promotes the school readiness of young children from low-income families by enhancing their cognitive, social and emotional development.

(Early) Head Start

As a (Early) Head Start program, GLHS is proud to be part of the nation's oldest and largest early childhood education program serving low-income children and families across the country. Founded in 1965, (Early) Head Start serves nearly a million children and their families around the nation, working to partner with families to ensure their children's school readiness and to promote family well-being. GLHS works in collaboration with local Boards of Directors and community partners to create programs that are responsive to local community environments and aspirations.

What is the “Opportunity Gap?”

Research shows that many children from low-income families enter kindergarten with less developed math and literacy skills than children from families with higher incomes. But the research is also clear that this gap has nothing to do with how smart children are. It's a gap that can be closed by exposure to high-quality early childhood classroom and home learning opportunities the foundation of our partnership and shared commitment to one another.

Our Program-Wide Expectations

The Pyramid Model is a program wide philosophy and approach to supporting the social-emotional development of young children as they learn the skills they need to be successful in navigating life's challenges. It begins with adults creating a supportive environment for children, both in school and at

home. Home and school meet together by using a common language of expectations. When children hear the same guidance coming from both home and school, they have a better chance of knowing what is expected of their behavior!

Our Program-Wide Expectations are:

Be Safe

We use gentle touches, hold hands when walking outside, and use “walking feet” inside.

Be Respectful

We use kind words, listen to one another, and practice good manners.

Be Responsible

We keep our classrooms clean, and come to school on time every day.

Be a Team Player

We help others in need, and problem solve together.

Welcoming and Inclusive Environments

GLHS is committed to creating a welcoming and inclusive center environment for everyone who walks through our doors. We continuously strive to maintain a learning space where children and families of all backgrounds feel safe, respected and welcomed as members of the GLHS family. We believe that each child and family member has something unique to offer to our community and that the diversity of our families and staff makes us stronger. We believe that each of us has a role to play to create a supportive and inviting center. With that in mind, should you ever have any questions, concerns or suggestions about your center environment, please don't hesitate to reach out to your Center Director.

We're in this together.

For us to be the best possible learning program, we need you! Throughout this handbook, we share partnership opportunities for parents and guardians, so that all children and families succeed in our program.

Your Child's First Day

The first day of school can be both exciting and overwhelming. We are excited to share some information with you about what to expect; the more comfortable you feel, the more relaxed your child will be when they begin. During your child's first week at GLHS, please make sure you can be reached easily, should we need to contact you regarding your child.

Separation Anxiety

School can seem big and scary to a new student. Separation anxiety is common and developmentally appropriate for children attending school for the first time. Students may be anxious, nervous or scared when it's time to say goodbye to their parent, and or guardian. Don't worry over time, these feelings can fade. If you have questions about separation anxiety, please speak with your child's educator. We're here to help.

How to help ease your child's anxiety:

Be positive and upbeat when it's time to leave your child at school

Children pick up on their grown-up's cues.

Establish a goodbye ritual

A special hug or kiss, a special handshake, or a fun exchange of words.

Review the school's schedule with your child

Our educators always post the daily schedule so children know what to expect and can see when pick-up time is.

A Welcome Routine

Our goal is to comfort your child when they're anxious and also encourage the independence that develops with healthy separation. Often, students feel more relaxed with a familiar routine. Our educators post the daily schedules in the room. Schedules are filled with fun and engaging activities like make believe play, mystery questions, buddy reading, science experiments and small groups. When students know what to expect, they can settle into a routine and concentrate on learning.

What to Wear to School

Our students actively play every day, inside and outside and sometimes it's messy! Your child should wear clothing that's easy to put on and take off (for easier diapering/toileting) and comfortable shoes, (preferably sneakers). Children should not wear open-toed or backless shoes for their safety, as these shoes offer little protection and support in all the fun movement they will do during the day. Check the weather in the morning: rain jackets, warm coats, hats and mittens are necessary on cold or rainy days. When it's sunny and warm, we recommend hats or visors to keep your child comfortable and safe. For their safety, children should not wear large/bulky jewelry to school. Large rings, bracelets, necklaces and earrings can get caught in play equipment and increase the risk of injury. In addition, please send your child to school with ***a complete change of clothing, including a shirt (short-sleeved in warm weather, long-sleeved when it's cold), pants, underwear, socks and an extra pair of shoes.*** Be sure to label all items with a permanent marker.

The center is not responsible for loss or damage to clothing and jewelry.

Attendance, Arrival & Dismissal Procedures

We love seeing our GLHS students arrive at our center every day, on time! It helps them feel ready for school, participate in morning routines and start the day in a positive way. Consistent attendance and on-time arrival and departure can help your child grow as a lifelong learner.

Attendance

Your child's attendance in our program is critical. It is important that your child attend the program on a regular basis. Regular attendance has been proven to increase school readiness in children.

- Children are signed in and out each day by a parent or designated adult at least 18 years old. Everyone defines "late" slightly differently. At GLHS, we consider a child to be "late" if they arrive more than 30 minutes after the scheduled start time, or is picked up more than 30 minutes after the scheduled end time.
- Please contact us as early as possible if your child will be late or absent that day. If we do not hear from you, a Family Advocate/Home Visitor will contact you within 1 hour of the start of the program day to ensure the safety and well-being of your child.
- If your child is absent three days in one month, your Family Advocate/Home Visitor may meet to create an attendance plan.

Arrival and Dismissal Instructions

Arrival is a busy time for our students. Please help keep the children safe by parking only in the designated spaces, and keep fire lanes or bus areas free. An adult must bring your child to their classroom and sign them in for the day. The end of the program day is an exciting reunion for students and caregivers. Please meet your child in the classroom and sign them out. Children are only released to parents, guardians and designated adults on the **Emergency Contact Form**. **Please have proper picture identification ready when you arrive**. We understand that for some families it may be hard to pick up

your child at the time of dismissal so we offer our Extended Day program (with private pay or CCAP) at many centers before and after our Head Start hours. If your child is not picked up within 30 minutes of the end of the program day a late fee may be implemented by the center. After three times in a one-month period, a child is not picked up within 30 minutes we will ask that you meet with the Center Director or Family Advocate to discuss solutions.

Child Release Procedures

To maintain a safe environment for all students, we follow this dismissal protocol:

- If there is an emergency and you cannot pick up your child, please call the center. Keep your **Emergency Contact Form** up-to-date by reviewing it each school year and make changes whenever necessary. Tell them when another parent or authorized Emergency Contact will arrive and provide a written note and /or text message.
- Should no-one pick up your child one hour after the center closes, we will contact the local authority, Child Protective Services, or Home of the Innocence to seek assistance.
- When a non-custodial parent has restricted access to their child by court order, our center will comply with all terms and keep the appropriate documentation on file.

Emergency Contact Information

When you begin our program, you and your Family Advocate/Home Visitor will complete an Emergency Contact form which will include contact information to reach you, as well as other authorized adults who may pick up your child. In the event of an emergency, you may authorize over the phone via text message someone new to pick up your child, but just for that specific day. Permanent changes to the Emergency Contact Information form must be made in writing.

Your form should include:

- At least two phone numbers and addresses to reach you, or another parent or guardian.

- At least 2 authorized adults who can pick up your child in your absence.

Partnering with You

You are your child's first and most loved educator, and we want to work with you to best support your child's education. As partners in your child's learning, we:

- Offer family sessions where you can connect with other families, learn about your child's development, and hear from community speakers.
- Have lending libraries in our centers and classrooms where you and your child can select books to instill a love of reading through a nightly reading habit.
- Offer regular **Family Engagement Network Meetings** and **Family Learning Parties** so that you can participate in activities and share your child's development with educators and other families.
- Arrange two home visits and two **Parent-Educator Conferences** each year.

Positive Guidance

The most productive learning happens when children feel safe, supported and happy. We promote a positive environment for the children in the following ways:

- We follow clear and realistic rules that children understand.
- We create a "yes" environment: we give students choices of what they can do instead of telling them what they can't.
- Rules are stated positively rather than negatively: "Please walk" instead of "Don't run."

Screenings

As required by Head Start, your child will undergo developmental, behavioral and language screenings during their first 45 days. We will share the results with you with a letter, or meeting if necessary. Should the screenings indicate any concerns, or if you or your child's educator has any questions, we will determine how best to help your child, including further evaluation if needed.

Discipline

Our classroom is a safe, positive environment. Physical punishment (hitting, spanking, etc), abusive language, bribes, humiliation and other negative forms of discipline are never used, under any circumstances.

Support for Children with Special Needs

GLHS works with children with a range of special needs, including physical, developmental, and medical disabilities, challenging behavior, and other mental health concerns. Some children enter our program with identified disabilities; for others, our screenings show a possible concern. For children with challenging behavior, we provide professional observations, referrals, and support for both the child and the family. For children with special needs, we partner with local agencies to provide **Individualized Plans (IEP or IFSP)** and arrange student services.

The Early Head Start Program

In an Early Head Start classroom, your infant or toddler will build the foundations he or she needs for learning to read, write, follow rules, take care of themselves, get along with others, and excel at math and science. By mixing all ages in our birth to three year old classrooms, infants benefit by having older children to look up to and learn from, while older toddlers learn to take care of others and become leaders. Our primary caregiver model means that your child will build a special relationship with a consistent educator who will get to know you and your child well. This knowledge helps your child's educator take advantage of every interaction during the day to support development – like planning learning activities for play time or during meals that are matched exactly to what your child needs.

EHS Phase-In:

Our younger students often benefit from a slow introduction to Head Start environment. Starting with shorter days can help children adjust to the new setting, and support an easier separation for both them and their parents. Based on your family's individual needs, we will create a customized initial phase-in schedule (often consisting of one or more partial days) during the intake process.

Germ Free Zone

To avoid germs that might make your child sick, all of our classrooms with infants are "shoe free!" Please remove shoes or use the shoe covers provided outside the classroom to keep our environment clean and safe. We want to make sure that your child feels at home in the classroom! Please send your child to school with:

- Any security items your child needs (loveys, pacifier, etc.) (loveys will be for awake time outside of crib only).
- Diaper cream or lotions, if necessary. Note: we can only apply these products if you have completed the **Medication Authorization Form** with a doctor's authorization.

Rest Time

Daily rest time helps children relax and unwind from their busy morning. We find that children are more playful, focused and happier after this quiet time. As recommended by the *American Academy of Pediatrics*, all infants under the age of 1 year are placed on their backs on a firm sleep surface. We do not allow pillows, fluffy blankets, crib bumpers, quilts, stuffed toys or other soft items in a crib with a child under 12 months old. We allow pacifiers, but they may not be attached to clothing or hung around the neck at any time during the school day due to risk of injury. Our toddlers rest on cots that lie low to the ground, and they may sleep with a small comforting object.

Feeding Infants & Toddlers

Meal times are essential for a child's healthy development and socialization. They are opportunities to learn about nutrition, eating habits, sharing, and communicating with others, as well as help develop muscle control and eye-hand coordination... all over a delicious meal! Our infants are "fed on demand" when they are hungry throughout the day, while toddlers have a consistent group schedule for meals and snacks.

Infant Feeding and Rest Plan

Infants under 1 year have an **Infant Feeding and Rest Plan** that you will complete with your child's educator and is reviewed at least monthly by the Nutrition Coordinator. We provide an iron-fortified formula for all formula-fed infants as well as bottles and nipples for your baby. If you prefer a different formula, please provide a note from your child's doctor with the name of the formula and feeding needs.

If you'd like a different bottle or nipple, please provide a note stating the preferred brand name.

All children, even infants with no teeth, participate in tooth brushing every day. Infants without teeth have their gums wiped using a gauze pad or soft cloth. Educators will brush the teeth of children ages 1-2, while the older students will use a small amount of toothpaste to brush their teeth, with the support of an educator. We will work closely with you and your family pediatrician to inform all decisions about your infant's diet. We typically introduce solid food to infants between 5 and 6 months of age. At approximately 10-12 months, infants start eating table food and whole milk, and then 1% milk at 24 months. At around 12 months of age, infants in our program transition from bottles to small plastic cups.

If your child needs a specialty cup, such as a sippy cup, for medical or developmental reasons, our center will provide the necessary products. GLHS provides diapers, wipes, and a refrigerator for pumped breast milk, formula, baby food, bottles and snacks. At GLHS, mothers are welcome and encouraged to

breastfeed at any time. We will provide you with a private and comfortable space to nurse or pump. In addition, we will happily provide pumped breast milk to babies.

Staying Involved in Your Child's Education

Our Family Engagement Contract states:

We believe a child's love of learning starts in the home and with the family. Our staff are committed to treating all families as equal partners to enable our students to be fully ready for school when they leave our program. In addition to partnering with you individually, we also host a range of events for you to meet other families and be part of a school community committed to your child/ren's) success.

You should expect the highest quality early childhood experience for your child

Family Engagement Contract

Your family will be an active partner, not a passive recipient, of services our partnership begins at the very start of your child's GLHS experience. During our intake process, we want to learn about your hopes and dreams for your child. To emphasize the importance of our partnership, we invite all families to discuss and sign a **Family Engagement Contract**. This contract will be revised and revisited throughout your child's time in our program to assure that together, we are meeting one another's expectations of our roles in your child's learning and development. Parents and staff each bring equal value to the relationship.

TouchPoints

Touchpoints is a research-based approach to supporting families. Through **Touchpoints**, you will receive support and guidance to engage in family interactions that enhance and reinforce your child's learning

and school readiness. It's our way of making our partnership a living breathing part of our relationship with you something that we do together every day. The three core components of **Touchpoints** include:

- Acknowledgement and respect for each family's cultural practices, beliefs, and individual experiences..
- Recognition that all parents have strengths and want to do well by their child
- The belief that parents are experts on their child and have something critical to share at each stage of their child's development.

TouchPoints Parenting Program

Touchpoints Parenting Program is a 6 part, research-based curriculum, designed to meet the needs of today's families with the goal of supporting positive parent- child relationships. Through **Touchpoints**, you will receive structured guidance to learn about your child, explore family interactions, enhance your child's learning and school readiness. Please contact your Family Advocate if you are interested in learning more about this opportunity. The parenting program includes the following topics:

1. Parenting Your Unique Child
2. Understanding Your Child's Development
3. Exploring Your Family's Culture
4. Nurturing and Caring for Your Children
5. Keeping Your Children Safe & Healthy
6. Discipline: Your Role as a Parent Over Time

Supporting Your Families Goals and Aspirations

Greater Louisville Head Start follows in a long and proud Head Start tradition of taking a two generation approach to our family partnership. Many of us have goals and aspirations for ourselves that we feel are

important to making our children's lives better in the future. Whether it's gaining more education, getting a better job, or securing housing – our Family Advocate/Home Visitors are available to introduce you to other families who share the same aspirations, link you with community resources, or just be a listening and supportive voice as you consider what it will take to make those next steps you've been thinking about.

Supporting Your Family's Well-Being

We also know that children and families can sometimes face challenging circumstances that can make it harder to focus on children's learning. Is someone in your family struggling with drug addiction or mental illness? Are you faced with legal challenges or child custody concerns? Are you facing a housing or food crisis? Our Mental Health Coordinator can support you through a crisis or work with you to identify the resources you might need to stabilize your situation. Don't hesitate to reach out to your Family Advocate/Home Visitor and let us know how we can be there for you.

Family Leadership Opportunities: Staying Involved

We recognize how important it is for families to be involved in our program. We welcome and encourage all adults who are a part of your child's life – mothers, fathers, grandparents, extended family and other caregivers - to participate in our home learning and center activities.

There are many rewarding ways to be included in the GLHS experience through volunteering. Talk to the center director on how to become involved.

What to Expect

When your child first enters our program, your Family Advocate/Home Visitor will ask you to complete a ***Family Success Road Map*** – a tool that invites you to reflect on your families' current circumstances and aspirations. We'll use this confidential self-reflection to get to know you and discover together if there are ways in which you would like our support.

- **Family Workshops:** Our center offers monthly family workshops, trainings, and presentations. If you have ideas or requests for training, please speak with your Family Advocate/Home Visitor or Center Director.
- **Program Governance:** You can become involved in program governance opportunities at both local and national levels. They include:
 - **Parent Committee:** Monthly meetings are held to discuss and solicit your feedback on important topics, such as your child's curriculum, school readiness goals and center culture.
 - **Policy Council:** Monthly meetings are held to oversee our program, in conjunction with our Board of Directors. This committee offers parents the ability to help shape the program to meet enrolled families' needs, as they represent the program's wide body.
 - **Health Services Advisory Committee:** Parents meet 2 times per year with local community health agencies to identify priority health concerns for our children and community and build partnerships to secure medical, dental and mental health services for our children.

Join us!

Your participation is critical to our program's success. To make it easier for you to attend program governance meetings, we provide babysitting, translation, etc.

Family-Staff Meetings

During the year, our staff will reach out to you to set up structured meetings, including home visits, **Family Conferences** and meetings with your Family Advocate/Home Visitors. We hope you'll also check in more informally with your child's educators and Advocates at drop off and pick up times. And if you ever have questions, concerns or just want to talk, please contact us. Together, we can better understand and support your child's growth and development. GLHS centers are licensed by The Office of Head Start

and State Child Care Licensing and therefore all family information is available to these departments as well as local child protection agencies, without parental consent or prior notification.

Daily Communication

Communication is key! We use a variety of methods to stay in touch, including automated phone calls, texts, emails, letters, flyers and other postings. We like to share information about upcoming events and activities, scheduled and unexpected closings (including weather related closures) and other general reminders. Don't forget to check your child's cubby every day for newsletters, flyers, and important center information!

Confidentiality

To maintain the privacy and safety of our families, all files and information recorded by GLHS are kept strictly confidential. Access to student files is on a need-to-know basis: only staff directly involved with your child or family will have access to your records.

Release of Confidential Information

You may review your own child's file at any time. GLHS centers will not release a child's file or records, however, without the consent of a parent or guardian who has signed a Release Consent Form. Please note: parents and guardians reserve the right to not sign a Release Consent Form.

Center and Classroom Policies

To keep children and employees safe, our centers follow specific policies and procedures which promotes a nurturing learning environment. Please familiarize yourself with our guidelines, and contact your Family Advocate/Home Visitor with any questions.

Outside Time

Our children love playing outside! Students participate in outdoor activities every school day, weather permitting. We recognize outdoor play as essential to their growth and development, so please help your child dress appropriately to enjoy the time outside. As needed/desired, children should have sunscreen applied prior to coming to school. If you'd like our staff to apply sunscreen, please bring in sunscreen lotion, foams or wipes. Aerosol cans are not allowed for safety purposes, preferably SPF 15 or higher, labeled with your child's full name. In addition, you must complete a **Medication Authorization Form** with your pediatrician's signature. We are not authorized to apply sunscreen without a signed medication authorization form.

Safety Drills

Our center is required to hold monthly fire and lockdown drills, following detailed procedures so that our students and staff are kept safe during emergencies. If you would like additional information regarding our procedures, please contact center staff.

Rest Time (Full Day and Extended Day only)

Rest Time at the center helps our students relax and unwind after a busy morning schedule. We find that children are happier and more focused when they've had this valuable quiet time. And as your child gets older and is less inclined to nap, we'll provide quiet activities to create a "pause" in their day. Greater Louisville Head Start provides cots, sheets, and blankets for naptime.

Respecting Children's Privacy

Most of us enjoy using social media -- whether it's **Facebook, Snapchat, Twitter, WhatsApp**, or other social media sites. But none of us want pictures of our children to show up on the Internet without our knowledge or permission. Greater Louisville Head Start learning takes your child and family's privacy seriously. We will never use images of you or your children without your signed consent. All families are expected to respect the privacy of others in these same ways. Please do not post pictures of your child's classmates or of activities in our centers on social media sites without the explicit consent of the families and staff involved. This shared commitment by us all will help create a safe and protected environment for everyone in our centers.

Does my child need to be toilet-trained when they start at GLHS?

No! Children are at all stages of development when they attend our program. Classroom educators will help students learn to use the toilet, and partner with you to help each child to succeed. Please send extra clothing to school with your child because accidents do happen! Don't have extra clothing at home to keep at school? Not to worry... please talk to your Family Advocate/Home Visitor and we will work with you.

Accidents and Injury Reporting

While children are busy playing and learning, accidents and injuries happen sometimes.

When a child experiences an injury: He/she will be checked and proper first aid will be administered immediately by a trained professional.

- Parents/guardians will be notified of injuries to their child verbally, and will receive an Accident/Injury Form with a description of the accident.
- Threatening accident or illness to a child, our staff is trained to stay with the child and immediately call 911 and the parent/guardian.

Reporting Suspected Child Abuse and Neglect

Child abuse and neglect are difficult but important to address. All Greater Louisville Head Start staff are specially trained to report suspected incidents, as mandated by state law. Any staff member who suspects a child may be a victim of child abuse and/or neglect is required to initiate the follow steps:

- Contact the local child protection agency to file a report.

Because we are required to report any concerns that a student is a victim of intentional harm or neglect, we clearly outline these definitions for our staff. Please contact your Family Advocate/Home Visitor for more detailed information.

Parent Communication Regarding Suspected Child Abuse and Neglect

We take privacy very seriously. In cases of child abuse or neglect, our staff keeps information confidential from all other parties – including the child's family members, when necessary to ensure the child's safety. Our staff will immediately contact you regarding incidents at the center that might indicate child abuse or neglect, such as sexual activity, violent or destructive behavior, withdrawal or passivity, or significant changes in your child's personality, behavior or habits. Greater Louisville Head Start will follow the local child protection authority's recommendation for corrective action.

Your Child's Health and Safety

In support of your child's healthy development, our staff are trained to complete a variety of health screenings including: hearing, vision, blood pressure, growth assessments and more! If you have any questions about these screenings or want to know more. We believe that healthy habits and care early on lay the foundation for a healthy life. We look forward to partnering with you in your family's overall well-being in the following ways:

- We collect information about your family's health care and support you to access quality doctors and dentists for your child and insurance for your entire family
- We remind you about recommended and required exams and immunizations for school attendance and support you to follow up on any confirmed or suspected health concerns

You will have the opportunity to talk to us about your child's health and nutrition and access information to support your family's healthy growth please contact your Family Advocate/Home Visitor or Health Coordinator.

Illness

We all know that despite our best efforts, young children are going to get sick from time to time. It's important that when this happens, we work together to keep illness from spreading. Should there be a contagious disease outbreak in your child's center, we will let you know as soon as possible in writing.

Should your child become sick, here's what you need to know:

To keep all children as healthy as they can be, we ask that you keep your child home if they are sick or have any of the following symptoms:

- Severe pain or discomfort including sore throat, stiff neck, and mouth sores
- Skin rashes (along with behavior changes) and skin infections that have not been treated by a doctor

- High fever (101.5 degrees F or higher)
- Red eyes with discharge, yellow eyes or jaundice skin
- Troubled or rapid breathing, severe coughing
- Extreme tiredness
- Two or more episodes of vomiting and/or diarrhea within 24 hours

If your child has any of these symptoms while in school, we will ask that you come get him/her right away. Your child's health, as well as the health of all students is our priority, therefore it is important that children rest, and are seen by a doctor, if necessary for care when they are sick. We welcome your child back to school as soon as he/she is symptom free, or a doctor has provided a note stating it is safe to return to school.

Supporting Children's Individual Needs

We're committed to creating a school environment where every child can fully participate and this means partnering with you to support your child's individual health needs. If your child has a special health condition:

- Before he/she starts, we'll sit down with you to develop an Individual Care Plan to make sure we understand what your child needs to be healthy
- If he/she requires medication, your doctor will need to complete a Medication Authorization Form providing guidance to us of medication dosage
- We'll keep records in our classroom each time we give medication to your child and let you know when updated forms and medication are needed

Nutrition

GLHS seeks to make sure that every child can participate in the nutrition program by providing meals and snacks that meet and respect all children's needs and backgrounds. We are proud of the nutritious meals and snacks provided in our centers, and we hope that your child enjoys family-style dining in their classroom as much as we do! To ensure that all children are able to participate in our nutrition program:

- We collect information about your child's eating, including food allergies and sensitivities, as well as religious and health-related specifications or substitutions
- If he/she requires any food substitutions, the Food Substitution Form will be completed and signed by you and your child's doctor
- We provide all meals and snacks and do not allow any outside food in our centers

Code of Conduct

GLHS is committed to creating a welcoming and inclusive center environment for everyone who walks through our doors. We continuously strive to maintain a learning space where children and families of all backgrounds feel safe, respected, and welcomed as members of the GLHS family. GLHS knows that the majority of our families conduct themselves in a respectful, civil manner and are committed to maintaining the safety and well-being of all involved while in our program. That commitment is key to the success of the Code of Conduct and to the success of our students who participate in our program. That's why GLHS sets and enforces high standards of conduct for everyone.

In 2022, GLHS has adopted a Code of Conduct describing the responsible behavior expected of families, students, and staff within our program. By following these expectations we ensure that all children and families can receive the quality of program services they are entitled to without disruption.

- Communicate positively and respectfully with educators and parents (i.e. always speak in respectful tones and use positive language)
- Display respect for all people while at the center and not use raised voices or threatening language which might intimidate or humiliate children, staff, families or other visitors
- Respect the center's property, and other people's property, privacy and confidentiality
- Come to the center unaffected by drugs or alcohol.
- Work collaboratively with educators to resolve any behavioral issues their child may have.
- Be a positive role model to children at all times when at the center

If the following cannot be honored while in our program we will implement a consequence up to and including a change in program options upon review of determination from GLHS leadership.

Consequence;

- 1st offense- a verbal warning from the center director/Home Based Supervisor
- 2nd offense- limiting access to facility/program, limiting hrs. of programming/readjusting home visit location and hrs.
- 3rd offense- program option can change/alternative options other than center-based care/home visits

Child and Parent Rights; the Code of Conduct states that all children and families have the right to;

- Have a safe, orderly, and courteous school environment
- Take part in all program activities
- Have access to program rules and when necessary, receive an explanation of those rules
- Present their side of the story to program leadership when involved in a disciplinary matter

Acknowledgement of Family Handbook

I have received the Greater Louisville Handbook. This handbook provides an overview of approach and the policies and procedures of the program including the following sections:

- Partnering with You
- First Day of School
- Attendance, Arrival and Dismissal
- Your Child's (Early) Head Start Education
- Your Child's Early (Early) Head Start Education
- Family Engagement
- Family Communication
- Center and Classroom Policies
- Your Child's Health and Safety
- Code of Conduct

Please return this form signed to your Family Advocate/Home Visitor upon receipt of the handbook.

Printed name

Today's Date

Signature

Program name