



# Parent Handbook

## Core Objectives of Head Start

- ❖ *Enhance children's growth and development*
- ❖ *Strengthen families as the primary nurturers of their children*
- ❖ *Provide children with educational, health and nutritional services*
- ❖ *Link children and families to needed community services*
- ❖ *Ensure well-managed programs that involve parents in decision-making*



# TABLE OF CONTENTS

USDA Discrimination Statement English and Spanish	Page 3
Mission, Shared Vision, Education Philosophy, Update 2015-2016	Page 4
Transition Tips	Pages 5
Program Location, Hours of Operation, Child Abuse Policy, Confidentiality	Pages 6
<a href="#"><u>Family and Community Partnerships</u></a> : Home Visits, Recruitment, Documents Required for Your Child’s Record, Enrollment, Drops, Transfers, Attendance/Absence Policy, Arrival and Departure of Children, Releasing a Child to an Adult, Absence Due to Illness/Extended Absences	Pages 6
<a href="#"><u>Parent Involvement</u></a> : Parent Education Training, Volunteers	Page 8
<a href="#"><u>Health and Early Childhood Development</u></a> : Auditory, Dental Hygiene, Nutrition, Mental Health Services, Health Screenings, Health Requirements, Health/Emergency Information, Accident Reports, Non-Admission of Ill Children, Medication Administration, Emergency and Injury Plan, Emergency Evacuation, Fire Drills, What to Wear to School, Positive Discipline Policy	Page 9
<a href="#"><u>Education and Early Childhood Development</u></a> : Meals, Health and Hygiene, Learning Environment, Parent Teacher Conference, Field Trips, Transportation Requirements	Pages 13
<a href="#"><u>Disability Services</u></a> : Americans with Disabilities Act	Page 14
<a href="#"><u>Program Design and Management</u></a> : Career Development and Training, Pre-Service and In- Service Training	Page 14
<a href="#"><u>Governance and Management Responsibilities</u></a> : Policy Council, Parent Committee	Page 14
My Right as a Parent in Bishop Indian Head Start, My Responsibility as A Parent in Head Start, Parent Opportunities, Parent Grievance Procedures	Pages 14-16
BIHS 2015-2016 Structure	Page 18
Parent and Family Community Resources	Pages 18
Additional Policies: Tobacco and No Idling	Pages 21
BIHS School Readiness Goals	Page 22

**USDA** prohibits discrimination against its customers. If you believe you experienced discrimination when obtaining services from USDA, participating in a USDA program, or a program that receives financial assistance from USDA, you may file a complaint with USDA. OASCR, through the Office of Adjudication, will investigate and resolve complaints of discrimination in programs operated or assisted by USDA.

USDA prohibits discrimination on the bases of race, color, religion, sex, age, national origin, marital status, sexual orientation, familial status, disability, limited English proficiency, or because all or a part of an individual's income is derived from a public assistance program. In programs that receive Federal financial assistance from USDA, discrimination is prohibited on the bases of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity.

To file a program discrimination complaint, write a letter to:

**U.S. Department of Agriculture  
Director, Office of Adjudication  
1400 Independence Avenue, SW  
Washington, DC 20250-9410  
Or call (866) 632-9992 (Voice)**

Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339, or (800) 845-6136 (Spanish).

De acuerdo a lo establecido por las leyes Federales y el Departamento de Agricultura de los EE.UU. (USDA, siglas en ingles), se prohíbe a este organismo la discriminación por raza, color, origen nacional, sexo, edad, o impedimentos de las personas. (No todos las bases de prohibición se aplican a todos los programas.) Para presentar una queja sobre discriminación, escriba a USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building:

**U.S. Department of Agriculture  
Director, Office of Adjudication  
1400 Independence Avenue, SW  
Washington, DC 20250-9410**

O llame al (866) 632-9992 (Voz y TDD). USDA es un proveedor y empleador que ofrece oportunidad igual a todos.



## **BIHS Mission, Vision, and Philosophy**

The **Mission** of the Bishop Indian Head Start program is to provide safe, healthy, nurturing and stimulating learning environments, and to promote the school readiness of children age three to five by enhancing their cognitive, social, and emotional development in two ways:

1. The learning environment will support children's growth in language, literacy, mathematics, science, emotional functioning, creative arts, physical skills, approaches to learning, and cultural diversity.
2. Each family will be provided with health, mental health, educational, nutritional, social, and other services when necessary based on the family's needs assessments.

The Bishop Indian Head Start Program's **Vision** is to provide families, children, staff, and the community with a diverse learning experience. Bishop Indian Head Start collaborates with community services to provide education on parenting, leadership, disabilities, health, mental health, nutrition, fitness, and culture. The Bishop Indian Head Start Program's **Philosophy** is to create a developmentally appropriate and enriched environment for every child. Bishop Indian Head Start believes in the empowerment of families so that they may make informed decisions about their children's education and well-being.

## **BIHS misión, visión y filosofía**

La **misión** del Bishop Indian Head Start programa es proporcionar seguro, sano, nutrir y estimular ambientes de aprendizaje y para promover la preparación escolar de niños edad 3-5 por mejorar su desarrollo cognitivo, social y emocional de dos maneras:

1. El ambiente de aprendizaje apoyará el crecimiento de los niños en lenguaje, lectoescritura, matemáticas, ciencia, funcionamiento emocional, artes creativas, habilidades físicas, aproximaciones a la diversidad cultural y aprendizaje.
2. Cada familia contará con salud, salud mental, servicios educativos, nutricionales, sociales y otros cuando sea necesario basados en evaluaciones de las necesidades de la familia.

**Visión** del obispo Indian Head Start programa es proporcionarle una experiencia diversa que se inclinaba familias, niños, personal y la comunidad. Bishop Indian Head Start colabora con servicios a la comunidad para proporcionar educación sobre crianza de los hijos, liderazgo, discapacidad, salud, salud mental, nutrición, fitness y cultura. **Filosofía** del Bishop Indian Head Start programa es crear un entorno de desarrollo adecuado y enriquecido por cada niño. Bishop Indian Head Start cree en el empoderamiento de las familias para que ellos puedan tomar decisiones informadas sobre educación y bienestar de sus hijos.

## **Bishop Indian Head Start Update for 2015-2016**

The Bishop Indian Head Start Program continues to operate four classrooms of 15 children for a total of 60 children; two classrooms serving predominately four-year-olds, one classrooms serving predominately three-year-olds, and a combination class serving older three-year olds and younger four-year olds . The Office of Head Start encourages Head Start grantees to enter into partnerships and collaborations to provide additional services and to maximize funding resources. As a result, Bishop Indian Head Start is collaborating with the State of California Preschool program for the sixth year to provide preschool services and additional funding. Both Head Start and the State Preschool programs operate five days a week (Monday-Friday) for 160 days per school year, with the State

Preschool program operating for an additional 15 days for a total of 175 days to meet the State of California requirements. The 15 additional days are funded by the State of California and are dispersed throughout the academic calendar year. Parents, Family, and Caregivers are welcome to utilize the BIHS Parent Resource Room sponsored by: **First 5, ESCRBC and TERO**. BIHS with the support of Tribal Council, parents, and the community purchased a new 35 passenger EPA approved diesel bus with funds awarded by the Office of Head Start. In addition, we now have three bus drivers and are pursuing the recruitment of two additional bus drivers.

### **BIHS Children's Garden**

The Head Start children will return once again to several bountiful plants full of tomatoes, beans, strawberries, blueberries, grapes, carrots, corn, apples, pears, and sunflowers that they planted prior to their summer vacation. We will continue to focus on developing sustainable gardens with the Head Start children and families this academic year. Our new green house provided by Toiyabe Preventive Medicine is now furnished with redwood preschool size shelves to display starter plants all year round! BIHS in 2015 strengthened their partnership with Toiyabe Preventative Medicine Department. We have partnered with their Community Wellness program and awarded two grants: Partnerships to Improve Community Health and Racial and Ethnic Approaches to Community Health. We would like to invite families to share in the planting, gardening, and harvesting with your children.

### **Transition Tips**

Is your child entering a new school this fall? Starting preschool, kindergarten, middle school, or high school? During transitions, children often need a little extra time, attention and support from their parents. School transitions also signal a new stage of family life for everyone.

#### **Children may feel...**

- Sadness at the loss of the old school, friends, neighborhood (and if a preschooler or kindergartner, separation from parents)
- Anxiety about the unknown
- Fear of not making friends, being accepted
- Apprehension about their ability to do the work or master the logistics involved (getting lost or on the wrong bus, getting lunch, learning the rules, finding the bathrooms, etc.)

#### **Parents may feel...**

- Sadness about their child growing up and moving on to the next stage
- Anxiety about whether the new school and/or teacher is the best for their child
- Uncertainty about what their own role should be in the new setting and how the new school views parent involvement
- Awareness that their child's growing up is linked to a new stage of life for parents too, and that family life will change

#### **Here are some things you can do for a smooth transition.**

- ✚ If the school has scheduled an open house, orientation, welcome day or other opportunity for parents and/or children to get acquainted, be sure to attend.
- ✚ Take the time to talk. Ask your child what he would like to know about the new school. Write down the questions and find out the answers; or if it's an older child, suggest ways he can get the answers himself.
- ✚ Take the time to visit the school. You should call ahead to get an appointment or get permission for you and your child to take a self-tour of the building. Practice the walk to school, or the walk to the bus stop.
- ✚ Talk about what will happen during a typical day. Go through the schedule with your child. Help your child anticipate possible trouble spots and discuss what to do if these problems occur. Let your child know it's normal to feel apprehensive.
- ✚ Share childhood memories of times when you were apprehensive about a new situation and it worked out okay.

**Program Location:** Bishop Indian Head Start~405 North Barlow Lane~ Bishop, CA 93514

**Program Contact:** (760) 872-3911/Fax: (760) 872-4857

**Program and Tribal Webpage:** <http://www.bishoppaiutetribe.com/headstart.html>

### **Hours of Operation**

Services will be provided for children five days a week (Monday-Friday) from 8:00 AM to 2:30PM. Head Start operates 160 days per school year, with the State Preschool program operating for an additional 15 days (for 3 hours only) for a total of 175 days to meet the State of California requirements. **Please bring your children no earlier than 7:45 AM to ensure proper Adult Child Ratio Requirements.**

**Staff Development Days:** According to The Head Start Performance Standards 1304.52(k)(1)(3), One of the most important determinants of program excellence is the presence of well-trained, qualified staff. In order for staff to do their jobs effectively and to meet the changing needs of the children and families served, agencies must have a system that supports staff in a process of continuous learning. A structured approach to continuous learning addresses both program philosophy and individual job requirements. Staff Development Days begin after the children are dismissed during the 15 ½ days that are scheduled throughout the year. Children will be dismissed at 12:00 PM during Staff Development Days.

**Child Abuse Policy:** The BIHS staff receives annual training on Child Abuse and Neglect Reporting prior to the start of the new school year and all employees sign a statement of "Mandated Reporter." The BIHS staff who works with your child and family care about your health and wellbeing. We are required by state law Penal Code Sections 11165-11174.3 to report child abuse or neglect. Being a parent is no easy task and we are here to support you by offering guidance in alternative discipline techniques and resources to parenting classes and other useful workshops. In the event that a report is to be made, our staff (Health Manager and/or Family Advocate) will assist you through the process. We will also be cooperating thoroughly with Child Protective Services and the Bishop Police Department.

**Confidentiality:** To respect the integrity and promote the welfare of BIHS families it is essential that intimate information not be circulated beyond the limits of the professional relationship. Children and family records that are required by the program are protected by confidentiality procedures. Parents and volunteers are prohibited from viewing records other than their own children. Children's, health, education, and family service records on families are open only to BIHS staff, specialist consultants, authorized federal officials and authorized state officials on a need to know basis.

**Family and Community Partnerships:** BIHS staff advocate for Head Start families, both in social changes and in helping with immediate needs. The purpose of this service area is to ensure that every family gets all the information, access to community services, and benefits that they are entitled. The Head Start staff works with individual families and with the parent group at each center and help to link families to the community.

**Home Visits:** Home visits are valuable in building respectful relationships with parents and in developing a broad understanding of every child in the program. Teachers are required to make two visits to the home of each child; in addition to the two parent-teacher conferences.

**Recruitment:** Head Start maintains a yearly recruitment process. Applications are available at the Bishop Indian Head Start Front Office, online, or ask for Donna Thomas your Family Service Advocate.

## Documents Required for Your Child's Record

- ✓ A completed application packet
- ✓ Current Immunization Record
- ✓ Income Verification for an entire month for all adults in the home that are responsible for enrolled child
- ✓ A copy of any court orders regarding custody/visitation issues
- ✓ Physical Examination by a registered physician
- ✓ Birth Certificate of all children in the home
- ✓ Signed document allowing the State to verify employment
- ✓ Proof of sole responsibility for example a utility bill in your name

**Enrollment:** BIHS can currently serve 60 students. Therefore enrollment in the program is limited. Registration does not ensure that the child will be enrolled. Selection of the children to be enrolled is made using age, income, children's disabilities, and family needs as criteria. Those children who are not selected for enrollment are placed on a waiting list. After selection is made, parents are notified of their child's status. **Drops:** A parent / guardian planning to drop their child from the Head Start Program must notify staff and sign a drop form at the Head Start classroom and should inform the Family Advocate of the drop. **Transfers:** A parent / guardian wishing to transfer their child to another classroom must contact their Family Advocate and Teacher. *Admission to another classroom is dependent on whether there is a vacancy in the requested classroom.*

**IF YOUR ADDRESS OR TELEPHONE NUMBER CHANGES, IT IS IMPORTANT THAT YOU INFORM YOUR FAMILY ADVOCATE AND YOUR CHILD'S TEACHER AS SOON AS POSSIBLE.**

**Attendance Policy:** Regular attendance is important. Through consistent attendance, children and families are able to make maximum use of Head Start services; children learn the importance and value of being in school and children develop responsibility early. BIHS is a Center Based Program; Federal Guidelines mandate that an 85% attendance rate should be maintained for children and families to receive the maximum benefit from the Head Start experiences.

## BISHOP INDIAN HEAD START ABSENCE POLICY

**Excused Absences:** Absences will be excused for the following reasons allowed in regulations without limitation: Illness or quarantine of the child or parent (please be specific) Court ordered visitation with absent parent or relative (We must have a copy of the court order on file)

**Excused Absence Due to Family Emergency:** Absence due to "family emergency" as allowed in CCR Section § 18066(c) will be excused for the following reasons without limitation:

Family emergency, such as death, funeral, car accident, court appearance, emergency hospitalization, need to receive medical or dental services out of town due to lack of service providers in our geographic region, or federal jury duty in Fresno, CA.

Family emergency created by crisis, need for medical, dental, or therapy services related to crisis, visit to safe house or shelter, the need to be out of sight of absent parent, threat of kidnap, secret witness program relocation issues or other family crisis or extenuating circumstances at the discretion of administration.

Family emergency due to dangerous conditions such as down power lines, flash floods, snow, avalanche, and other natural disasters.

Any absence which is clearly in the health and safety interest of the child or other children in the center of home due to a family emergency, crisis, or dangerous condition.

**Excused Absence Due to Best Interest:** Absence allowable as "Best Interest of the Child" CCR Section § 18066(c) will be excused for the following reasons with a **limit of 10 days** per fiscal year, except for those children who are recipients of protective services or at risk of abuse or neglect as allowed in CCR Section § 18066(f):

**Vacation with parent or relative (please be specific)**

**Out of town with parent or relative (please be specific; non-illness or not medically related)**

**Stayed home with parent or relative**

**Child's Birthday**

**Other reasons which are clearly in the best interests of the child (again, please be specific)**

**UNEXCUSED ABSENCES:** Limited to **five (5) consecutive days** as allowed in CCR Section § 18066. Absence for any other reason than those listed above will be considered unexcused. Days a child is scheduled for education, does not show, and the school is not notified.

**ABSENCE FOR UNKNOWN REASON:** If a child has **five (5) consecutive unexcused absences** in the Bishop Indian Head Start program, **services will be terminated** unless a reasonable explanation is given to the administration through the appeals process. An excused absence must be verified with a phone call or a note. Parents should notify the provider each day with a phone call. If a child has been absent for five (5) consecutive days, and the parent has not contacted our agency, and reasonable attempts have been made to contact the parent, **the family will be dis-enrolled due to lack of response**. Thank you for your cooperation.

#### **Arrival and Departure of Children, Releasing a Child to an Adult**

The following are procedures for parents to follow to ensure the safety and well-being of each child in the Head Start program.

1. An adult (a person 18 years or older), must accompany and "sign-in" the child when dropping off the child in the morning. At pick-up time an adult must "sign-out" the child.
2. If your child is unable to attend school that day, you must call the teacher no later than 15 minutes from the start of the school day.\*
3. If you are running late, you must call the teacher to notify him/her of your approximate arrival time. This will assist the teacher to determine if a breakfast and/or lunch is ordered for your child.

**Note:** If a child is absent five (5) days out of the month or drop off/ pick up is consistently late, the classroom team will assist the parent in developing a service plan. A service plan is used to resolve problems preventing regular attendance or to support the parent in complying with the pick-up/drop off schedule. The child may be dropped from the program if the family does not comply with the service plan. **A recommendation may be made to the Head Start Director to drop the child from the program if the family does not comply with the service plan.**

#### **Late Pick-up Policy**

The following procedures are currently in place:

1. Staff will counsel parent about the pick-up policy after the first incident.
2. Parents will notify staff immediately of any changes in authorization for pick-up, emergency contact numbers, and personal information (phone numbers, address, etc.).
3. For unforeseen circumstances, parents will call staff to inform them that they will be late and should indicate an anticipated arrival time at the classroom.
4. If parents do not call and / or designated contact persons are not available to pick up child, child may be taken to the nearest police station. If this occurs, the Bishop Police Department will consider the child to be "abandoned" and will call Child Protective Services (CPS) to initiate a temporary custody process.



### **Absence due to illness**

Notify your child's teacher if your child is ill, especially if your child is out for more than (3) consecutive days. Please report how your child is doing and when you think he/she will be returning to the classroom. Please contact Amanda Miloradich your Health and Disabilities Manager if you have any concerns or questions.

### **Extended Absences**

For extended absences due to vacations, trips, etc., the parent must submit a written request to the Head Start Director prior to the absence to avoid child being dropped from the program. The request must include the period of absence and the date of return. Parents will be asked to sign a drop form. In the event that they do not return on the designated date or if they do not notify staff to extend the leave period, the child will be dropped from the program.

**Parent Involvement:** Parents are the most important influence in a child's development. An essential part of the Head Start program is the involvement of parents in parent education and program planning and operating activities. They serve as members of the Policy Council and Parent Committee and have a voice in administrative and managerial decisions.

**Parent Education Training:** Head Start provides parent involvement and education activities that are responsive to parents' expressed needs. Workshops and training are available for parents to enhance life skills. Parent education training is available. See your Family Advocate or Health and Disabilities Manager for more details.

**Volunteers:** Through participation in classes and workshops on child development, and through staff visits to the home, parents learn about the needs of their children and about educational activities that can be carried out at home.

- Parents are involved in program policy-making and operations.
- Parents are encouraged to participate in our program as visitors/volunteers to observe and/or actively participate with their children in the learning centers.
- Current and former parents also serve in Head Start on a volunteer or paid basis as Assistant Teachers, Family Advocates, and other staff members.

**All parent and professional volunteers are required to sign a confidentiality agreement prior to volunteering in the classroom.**

**Health and Early Childhood Development:** Head Start provides every child with a comprehensive health care program to ensure that medical, dental, nutritional, developmental, and mental health needs are met. Head Start emphasizes the importance of obtaining and maintaining optimum health which includes assisting in the establishment and collaboration with a medical and dental home, promotion of regular health check-ups, and the early identification, intervention and follow-up of health concerns. Health education is incorporated into the classroom, parent committee and at staff training.

**Audiology:** Our program follows the current best practice by administering pure tone audiometric and middle ear or tympanometry screening. The screening we do helps us to identify children who have fluctuating hearing loss due to otitis media as well as children who have permanent hearing loss.

**Dental Hygiene:** A current (within the last 12 months) dental exam/screening is required for all children enrolled in the Head Start program. If treatment is indicated, follow up with the dental home is essential for good oral health. Parents are encouraged to continue to take their child for "well baby dental visits" every six months.

Head Start staff assists families when locating a dentist and advocates for their needs when necessary. Toothbrushes are provided for all children and tooth brushing is incorporated into daily

activities. The dental hygienist provides dental education training to teachers, staff and children in individual classrooms. Parents are invited to dental workshops and health fairs throughout the year.

**Nutrition:** BIHS child nutrition services help families in meeting each child's nutritional needs and in establishing good eating habits that nurture healthy development and promote life-long well-being. Growth screenings are conducted twice a year to assess each child's nutritional status and growth pattern. If necessary a nutritionist will follow-up with child's parent or guardian to address the child and family's nutritional needs. Referrals are made to WIC and other community agencies, when necessary. All children in Head Start are served breakfast and lunch, and a snack. We provide two-thirds of the child's daily nutritional need. All meals are funded by the USDA Food and Consumer Services and approved by a Registered Dietician through Toiyabe Indian Health Project. Meals must be consumed during mealtime only. Food items high in nutrients and low in fat, sugar, and salt are offered to the children.

**The following are some alternative ways to celebrate special occasions (Birthdays).**

Non-Food, No-Cost Activities

- Plant/teach art and/or craft activities
- Share one or two cultural activities
- Volunteer for a day

Non-Food Ideas

- A puzzle/book/educational toy to be used in the classroom
- Cultural Stories
- Stickers
- Toothbrushes
- Notebooks, pencils, crayons, markers, and/or erasers

**Mental Health Services:** BIHS recognizes the importance of promoting a child and family's complete health program. BIHS partners with Family Services to provide available consultation, referral, and intervention services. The designated Family Service Workers are available to work with families and children on an individual or in a group setting. They also provide resource materials or parenting informational workshops. We implement a violence prevention/ social skill curriculum in our classrooms.

**Health Screenings:** Head Start Performance Standards require all enrolled children to complete a series of health screenings in order to identify any potential problems. These screenings also provide information about possible areas of concern where special services may be needed. The screenings cover physical examinations, vision, hearing, lead testing, and development.

**Health Requirements:** All children enrolled in the Bishop Indian Head Start must have a physical examination from a licensed physician. At the time of enrollment, a physical examination is required that is dated closest to the current age of the child in accordance with the well child schedule. Children entering Head start must have a current TB Clearance dated within 12 months of entry. For preschool, physical examinations performed within one year prior to the date of school entry are acceptable for enrollment purposes.

**A "Physical Exam-Child" and "Child Immunization Record" must be filled out prior to enrollment. If your child has not received a physical examination and all required immunizations within 45 days, they will not be able to attend school until this requirement from the Head Start Performance is met. State Law requires that children obtain up-to-date immunizations prior to any program or school. The only allowable exemptions from this law are for medical or religious reasons.**

**Health/Emergency Information:** Encouraging practices that prevent illness or injury enhance long-life and well-being. Despite efforts to prevent illness or injury, emergencies happen and we establish policies and procedures to respond to medical and dental health emergencies.

Upon enrollment, parents must complete and sign a "Consent for Emergency Medical/Dental Treatment of Head Start Enrollee" form. This form is kept in the classroom and is accessible for the teacher in case of any emergency.

**Accident Reports:** Despite all efforts to promote safety and injury prevention, should a child be involved in an accident or receive an injury, it is important to communicate this to parents both verbally and in writing. The information provided is essential should there be a need for follow-up with

the medical home or to continue monitoring of the injury and its progress at home.

**Non-Admission of ill children:** If your child is ill or has an infection or cold in the contagious stage, please keep the child home and notify BIHS of the illness. Please let BIHS staff know the specific reason for the absence, so the absenteeism report can be completed. We are concerned with the health and wellbeing of your child and the other children in the classroom.

**Head Start defines ill as any child or adult exhibiting any of the following symptoms:**

Diarrhea	Yellowish skin/eyes	Infected skin patches	Vomiting	Severe Coughing	Pink eye
Earache	Fever	Difficult or rapid breathing	Unusual spots or rashes	Sore throat	Mucus from nose

**Your child is not ready to return to Head Start if:**

- ❖ Not fully recovered from illness and is still too tired to take part in regular Head Start activities.
- ❖ Had a communicable disease and is still contagious. Please consult a physician or Clinic for guidelines.
- ❖ Had a fever in the last 24 hours, child must be fever-free for 24 hours.

In accordance with the Bishop Indian Head Start Policy please use the following guidelines, children with the following communicable disease/illness will be excluded from school. **Children will need a**

**Doctor Note to return back to school.**

Diarrhea	Head Lice	Chicken Pox	Mumps	Active Tuberculosis
Scabies	Conjunctivitis (pink eye)	Measles	Rubella (German measles)	Scarlet fever, Strep sore throat and other Streptococcal infection (Beta Hemolytic Group A)
Impetigo	Influenza	Whooping Cough	Pinworm	Ringworm

- ❖ Any illness, if in the opinion of the pediatrician or health care provider and the BIHS staff can endanger the child's health and/or the health of other children in the facility.
- ❖ Any illness if in the opinion of the BIHS director or Health and Disabilities Manager, the center is not equipped to provide childcare for sick children.

**Medication Administration:** Whenever possible, arrangements should be made with the family and the child's physician to schedule administration of medication during times when the child is most likely to be under parental supervision.

When medication must be administered in the classroom, we must ensure that parents, in collaboration with the medical home, provided clear, thorough instructions on how best care for their child. All eligible children are afforded equal opportunity to be included in Head Start regardless of medication requirements, provided the program can reasonably accommodate them.

A "**Consent for Administration of Medication**" form must be completed prior to administration of any medication in the center.

**Emergency and Injury Plan:** In case of an emergency, parents will be notified immediately. If the parents cannot be reached, staff will call the emergency number(s) listed on the applications. If staff cannot contact anyone, they will be responsible for securing the needed emergency care. Please keep BIHS staff updated if any of your emergency information changes. All minor injuries will receive appropriate first aid treatment. The staff will complete an Accident Report and the parent will be notified immediately. If the staff is unable to contact the parent, then parents will be notified when the child is picked up from BIHS or dropped off from the bus. In the event we are unable to contact by phone, we will send a note with the bus monitor or with an adult who picks up the child to notify the parent about the injury.

**Emergency Evacuation:** In the event of an emergency, all children and staff at BIHS will be evacuated to Barlow Gym and or when building is safe remain at BIHS. BIHS assumes all responsibility

and liability pertaining to such an emergency while on BIHS property. In the event an emergency warrants the evacuation of all children and staff, staff will arrange transportation to transport the children and staff off the premises. The designated pick-up area for the parents is Barlow Gym. An attempt will be made to reach all parents by phone to inform the need to pick up your child if there is sufficient time and ability. If unable to contact you, the evacuation location will be posted on the BIHS center door. If such an event were to occur, BIHS staff will stay with the students and take total responsibility for their safety and liability while on the property until parents pick them up.

**Fire Drills:** Monthly emergency fire drills are conducted at varying times and documented by the BIHS staff. BIHS staff will model with the children the procedures for evacuating the building during a fire drill. The fire drills will be rehearsed so your child will become accustomed to the drill and will know what to do. Our center is equipped with smoke detectors and fire extinguishers which are located throughout the building. All BIHS staff is trained annually on the proper use of fire extinguishers. *Children also practice Stop, Drop, and Roll procedures, earthquake drills and stranger danger drills.*

**What to Wear to School:** Think of your child's comfort and provide simple clothing that is free of complicated fastenings. Think messy art materials and other messy activities and provide clothing that is washable. Think of our playground and provide clothing that is sturdy. Think of changeable weather and dress your child appropriately. For your child's safety **NO flip flops or high heel shoes.** Sneakers are welcomed! Please trim your child's fingernails to prevent accidental scratching of friends!

**POSITIVE DISCIPLINE POLICY STATEMENT:** According to Minimum Standards for Child Care Facilities and the Head Start Performance Standards, Head Start staff members and volunteers shall use positive discipline techniques that are directed toward helping the child develop positive self-esteem and social competence. (EX: PATHS, FLIP, CLASS)EXAMPLES OF POSITIVE DISCIPLINE TECHNIQUES INCLUDE:

- ❖ Modeling appropriate behavior;
- ❖ Positive reinforcement of desired behavior;
- ❖ Redirection of inappropriate behavior;
- ❖ Application of clear, consistent limits;
- ❖ Application of logical consequences;
- ❖ Can be sent to another teacher or staff member for an age-appropriate length of time, in cases where none of the above techniques have been effective.

**Under no circumstances are Bishop Indian Head Start staff members and volunteers permitted to use or threaten to use any of the following techniques as a means of discipline:**

- ❖ Any method of Corporal Punishment to the child;
- ❖ Any method that humiliates the child;
- ❖ Any form of abusive/profane language (INCLUDING HARSH WORDS OR TONE);
- ❖ Any forms of discipline associated with food, beverage, or napping.

**IN SOME CASES:** If your child exhibits severe behavior problems that appear to pose a serious danger to themselves, other children enrolled in the program or center staff and volunteers, and all other behavior management has failed; you will be asked to pick your child up from the center immediately. If you are unable to pick your child up promptly, you must send an adult designated on your Transportation Consent Form. A parent-teacher conference will be scheduled for the purpose of formulating an Individual Behavior Plan prior to the student returning to school.

**Education and Early Childhood Development:** Head Start's educational program is designed to meet each child's individual needs within the context of his/her culture and community. Head Start experience has shown that the needs of children vary considerably from community to community,

and that to serve these needs most effectively, programs must take into account community resources, the capabilities of local staff, as well as the developmental needs of the children served. Every child receives a variety of learning experiences to foster intellectual, physical, social and emotional growth, through a center-based setting. Children participate in indoor and outdoor activities and are introduced in skills and concepts through play. They are encouraged to express their feelings in appropriate ways, to develop self-confidence and self-esteem, and to learn how to get along with others.

**Meals:** One essential aspect of healthy growth and development is good nutrition. All meals served in our program meet the USDA standards for nutritional content. **It is the parent's responsibility to inform the teacher if their child has any food allergies or if the child is on a special diet.** A doctor's certification is required in order for specific adjustments to be made in meals served. Mealtime is also used as a learning experience. Volunteers and staff are expected to sit with the children and to model good eating habits and table manners. Staff also stimulates social interaction, promoting language development and social skills. Language and social interactions are centered on child's interest.

**Health and Hygiene:** The nutrition, health and mental health aspects of the Head Start Program Performance Standards are incorporated into the curriculum through adult modeling of good health practices, as well as through experiences. The teaching staff includes daily routines such as hand washing, tooth brushing, and physical exercise; for example, to promote and discuss good health practices.

**Learning Environment:** All children, no matter what program option or setting they are enrolled in, are provided the kinds of experiences and supports necessary to help them gain the awareness, skills and confidence necessary to succeed in their present environment, and to deal with later responsibilities in school and in life. BIHS family members are seen as integral partners in the process of planning and implementing meaningful curriculum for children and in the program's overall approach to child development and education.

**Parent Teacher Conferences:** Parent/Teacher conferences are held three times during the school year. Initial conference is held approximately three months after the child enters the program. An assessment is made with written goals and strategies planned for each individual child. Mid-year conference will be scheduled to meet with parents to go over objectives and goals or any concerns and progress about child's development. The final conference is held before the end of the year, summarizing the child's progress and make recommendations for continued growth. These conferences also involve parents in planning and participating in their child's development.

**Field Trips:** Field trip enhances our classroom curriculum to give opportunities for hands on experiences. It also provides opportunities for parents to participate and expand their horizons and expose them to activities for the whole family to enjoy outside of their communities. Teachers are provided with a pre-approved field trip destinations list to choose from that are age appropriate. Families are welcome on our classroom field trips. We ask that you check with your teachers on the appropriateness of the field trip for younger siblings. As a general rule, siblings are welcome to accompany you on the field trip but due to seating limits on the bus, you will have to transport yourself and your siblings.

**Transportation Requirements:** It is the responsibility of the parent to make sure that the proper form is filled out so the bus drivers know where your child will be transported to after school. If for some reason the location changes for the drop off, you will need to re-submit the form in the morning before the change. Your child's teacher will assist you in this process. Please refer to your Transportation Handbook for any questions. Please feel free to contact Gwen Turner with any questions regarding Safe Bus Riding Practices. **Please do not leave any child in the car while you run in to the class to sign your Head Start child in.** Besides being against the law, it is also dangerous. Our children are very curious and have been watching you drive for a while and may want to try it out if

they are left on their own even for a short time. **In BIHS buses, all passengers will be buckled in age appropriate seat belts!**

**Disability Services:** Since 1972, Head Start has operated under the requirements of a Congressional mandate to make available, at a minimum, ten percent of its enrollment opportunities to children with disabilities. Head Start staff plays an important role; helping to find children who may be in need of special services. BIHS staff actively recruits families and offers enrollment opportunities for children with disabilities with our integrated, developmentally appropriate programs. Staff collaborates with other community agencies that assist children with disabilities to ensure that children are identified and provided a full range of services to meet individual needs. Head Start's philosophy of inclusion supports the rights of all children to be active participants in natural settings within their communities.

**Americans with Disabilities Act (ADA):** The ADA is a federal civil rights law that went into effect in 1992. The Act stated that people with disabilities are entitled to equal rights in employment, state, and local public services, and public accommodations such as preschools, child care centers, and family child care homes. ADA presents an exciting opportunity to plan for an include children with disabilities in early childhood settings. Children and families benefit from inclusion. Children with disabilities share learning opportunities with peers. Inclusion also fosters caring attitudes and teaches children about interdependence and understanding for human differences. For early childhood professionals it is an extension of continuing efforts to meet the individual needs of each child and family.

**Program Design and Management:** This section addresses quality standards, program systems, procedures, facilities, materials, equipment and human resources. BIHS has the appropriate safety and developmental equipment and materials, and follows designated procedures in meeting federal guidelines. All enrolled children and families are afforded opportunities to receive Head Start services. Yearly, parents in our program participate in a program self-assessment that is used to assess current program operations and assist in planning future direction. Management ensures the program is providing quality services to children and families, is financially sound, meets all state and federal regulations, and supervises program staff.

**Career Development and Training:** Head Start provides staff at all levels and in all program areas with training to improve job performance and opportunities for career advancement. A goal of the program is also to provide opportunities for parents to learn a job skill and gain on-site experience in order for them to be more marketable in the employment arena. Head Start programs have a low teacher-child ratio. Staff members receive training in child development and in handling developmental problems of children.

**Pre-Service and In-Service Training:** Head Start provides in-service training opportunities to program staff to assist them in acquiring and increasing the knowledge and skills needed to fulfill their job responsibilities. There is 15 half days scheduled throughout the BIHS Calendar for 2015-2016 program year. During a half-Day schedule children will attend school from 8a.m. to 12:00p.m., Bus Service will be provided, but subject to change. Parents are invited to join staff on these training dates but without the distraction of children.

### **Governance and Management Responsibilities**

Head Start provides parents opportunities to participate in policy and decision-making throughout the program. Parents are involved in such areas as program planning and implementation, volunteering, parent committees, policy council representation standing policy council committee membership, and program self-assessment.

**Bishop Indian Tribal Council Grantee Governing Structure:** An elected five-member board, called the Bishop Indian Tribal Council, governs the Bishop Paiute Tribe Reservation. The Bishop Indian Tribal Council is the governing body of the Head Start grantee and is responsible for legal and fiscal

oversight of the program. Tribal Council membership includes a chairperson and a vice-chairperson. Primary elections are held in June with final elections held in July of every year and council members serve for two-year staggered terms. The tribal administration has responsibilities for maintaining governmental functions, including community development and housing, educational services, enrollment and membership, land assignments, social services, child care, and financial accounting functions.

**The Policy Council:** The Policy Council is the parent's voice in major program decisions, including such things as recruitment and selection policies, personnel policies, monthly budget, and funding proposals. The Parent Policy Council participates in Shared Governance with the Bishop Indian Tribal Council. It is composed of parent committee representatives, community representatives and nominated by the Parent Committee. Its function is to oversee the Head Start program, ensure compliance with federal regulations, and make decisions regarding programming. Policy Council meetings are held on a monthly basis. The Parent Policy Council Officers (Chair, Vice-Chair, Secretary, and Treasurer) are to preside during monthly meetings where discussions and decisions regarding the program occur. However no decision can be made if there is no quorum. \*Quorum occurs when there is 3 or more committee members present for the Parent Policy Council meeting.

**Parent Committee:** **Once your child is enrolled in the BIHS program you become a member of the Parent Committee.** The parent committee meets twice a month with the Policy Council, and is responsible for electing a Policy Council Community representative, classroom representatives, alternates and Policy Council leaders. Elected officers are to preside during monthly parent meetings where discussions and decisions regarding the program occur. However no decision can be made if there is no quorum. \*Quorum occurs when there is 3 or more committee members present for all Parent meetings.

## **Parent Rights and Responsibilities**

### **My Right As A Parent:**

- To take part in major decisions in policy decisions affecting the planning and operation of the program.
- To help develop adult programs that will improve daily living for my family.
- To be welcomed into the classroom.
- To choose whether or not to participate without fear of endangering my child's right to be in the program.
- To be informed regularly about my child's progress in Head Start.
- To be treated with respect and dignity.
- To expect guidance for my child from Head Start teachers and staff, which will help his/her total individual development.
- To be able to learn about the operation of the program, including the budget and the level of education and experiences required to fill various positions.
- To take part in the planning and carrying out of programs designed to increase my skills of possible employment.
- To be informed about all community resources concerned with health, education, and improvement of family life. (See resources at the end of the Parent Handbook.)

### **My Responsibility as a Parent In Head Start:**

- To learn as much as possible about the program and to take part in major decisions.
- To accept Head Start as an opportunity through which I can improve my life and my children's lives.
- To take part in the classroom as an observer, volunteer worker, or a paid employee (subject to budgetary restraint) and to contribute my services in whatever way I can toward the enrichment of the total program.
- To provide leadership by taking part in elections, to explain the program to other parents and encourage their full participation.
- To welcome the family service worker, teachers and staff into my home to discuss ways in which

- parents can help their child's development at home in relation to school experiences.
- To work with teachers, staff and family service worker and other parents in a cooperative way.
- To guide my children with love, respect and to provide positive discipline.
- To offer constructive criticism of the program, to defend it against unfair criticism and to share in the evaluating.
- To inquire about further understanding of early childhood development.
- To become involved in community programs that help improve health and education.

## **Parent Opportunities**

**Volunteering:** You are welcome and encouraged to participate as a classroom volunteer. Your participation will benefit all students and staff at BIHS. Parents, grandparents, and community members serve as valuable resources to our school by enriching the daily learning lives of children. By volunteering, you will make a direct contribution to the instructional program. Please contact your child's teacher for more information.

### **What is Parent Policy Council?**

BIHS Parent Policy Council is the parent's voice in major program decisions. For example, recruitment and selection policies, personnel policies, budgets and funding proposals, participating in the annual program self-assessment, discussing and planning short and long term goals for the BIHS program, and participating in the interview process for new BIHS staff.

### **Who is on the Parent Policy Council?**

Each classroom elects two parents to serve as their representatives to the BIHS Parent Policy Council. A prior Parent Policy Council member or community member is elected annually by parents to serve as a community representative.

### **When are the Policy Council Meetings?**

BIHS Parent Policy Council will discuss and create a schedule of monthly meetings.

### **Who can come to the BIHS Parent Policy Council meetings?**

Parent Policy Council Meetings are open to anyone who would like to come. However, only elected Parent Policy Council members may vote.

### **What are the responsibilities of a Parent Policy Council Member?**

- To follow all Parent Policy Council Bylaws;
- To be informed and keep parents informed about issues facing the Policy Council;
- To attend meetings regularly and notify staff in advanced if you are unable to attend;
- To advocate in the Best Interest of all BIHS families;
- To attend classroom parent meetings and present parent concerns to the Parent Policy Council;
- To facilitate the Parent Committee meetings;
- To attend trainings and share information with other parents;
- To be on community committees to help the BIHS program.

### **What Support is Offered to the BIHS Parent Policy Council?**

*Appropriate training and technical assistance shall be provided to the members of the governing body (Bishop Paiute Tribal Council) and the BIHS Parent Policy Council to ensure that the members understand the information the members receive and can effectively oversee and participate in the programs of the Head Start agency.*

**Parent Grievance Procedure:** Bishop Indian Head Start has an open door policy and is willing to provide opportunity to any parent, community member, etc., to discuss issues and concerns regarding services to children and families in our Head Start program. Often, concerns or differences can be resolved through obtaining answers to questions. Bishop Indian Head Start will respond to your questions at any time, or route you to the responsible party. To ensure that efficiency in this process is achieved, the Bishop Indian Head Start staff request that all suggestions or grievances regarding your Head Start center be voiced to the Head Start Management Staff, according to the steps below:



**Steps To Address A Complaint:** A Parent Grievance Procedure is established to provide a means of encouraging parents in the Head Start program to feel comfortable with airing and/or expressing any doubts or problems which many occur during the program year with another parent or staff. This procedure shall give a parent the opportunity to freely express his or her feelings toward the conditions of the program or being treated unfairly. A Grievance may be a complaint relating to another parent who is causing a problem, a staff who is not performing to his or her expectations according to her role and responsibilities, conditions of the centers, etc.

The Objectives of the Grievance Procedure shall be to:

- Promote harmony in the working relationships of our parents and staff.
- Provide and acknowledge an orderly process for the handling of the parent grievances.
- Resolve grievances as quickly as possible before they become unduly exaggerated and disruptive to the program.
- Resolve the grievance at the parent/staff level if possible.
- Correct the cause of the grievance.
- Provide free expression of views and open dialogue (documentation) between parent and staff.

***A parent has the discretion of bypassing all procedures and going directly to whom he or she feels comfortable requesting assistance for his or her concerns.***

**Step 1:** When a parent has a complaint (grievance), the first step is to contact the Head Start staff supervisor immediately to discuss the area of complaint and or suggestion. At this point, we encourage the parent as well as the supervisor to document the complaint or suggestion. **If no satisfaction to the parent:**

**Step 2:** The parent, with the assistance of a third party, if necessary and the staff supervisor will discuss the grievance with his or her Parent Policy Council Representative. Documentation will be required of the parent, staff supervisor, and report to be recorded in the Parent Policy Council minutes. **If no satisfaction to the parent:**

**Step 3:** The parent, with the assistance from a third party if necessary, the staff supervisor, will discuss the grievance with the Bishop Paiute Tribal Administrative Staff. Documentation will be required of the parent, staff supervisor, minutes of the Parent Policy Council, documentation from Tribal Administration and report to be recorded in the Policy Council minutes. **If no satisfaction to the parent:**

**Step 4:** The parent, with the assistance from a third party if necessary, the staff supervisor, will discuss the grievance with the Bishop Paiute Tribal Council. Documentation will be required of the parent, staff supervisor, minutes from the Tribal Council, minutes of the Policy Council, and report to be recorded at the administrative level. **If no satisfaction to the parent:**

**Step 5:** The parent, with the assistance from a third party if necessary, the staff supervisor, and administrative staff will discuss the grievance with the Parent Policy Council and the Tribal Council. The decision of the Shared Governance governing bodies is recorded as the **Final Decision**, hopefully to be accepted by the parent.

***A parent has the discretion of bypassing all procedure and going directly to whom he or she feels comfortable requesting assistance for his or her concerns.***

***Do not judge your neighbor until you walk two moons in his moccasins. – Cheyenne***

## Bishop Indian Head Start Structure for 2015-2016

<b>Bishop Indian Tribal Council</b>				
Bishop Tribal Administrator <i>Mervin Hess</i>		Bishop Tribal Administrator Assistant <i>Topah Spoonhunter</i>		
Head Start Director <i>Susie Cisneros</i>		Parent Policy Council <i>See Parent Communication Board</i>		
Health/Disabilities Manager <i>Amanda Miloradich</i>		Parent, Family, and Community Advocate/ERSEA <i>Donna Thomas</i>		
Classroom #1 Teacher <i>TBA</i> Teacher Assistant <i>Dawn Conway</i>	Classroom #2 Teacher <i>Mary Lou Enriquez</i> Teacher Assistant <i>Lena Dondero</i>	Classroom #3 Teacher <i>Dayle Dondero</i> Teacher Assistant <i>Paula Manriquez</i>	Classroom #4 Teacher <i>Annette Dondero</i> Teacher Assistant <i>Melissa Ruiz</i>	
<b>Nutrition and Transportation Services</b>				
Part Time Teacher Aides <i>Diane Nelson</i> <i>Tashina Brown</i>	BIHS Cooks  <i>Clifton Mason</i> <i>Gwen Turner</i>	Bus Driver:#83 <i>Susie Cisneros</i>	Bus Driver:#84 <i>Dawn Conway</i>	Bus Driver:#85 <i>Gwen Turner</i>
<b>Bus Monitors</b>				
<b><i>Amanda, Donna, Paula, Annette, Mary Lou, Lena, Dayle, Dawn, and Melissa</i></b>				
<b>Community Collaborated Education and Health Service Support Staff</b>				
SELPA Director <i>Karen Watson</i>		Environmental Health Specialist <i>Mikayla Deardorff</i>		

\*All BIHS staff job descriptions are available on site and with Bishop Tribal Human Resource Department. Current Bishop Paiute Tribal Council Officers, Bishop Indian Head Start Policy Council Officers and current leaders in your Parent Committee will be posted on the Parent Policy Bulletin Board.

### Parent and Family Community Resources

Resource	Address		Phone Number
<b>Public Safety</b>			
<b>Life Threatening Emergency</b>		<b>911</b>	
Tribal Police Chief-Deston Rogers	2490 B Diaz Lane		Office-760-873-4477 Cell 760-937-3688
Inyo County Sherriff	301 W. Line Street Suite F		760-873-7887
Secret Witness Crime Reporting	207 W. Line Street		760-873-7209
Bishop Police Department	207 W. Line Street		760-873-5866
Calif. Highway Patrol	469 S Main Street		760-872-5960
Bishop Fire Department	209 W. Line Street		760-873-5485
Poison Control/Substance Helpline			1-800-222-1222
Road Conditions	California 800-427-7623	Nevada 877-687-6237	Yosemite 209-372-0200
<b>Tribal Administration</b>			
Bishop Paiute Tribal Office	50 Tu Su Lane		760-873-3584 www.bishoppaiutetribe.com
Tribal Enrollment-Gertrude Brown	50 Tu Su Lane		760-873-3584 x258
Ca. Indian Legal Services	873 N. Main St., Suite 120		760-873-3581 1-800-736-3582
Department of Public Works	630 Brockman Lane		760-873-6638

City of Bishop Public Works (non-Tribal)	377 W Line St	760- 873-8458
<b>Tribal Social Services Programs</b>		
Ross Service Coordinator	Geraldine Weaver	760-873-5909
Community Project Coordinator	Lidia Schultz	760-873-4414
Social Service Coordinator	Star Narcomey	760-873-4414
ICWA Coordinator	Margaret Romero	760-873-4414
WLAP Coordinator	TBA	760-873-9018
Paralegal	Janet Maillet	760-873-9018
Peer Crisis Counselor	Tisha McKellips	760-873-9018
<b>Tribal Court</b>		
Court Clerk	Joyce Alvey	760-873-3584 x 261
Social Services Worker/Planner	Hidonee Spoonhunter	760-873-3584 x 263
<b>Transportation</b>		
Eastern Sierra Transit (Dial A Ride)	703 Airport Rd Ste B	1-760-872-1901/1-800-922-1930
<b>Hospital &amp; Medical</b>		
Toiyabe Indian Health Project	52 N Tu Su Ln	760- 873-8464
Community Health	52 N Tu Su Ln	760-872-2622
Dental Office	52 N Tu Su Ln	760-873-3443
Dialysis Center	52 N Tu Su Ln	760-873-7611
Elder's Nutrition Program	350 North Barlow	760-873-3052
Bishop Senior Services	506 Park Ave	760-872-5240
Optical Office	52 N Tu Su Ln	760-873-6111
Pharmacy	52 N Tu Su Ln	760-873-4721
Northern Inyo Hospital	150 Pioneer Lane	760-873-5811
Family Health Center	686 W. Line Street	760-872-4311
Rural Health Clinic	153 Pioneer Lane	760-872-2849
Inyo County Health Department	207 A- W. South Street	760-873-7868
<b>Food and Emergency Shelter</b>		
Salvation Army	Bishop Corps Community Center View Larger Map 621 West Line Street #106	760-872-2124
American Red Cross		888-737-4306
Inyo Mono Advocates for Community Action, Inc.	224 S. Main Street, Bishop, CA 93514	Main Office - 760-873-8557
<b>Crisis &amp; Counseling</b>		
Toiyabe Family Services	52 N Tu Su Ln	760-873-6394
Bishop Paiute Tribe's Women's Legal Advocacy	2490 Diaz Lane	760-873-9018 <b>Crisis Line 760-937-2647 24-hr</b>
Victims of Violent Crimes	301 W Line Street	760-873-6669
Inyo County Mental Health	162 Grove Street	760-873-6533
Wild Iris Family Services	386 W Line St	760-873-6601
Inyo County Alcohol & Drugs	162 Grove St Ste J	760- 873-5888
Kern Regional Center	459 W Line Street	760-873-7411
Alcoholics Anonymous		760-873-6700
Alpine Center	375 E. Line Street	760-873-4357
Suicide Prevention Hotline		
<b>Children Services, Care, &amp; Protection</b>		
Huubü Program	166 Grandview Dr.	760-873-3262
Indian Child Welfare Act	2490 Diaz Lane	760-873-4414 x 4
Toiyabe Indian Health Project WIC	52 N Tu Su Ln	760-872-3707
Inyo County WIC Program	162 Grove Street	760-872-1885
California Children's Services	207 A South Street	760-873-7868
Child Protective Services	162 Grove Street	760-872-1727
Child Support Services	230 W. Line Street	1-866-901-3212
IMACA	224 S Main Street	760-873-8557
First 5	568 W. Line Street	760-873-6453
Inyo County Superintendent of Schools Child Development Division	164 Grandview Drive	760-873-5123

<b>Disability Resources</b>		
Kern Regional Center	459 W Line St	760-873-7411
Great Steps Ahead	180 Clark Street	760-872-2270
Inyo County SELPA-Director Karen Watson	166 Grandview Drive	760-873-3262 x 408
Heart to Hand Family Resource Center-Family Resource Parent Jennifer Patterson	166 Grandview Drive	760-873-3262 x229
Inyo/Mono Association for Handicapped (IMAH)	371 W. South Street	760-873-8668
Rolling Start, Inc.	www.rollingstart.com	760-873-8435
SSI & Disability		1-800-772-1213
<b>Education/Employment/Job Training</b>		
OVCDC Nüümü Yadoha (Language Program)	2574 Diaz Lane	760-872-3604
O.V. Cultural Center	2300 W. Line Street	760-873-8844
OVCDC Vocational, Education	2574 Diaz Lane	760-873-6547
OVCDC Tuniwa Nobi Family Literacy	2754 Diaz Lane	760-872-2115
OVCDC- Tribal TANF	2754 Diaz Lane	760-873-5107
BPT-TERO	270 See Vee	760-873-7893
Ca. Indian Manpower Consortium	1337 Rocking W Dr.	760-873-3419
Bishop Indian Education Center	390 N. Barlow Lane	760-873-5740
Sierra Employment Services	308 W. Line Street #15	760-873-8599
State of Ca Employment Development	873 N. Main Street	760-873-7185
Cal Works Job Training		<a href="http://www.caljobs.ca.gov">www.caljobs.ca.gov</a>
<b>Schools and Libraries</b>		
Bishop Indian Head Start-Susie Cisneros	405 North Barlow Lane	760-872-3911
IMACA-Head Start	224 S Main Street	760-873-8557
Cerro Coso Community College	4090 W. Line Street	760-872-1565
Bishop Union School District		760-872-1658/District760-872-1060
Elm Street Elementary	800 W. Elm Street	760-872-1278
Inyo County Sup of Schools	135 S. Jackson Street Independence	760-878-2426
Palisades Glacier High School	Sugar Loaf Road, Big Pine	760-938-2001
Bishop High School	301 N. Fowler St.	760-872-4275
Jill Kinmont Booth High School	166 Grandview	760-873-3262
OVCDC Tuniwa Nobi Family Literacy	2754 Diaz Lane	760-872-2115
Bishop Library		760-873-5115
Big Pine Library		760-938-2420
Mammoth Library		760-934-4777
<b>Youth Program Services</b>		
WüNüt		760-920-3389
Getting 2gether		760-873-8740
<b>Home Utilities</b>		
Amerigas		760-873-6371
Bishop Paiute Gas Station		760-872-1224
Eastern Sierra Propane		760-872-2955
Turner Propane		760-872-1314
Southern Ca. Edison:		1-800-655-4555
Extensions & Payments		1-800-950-2356
Low Income Rates -CARE		1-800-447-6620
Emergency Repairs		1-800-611-1911
Bishop Indian Utility		760-873-6638
Bishop Waste Disposal		760-872-6561
Preferred Septic & Disposal		760-873-5699

Please call Tribal Administration or Bishop Indian Head Start for any needed resources not listed.

### **Additional Policies added to BIHS Parent Handbooks:**

- ❖ **Transportation-No Idle Zone / Anti-Idling:** Bishop Indian Head Start has identified unnecessary vehicle idling as a contributor to air pollution and increased health risk. One of the areas where unnecessary idling occurs is bus and car line up to drop off and pick up children. Procedure:
  - 'No Idle Zone' signs will be posted in the drop off/pick up areas.
  - Information about idling and the No Idle Zone program will be distributed to families.
  - Information about idling and the No Idle Zone program will be distributed to all Head Start employees who operate program vehicles, including but not limited to bus drivers, maintenance personnel and food service delivery staff.
- ❖ **Child Health and Safety-Tobacco:** Bishop Indian Head Start recognizes its responsibility to promote the health, welfare and safety of students, staff and others on Head Start property and at agency sponsored activities. In light of scientific evidence that tobacco use is hazardous to health, it is the intent of Bishop Indian Head Start to establish a tobacco-free environment, and to engage in coordinated tobacco prevention activities. Consequently, tobacco use, distribution, or sale by staff for others on agency premises, at agency sponsored events, in agency owned, rented, or leased vehicles is prohibited. In recognition of the importance of modeling healthy behaviors, tobacco use by employees, parents, and volunteers is prohibited in any area (on-site or off-site) that is within sight of a prohibited location. **Program staff, volunteers, and others must avoid bringing clothing that smells of smoke into the classroom, center or onto the playground.** Staff will request that parents not smoke during home visits. Parents will be informed of the smoke-free request prior to the home visit. **Definitions: (for the purposes of this policy)**

Tobacco is defined to include any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, and spit tobacco in any form. Spit tobacco is also known as "smokeless", "dip", "chew", or "snuff".

### **Procedures: Tobacco Prohibitions.**

1. Tobacco use is prohibited on the premises of all Bishop Indian Head Start property.
2. Head Start staff, parents, volunteers, and contracted employees will not engage in tobacco use on Head Start premises, in Head Start vehicles, or during Head Start activities.
3. Clothing, bags, hats and other personal items used to display, promote, or advertise tobacco products are prohibited on Head Start premises, in Head Start Vehicles, or during Head Start activities.
4. Tobacco advertising is prohibited at Head Start sponsored activities, Head Start sponsored publications, or on Head Start premises. .
5. Age appropriate tobacco prevention messages shall be incorporated into classroom teaching.
6. Staff violations of tobacco prohibitions will lead to disciplinary action up to and including dismissal.

### **Procedures: Tobacco Prevention Activities**

1. The Health and Nutrition Advisory shall ensure that appropriate tobacco messages are incorporated into classroom instruction, and staff and family services education and resource materials.
2. The Health and Nutrition Advisory will collaborate with agencies and groups that conduct tobacco use prevention activities and education in Inyo County.
3. The Health and Nutrition Advisory will promote cessation resources to staff, volunteers and parents- and offer these as possible alternatives to discipline for violations of tobacco use policies.
4. Head Start staff will provide pregnant women and other family members, as appropriate, with prenatal education on risks from tobacco use on fetal development.

### **Procedures: Facility Signs and Program Communication**

1. Head Start Administration will post signage in facilities and vehicles to communicate the no tobacco use policy.
2. Staff will be informed of this policy through such means as the Education Services and Health Content Policies and Procedure Manual and orientation and training provided by supervisors.
3. Parents, families and others will be informed through such means as the parent handbook; signs posted on parent bulletin boards; announcements during parent orientation, center committee meetings, and Policy Council training; and explanations of the policy attached to field-trip and home visit notifications.
4. This policy shall remain in force at all times.

### **LEGAL AND RELATED REFERENCES:**

- Head Start Performance Standards 1304.40(c)(2) and 1304.53(a)(8)

- Establishing a Smoke-Free Environment in Head Start Programs: Program Instruction #ACYF-PI-HS-95-04  
 [1] This policy complies with Head Start Performance Standard 45CFR Section 1304.22.

**BIHS Identified School Readiness Goals 2015-2016:** The school readiness goals derived from aggregated data collected from teacher and parent observations of children in action; and child assessments measured three times throughout the school year. For more information please visit: <http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr>

Five Essential School Readiness Domains Bishop Indian Head Start School Readiness 2015-2016 with Parent, family, Community Engagement Activities				Parent and Community Engagement Strategies and Activities
Physical Well-being and Health	<b>Healthy lifestyle:</b> BIHS children will communicate to others about making healthy choices.	<b>Gross motor movement:</b> BIHS children are able to move in a coordinated way using large muscles (arms and legs)		Health Advisory; Health Carnival; Health Routines; Wellness Workshops; CPR & First Aide; link families to services and opportunities; Family Exercise Activities; Nutrition
Social and Emotional Development	<b>Expression of empathy:</b> BIHS children will use words or actions to demonstrate concerns for what others are feeling.	<b>Impulse Control:</b> BIHS children will develop strategies for regulating responses in increasingly socially appropriate ways.	<b>Awareness of diversity in self and others:</b> BIHS children will acknowledge and responds to similarities and differences between self and others and learns to appreciate the value of each person in a community.	Facilitate friendships and mutual support; strengthen parenting; respond to family crisis; mental wellness workshops; outdoor gardening; Cultural Presentations
Language and Literacy Development	<b>Expression of self through language:</b> BIHS children use language to communicate with increasingly complex words and sentences.	<b>Language in Conversation:</b> BIHS children engage in increasingly extended conversations following the appropriate social use of language.	<b>Interest in Literacy:</b> BIHS children will engage with literature in developmentally appropriate ways.	Parent Teacher School Readiness Advisory; parent transition activities; parent teacher conferences; literacy workshops for both family and teacher; monthly library visit; lending library
Approaches to Learning	<b>Conflict Negotiation:</b> BIHS children will take an interest and engage in group experiences through cooperative play with others and invite others to play.			Parent and Family volunteer activities related to projects that require persistence and attention: example: gardening activities; activities that require creativity and open-ended materials; value and support parents
Cognitive and General Knowledge	<b>Number Sense of quality and counting:</b> BIHS children will use number names to represent quantities and counts increasingly larger sets of objects.	<b>Number Sense of Mathematical Operations:</b> BIHS children will use numbers to describe relationships and solve problems.	<b>Measurement:</b> BIHS children will show increasing understanding of measurable properties such as length, weight, and capacity and begins to quantify those properties.	Develop family science and math evening workshops; include science activities in school newsletters and encourage children and families to share their discoveries; fieldtrip to college for families



### Head Start Parent and Family Engagement Outcomes

#### 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 EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

#### 6. FAMILY CONNECTIONS TO PEERS 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 development, or in community and state organizing activities to improve children's development and learning experiences.

CENTRAL DOMAINS					
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Please explore the 2015 Head Start Early Learning Framework for Ages birth to 5.

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

<http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf>