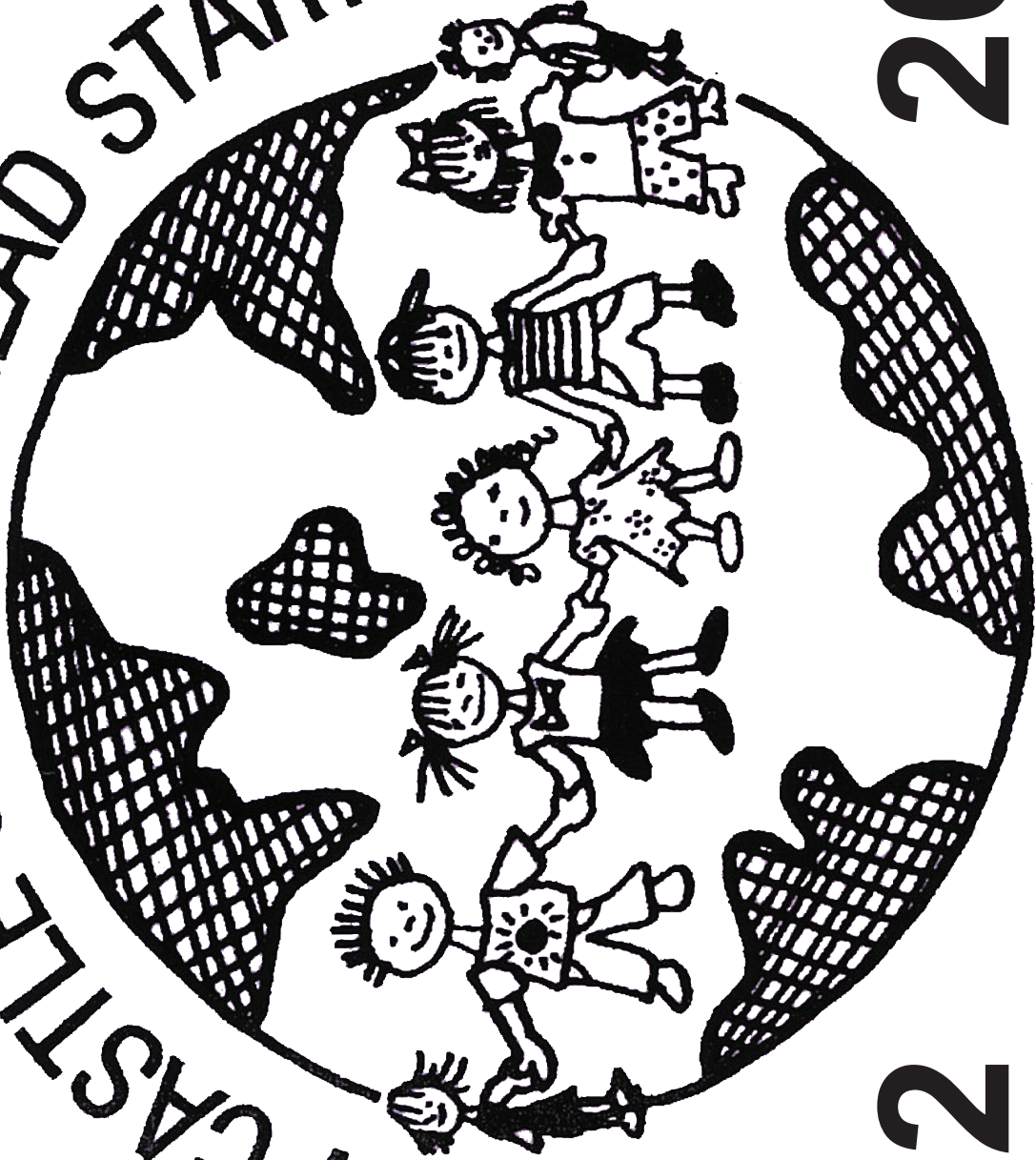


NEW CASTLE COUNTY HEAD START INC.



2022

2023

HEAD START

PARENT RESOURCES AND HANDBOOK



# The Extended Day and Full Day-All Year Round 2022-2023 Program Closings:

|   |  |
|---|--|
| August 17 <sup>th</sup> - Staff In-Service (Full Day Only)                                    | December 30 <sup>th</sup> - Winter Break   |
| August 18 <sup>th</sup> - Staff Welcome Back (Full Day Only)                                  | January 2 <sup>nd</sup> - Winter Break   |
| August 19 <sup>th</sup> - Staff Welcome Back (Full Day Only)                                  | January 16 <sup>th</sup> - Dr. Martin Luther King Jr. Day                                    |
| *September 2 <sup>nd</sup> - Labor Day Observation 3:00 p.m. Early Pick-Up (Full Day Only)    | February 20 <sup>th</sup> - Teacher Home Visits  |
| September 5 <sup>th</sup> - Labor Day   | April 7 <sup>th</sup> - Good Friday  |
| November 18 <sup>th</sup> - Staff In-Service  | *May 26 <sup>th</sup> - Memorial Day Observation 3:00 p.m. Early Pick-Up (Full Day Only)     |
| *November 23 <sup>rd</sup> - Thanksgiving Observation 3:00 p.m. Early Pick-Up (Full Day Only) | May 29 <sup>th</sup> - Memorial Day  |
| November 24 <sup>th</sup> - Thanksgiving  | June 19 <sup>th</sup> - Juneteenth Day   |
| November 25 <sup>th</sup> - Thanksgiving Observed   | June 27 <sup>th</sup> - Staff In-Service   |
| December 23 <sup>rd</sup> - Winter Break  | *July 3 <sup>rd</sup> - Independence Day Observation 3:00 p.m. Early Pick-Up (Full Day Only) |
| December 26 <sup>th</sup> - Winter Break  | July 4 <sup>th</sup> - Independence Day (Full Day Only)                                      |

- In the event of a community, state, or national emergency, please listen to WDEL 1150 AM and WSTW 93.7 FM to find out information about center closings, special instructions and dismissals.
- Emergency closings for bad weather and building maintenance issues will be broadcasted on the radio stations listed above as well as on our website ([www.ncchhs.org](http://www.ncchhs.org)) and on our Facebook page.

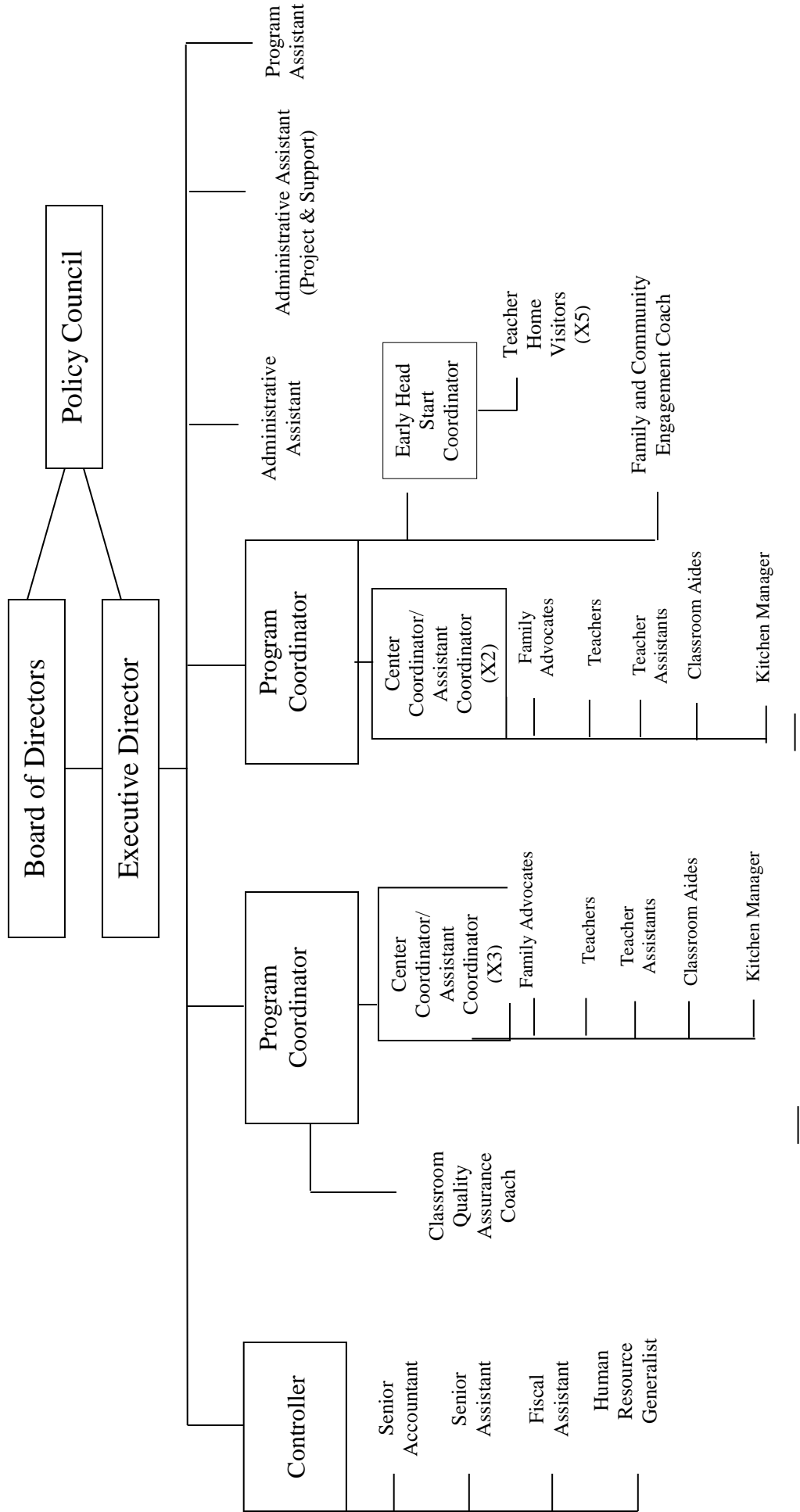
New Castle County Head Start, Inc.  
 Administrative Office  
 256 Chapman Rd.  
 Suite103  
 Newark, DE 19702  
 (302) 452-1500

|                      |          |                 |          |            |          |
|----------------------|----------|-----------------|----------|------------|----------|
| Absalom Jones Center | 999-8480 | Claymont Center | 792-9065 | Manor Park | 328-9454 |
| Bear Center          | 832-2212 | Lambson Center  | 655-5070 |            |          |

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# New Castle County Head Start, Inc.

## Organizational Chart



**WELCOME!** New Castle County Head Start, Inc. is pleased that you have chosen to enroll your child into the nation's premier early childhood education program, Head Start.

Our program believes that parents are the primary educators of their children and we are committed to make every effort to support you in this most important role. As a Head Start parent you are encouraged to participate in the program at many levels. This includes but is not limited to being a classroom volunteer, serving on the parent center committee or serving in a governance role on the agency's Policy Council.

Your children will be cared for by a professional staff that is caring, qualified, and conscientious. Please feel free to ask questions and get involved with the program. In addition to your child's Teacher, the Center Coordinator and Family Advocate are key persons for you to get to know as they will be your primary source of information.

I wish you well in your experience with New Castle County Head Start, Inc. Please remember that all parents have questions and sometimes concerns. We are here to work with you and with all families to provide the best educational environment possible. We ask that you work with us also in implementing the rules and regulations that helps us provide a safe and nurturing situation for all children.

I hope to see you sometime throughout the program year. Good luck and welcome to the Head Start family.

Sincerely,

*Wendy Marsilii*

**Wendy Marsilii**  
Executive Director

Welcome to the Program!

This handbook is intended for use by parents/guardians of children in the Head Start program. It is important that you review this handbook to help ensure that your child's experience at Head Start is positive and productive. **Please sign and submit the parent signature sheet to the Center Coordinator or Family Advocate as proof that you received this handbook.**

We wish you and your children a wonderful experience at New Castle County Head Start, Inc.

**Mission Statement**

New Castle County Head Start, Inc. is dedicated to enhancing the cognitive, social, emotional and physical well-being of children and families in New Castle County, Delaware. The agency provides quality early care and educational programs for preschool children, as well as supportive family services in partnership with parents and their communities.

**Vision Statement**

New Castle County Head Start, Inc. strives to be a model collaborative, early education agency promoting individual growth and personal achievement for children and their families.

**Core Values**

The following core values reflect the agency's relationship with our children, parents, staff, Board of Directors, Policy Council members, collaborative partners, volunteers and community.

**CHILD, PARENT AND FAMILY DEVELOPMENT**

We embrace and support the growth and self-actualization of everyone involved with New Castle County Head Start, Inc.

**RESPECT**

We strive to treat all with care, compassion, dignity, equality and trust.

**COMMUNICATION**

We encourage on-going, open and honest expression of all points of view.

**DIVERSITY**

We welcome a broad representation of experiences, perspectives and cultures.

**NON-DISCRIMINATION**

We will not discriminate against any child or family based on race, color, national origin, gender, age, sex, pregnancy, marital status, sexual orientation, gender identity or expression, religion, creed, disability, veteran's status, or any other category protected by state and/or federal laws.

**School Readiness Goals**

New Castle County Head Start, Inc.’s School Readiness Goals are specific program areas of focus for the academic year that will improve student readiness for kindergarten. These goals are established by the NCCHS, Inc. Advisory Committee who reviews, aggregates and analyzes data from student and teacher assessment tools. Domain areas with low growth are considered a priority in the development of the School Readiness Goals.

- Language and Literacy Development
- Cognition and General Knowledge
- Approaches to Learning
- Physical Development and Health
- Social and Emotional Development

**Bad Weather Bus Stops**

Bus routes may change stops in the event of bad weather. You will be informed of the bad weather stops. These stops will only be in effect on days when radio announcements are made.

**Emergency Closings for Bad Weather**

Will be broadcasted on: WDEL – 1150 AM and WSTW – 93.7 FM beginning at 6:00 a.m. You may also check snow watch on our website (ncchs.org) or Facebook page.

**State of Emergency**

In the event of a community, state, or national emergency, please listen to WDEL, 1150 AM and WSTW, 93.7 FM, to find out information about center closings, special instructions and dismissal.

**Hours of Operation**

|                                  |                               |
|----------------------------------|-------------------------------|
| FULL DAY YEAR ROUND PROGRAM      | EXTENDED DAY PROGRAM          |
| Children – 7:00 a.m. – 6:00 p.m. | Children 8:45 a.m. -2:15 p.m. |

The daily schedule, behavior management policies, menus, parent notices and emergency evacuation procedures are posted in the classroom. Please feel free to examine the parent bulletin boards located in each classroom and office.

**Please Dress Your Child:**

In simple clothing that is easy for your child to manage by themselves.

In “play clothing” that is washable. Children will be using messy art materials.

In closed toe rubber soled shoes or sneakers, please **no sandals**.

**Please send in a complete change of clothing for your child for emergency purposes.**

**Services Offered:**

For Children:

- Use of Creative Curriculum – children use the environment productively and see themselves as capable learners
- Use of Doors to Discovery Curriculum – focuses on increasing the children’s speaking and listening vocabulary to develop language skills
- Pyramid Model – promotes healthy social and emotional development for early learning
- Fun and creative daily program for all children including those with disabilities developmental screenings and follow up
- Breakfast, lunch and snack (Full Day Year Round Program Only) served with Family Style Dining, organized print rich classroom environment
- Individualized lesson plans
- Classroom iPads
- Seeing Science Everywhere Curriculum

For Parents:

- Continuing education
- Employment training
- Parenting skills workshops
- TECE class (Training for Early Care and Education)
- Emergency assistance
- Support for transition to schools and other programs
- Volunteer opportunities
- Nutrition activities
- Family literacy programs

**CACFP (Food and Nutrition)**

New Castle County Head Start, Inc. participates in the Child Adult Food Care Program (CACFP). Meals are served family-style and fulfill all nutritional requirements. An Enrollment Form must be completed by all guardians prior to the child’s first day of school. This form will be completed with your Family Advocate. In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.



### **Nutrition and Allergies**

Your child will be given meals, which meet USDA and Head Start nutritional requirements for this age group. Your child will be encouraged to eat, but not forced to eat. Meals are served family style. Monthly menus will be sent home to you and posted in your child's classroom. Pork products are not served.

If your child has any food allergies, it should be clearly noted on the health and nutrition form of your child's application. Before a menu item can be substituted, the condition must be verified, in writing, by an authorized Medical professional. The medical professional should complete the "medical and religious/ cultural food restrictions" form before any menu item can be substituted.

Center Coordinator, Family Advocate or other NCCHS, Inc. Staff is available to parents/guardians to discuss their child's growth assessment and hemoglobin readings (status of anemia) plus topics in the area of food and nutrition.

The Center Coordinator can arrange presentations related to these topics for Head Start Parent Groups

### **Curriculum**

New Castle County Head Start, Inc. uses Creative Curriculum, Doors to Discovery, and Pyramid Model as the foundations for the program's curriculum. The primary goal of the curriculum is to help children use the environment as a learning tool. Look for the following areas to be located in your child's classroom: Blocks, Dramatic Play, Table Toys, Art, Sand and Water, Library as well as other activities; Outdoors, Music and Movement.

Creative Curriculum helps students use the classroom environment productively and see themselves as capable learners. A carefully organized and print-rich setting is the foundation of the Creative Curriculum. There are 38 curriculum objectives and dimensions, which define what we want children to learn and show what growth to expect in children from three to five years old, including those who may not be a typical level of development. Based on these objectives, teachers record written observations on children daily and input into our assessment tool, Creative Curriculum Gold. There are three checkpoints during the program year for staff input. After each checkpoint, outcomes reports are generated for the Agency, for the centers, and for each classroom. Through the use of the classroom reports, each teacher is able to assess the needs and strengths of each child and individualize their lesson plans and activities to promote each child's abilities. This information is also shared with parents at parent/teacher conferences. The final outcomes report measures the progress that all children made during the program year. New Castle County Head Start, Inc. uses this information to plan for staff training, to purchase classroom materials, and to monitor trends. Parents also take this information with them as their child transitions to their next level of education.

The curriculum goals of Doors to Discovery are to increase the children's speaking and listening vocabularies – the words children know and can use, knowledge of letter sounds, ability to name the 26 alphabet letters, and understanding of why people read and write. Words that are spoken can be written down and words that are written down can be spoken. Children are encouraged to have an appreciation of books, of being read to, and of understanding and increasing their vocabulary. The objective is to develop the readiness skills in children for a successful kindergarten transition.

### **Stars**

All centers have top (5 star) rating with Delaware Department of Education early childhood quality rating and improvement system.

## **The Pyramid Model**

The Pyramid Model for Promoting Social Emotional Competence in Infants and Young Children promotes healthy social and emotional development for early learning and to prevent challenging behaviors. The Pyramid Model curriculum supports the students' development of self-discipline skills by teaching social emotional and other skills within play time and routine activities. The Pyramid Model also promotes the child's language communication development and gives children positive guidance on rules and expectations within the classroom community. All staff members receive Pyramid Model training and work cooperatively to promote each student's social and emotional growth. The social emotional behavior screening that we use is completed by parents. The screening tool is called Ages and Stages Questionnaire: Social and Emotional (ASQ: S & E).

## **Behavior Management Policy**

New Castle County's **Behavior Management Policy** is based on the commitment to enhance the potential, self-esteem and dignity of children and their families. One of the basic principles of Behavior Management Policy is to support the children in their development of self-discipline skills. To this end New Castle County Head Start, Inc. uses the Pyramid Model from The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) and the Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI). The Pyramid Model is intended to promote children's social and emotional development as the foundation of early learning and to prevent challenging behaviors.

The following are recommended strategies for implementing the Behavior Management Policy:

Develop positive routines, rules and clear expectations.

Example: **Rules**

- Walk vs. Don't Run
- Inside Voices vs. Don't Yell

Be consistent with established rules and routines along with the ability to be sensitive to the needs of each individual child.

Assure good planning/preparation.

Example: **Planning/Preparation**

Try to prevent misbehavior before it happens!

- a) Be aware of signals that children are getting restless or losing interest
- b) When you see these behaviors, you can do such things as:
  - Take a break
  - Do something active
  - Exercise
  - Dance
  - Sing a song

Reinforce positive behavior.

Example: Reinforce Positive Behavior

- Try to praise and encourage good behavior.
- Use more encouraging sentences than discouraging sentences.

- Instead of.... "Don't scribble so much; it looks messy."  
Say...."I like how well you are doing your paper."
- Instead of..."Don't leave those jackets all over the floor."  
Say..."I'm sure we can all remember to hang up our jackets."
- Instead of..."Sally, I've told you before, don't push the other children."  
Say..."Sally, I see how well you are remembering to be nice to others today.  
That's great.

Ignore or redirect negative behavior as appropriate.

Example: Behavior to Ignore

- Whining, pouting, tantrums, (as long as they are not injuring themselves or others).

Behavior to Redirect

-Child is knocking down other children's structures in block area - say

"Let me see how tall *you* can build a tower."

Give children positive developmentally appropriate choices.

Example: Developmentally Appropriate Choices

- Child is painting on the wall. Tell the child that he/she may paint at the easel or on a piece of paper at the table.

Staff may remove children from activities due to inappropriate behavior.

Example: Circle Time/Teacher Directed Activity

- Child continues to disrupt the group. Child could be redirected to sit away from physical contact with the group, but still remain a part of the activity as opposed to being placed in "time out" or isolation as a form of punishment. "Time Out" is not accepted as an appropriate practice at New Castle County Head Start, Inc.

Involve children in problem solving.

Example: Problem Solving

- A child hurts another child. Staff person should attend to injured child (if there is one), then facilitate verbal exchange with both children which should include defining the problem, eliciting feelings, and alternative solutions.

Utilize suggestions from internal and external support services.

Children should be encouraged to use verbal expression.

Logical consequences should remain in the context of each situation.

Example: Behavioral

-Child throws crayons across the room.

Consequences

-Child should be asked to pick up crayons and use them correctly.

The following tactics are never to be used under any circumstances:

1. Physical punishment
2. Shouting at children
3. Food as a means of reward or punishment
4. Terms that demean or make children feel inferior
5. Comparing one child to another
6. Threats or ultimatums
7. Sending children to the office, other classrooms, or any other area
8. Sending children home
9. Time out
10. Negative notes, reports, or symbols (for example, sad faces)

Forms of behavior modification that may include stickers, stars, etc., may be used if, and only if, the program is individualized for that child and is implemented in such a way that the child's behavior is not singled out from the group. The Classroom Staff must also be provided with training and technical assistance from the Mental Health Consultants before implementing the program. The Center Coordinator is responsible for monitoring the program to ensure all correspondence to parents and actual implementation is acceptable and done appropriately.

### **Literacy**

Head Start literacy initiatives are incorporated within the implementation of the Creative Curriculum. This initiative focuses on the understanding and use of language.

### **Program Language Policy**

New Castle County Head Start, Inc. supports Dual Language Learning children and families by communicating with children and their families in their preferred or primary language through an interpreter, to the greatest extent feasible. Centers provide environments of acceptance that supports and respects gender, culture, language, ethnicity and family composition.

Specific information on how we support Dual Language Learners throughout the program can be found in "New Castle County Head Start, Inc. Process for Supporting Dual Language Learners" and is available for review at each center.

### **Screen Time**

Children over the age of two may have an educational video, movie, or game incorporated into their curriculum. These may be viewed on a television,

computer, tablet, or gaming device. These will be age-appropriate and limited to one hour or less per day unless a special occasion or activity occurs. Children will be closely supervised while using the internet.

**Physical Activity**

Children are given multiple opportunities for physical activity each day. Weather permitting, each day all children will be taken outdoors to play, exercise, and to run around. Please ensure your child's outdoor clothing is appropriate for the weather.

**Daily Schedule for Head Start Children**

Each classroom will follow a classroom specific schedule that is posted in the classroom and given to all parents at the start of your child's enrollment. New Castle County Head Start, Inc. has 2 program options; Extended Day and Full Day. A sample daily schedule is posted below to give you an idea of what a typical day would look like in each of the program options.

| <b>SAMPLE EXTENDED DAY SCHEDULE</b>            | <b>SAMPLE FULL DAY SCHEDULE</b>             |
|--|---|
| 8:45-9:20- Arrival/Centers                     | 7:00-9:00- Arrival/Centers                  |
| 9:20-9:30- Center Clean-Up/Hand Washing        | 9:00-9:15- Center Clean-up/Hand Washing     |
| 9:30-9:50- Breakfast/Clean-Up                  | 9:15-9:45- Breakfast/Clean-Up               |
| 9:50-10:10- Large Group                        | 9:45-10:05- Large Group/Music Movement      |
| 10:10-10:50- Centers                           | 10:05-10:55- Centers                        |
| 10:50-11:00- Prep for Outdoor Play/Gross Motor | 10:55-11:30- Outdoor Play/Gross Motor       |
| 11:00-11:35- Outdoor Play/Gross Motor          | 11:30-12:00- Centers                        |
| 11:40-12:10- Centers                           | 12:00-12:15- Second Large Group             |
| 12:10-12:15- Clean-Up                          | 12:15-12:45- Hand Washing/Lunch             |
| 12:20-12:45- Lunch                             | 12:45-1:00- Tooth Brushing/Prep for Naptime |
| 12:45-1:00- Tooth Brushing                     | 1:00-1:30- Outdoor Play/Gross Motor         |
| 1:00-1:20- Second Large Group                  | 1:30-3:00- Naptime                          |
| 1:30-2:15- Music/Centers/Dismissal             | 3:00-3:20- Wake-Up/Prep for Snack Time      |
|  | 3:20-3:45- Snack Time/Prep for Outdoor Play |
|  | 3:45-5:00- Outdoor Play/Gross Motor         |
|  | 5:00-6:00- Centers/Dismissal                |

## Developmental Screenings

Dear Families,

This year New Castle County Head Start, Inc. will be participating in the Ages & Stages Questionnaires, Third Edition (ASQ-3) with the **Christina, Colonial, Brandywine and Red Clay School Districts**. These questionnaires assess your child's current skills in the areas of communication, gross motor, fine motor, problem solving and social-emotional to determine if your child is meeting the milestones for his/her age. The two Ages & Stages Questionnaire (ASQ) are online questionnaires that must be filled out by the parents. Please use the following link:

NCCHS **ABSALOM JONES CENTER**- ASQ in English  
<http://www.asqonline.com/family/9f1da1>

NCCHS **BEAR CENTER**- ASQ in English  
<http://www.asqonline.com/family/9bec47>

NCCHS **CLAYMONT CENTER**- ASQ in English  
[http://www.asqonline.com/family/4e\)42b](http://www.asqonline.com/family/4e)42b)

NCCHS **LAMBSON CENTER**- ASQ in English  
<http://www.asqonline.com/family/87b4f3>

NCCHS **MANOR PARK CENTER**- ASQ in English  
<http://www.asqonline.com/family/87b4f3>

NCCHS **EARLY HEAD START**- ASQ in English  
<http://www.asqonline.com/family/c84b52>

## Disability Plans

If the School District individual evaluation results determine your child is eligible to receive and Individualized Educational Plan (IEP) from the School District, your child's Teacher, the Center Coordinator, and the Family Advocate will guide you through the IEP process throughout the school year.

New Castle County Head Start, Inc. will offer an annual training for parents. Parents will learn how to become advocates for their child. Training includes information about the 2004 Individuals with Disabilities Education Act (IDEA), reviews the "Parent's Rights" Booklet, and guides parents through the services provided to their child under **IDEA**.

**COPA Software and Teaching Strategies Gold**

New Castle County Head Start, Inc. is utilizing the Child Outcome Planning and Administration (COPA) software, and Teaching Strategies Gold (TSGold) software. These software programs are designed to provide technology and guidance and also provide centralized and real-time data collection. There are reporting and monitoring tools for all levels of the organization including Grantee Agency, site, child and family. The COPA and TSGold software is web-based and comply with applicable laws, regulations, industry security standards and contract and agreements pertaining to the safeguarding of Personally Identifiable Information (PII). Secure data centers are constantly monitored and tested for maximum security and continually review appropriate technical, administrative, and physicrocedures to ensure data is protected from unauthorized access

## Protecting Student Privacy

Keeping your child's Personally Identifiable Information (PII) confidential is important to us. We protect student and family records by:

- Keeping all records securely locked in filing cabinets
- Assuring all data collection software programs are password protected and comply with all industry security standards
- Requiring all staff, governing bodies, Policy Council, consultants or contractors training for PII and also sign a Confidentiality Statement
- Obtaining your signed and dated consent before child records are shared with a third party and maintaining a record of all individual's, agencies or organizations to whom disclosure was made and why.
- Your child's records will be adequately protected and maintained until records are no longer needed or required to be maintained. Parents have the right to inspect and review their child's records and also have the right to request correction or deletion of information that is inaccurate, misleading or violates the child's privacy. New Castle County Head Start, Inc. will consider all requests for correction or deletion and will issue a written decision for all requests that are denied. Parents have a right to a hearing when request is denied and if no corrections are made, an explanatory statement will be placed in the child's records. To review your child's records, put the request in writing and give the request to the Center Coordinator; all records will be made available no later than 45 days after a written request is submitted.

Parental **consent is required** when sharing child information from New Castle County Head Start, Inc. for any third party request; excluding specific requests listed below:

- **Consent is not required, but notice is given to parents with the opportunity to refuse** when sharing child information from New Castle County Head Start, Inc. to officials at a program, school, or school district in which the child seeks or intends to enroll. Parents are offered the opportunity to challenge and refuse consent for the sharing of PII information to officials at the program, school or school districts on the "Consent, Authorization & Release" form that is reviewed with each family at the time of enrollment. The form provides notice to parents for the sharing of child information with officials at the program or district. Granting consent is voluntary and may be revoked at any time. If consent is revoked, it is not retroactive and does not apply to an action that occurred before the consent was revoked.
- Parental **consent is not required** at any time when requested from:
  - Service providers with contracts with New Castle County Head Start, Inc. (Center for Child Development, CCD)
  - Audits and evaluations for State or Federal agencies (including Child and Adult Care Food Program, CACFP)
  - Emergency to protect the health or safety of children (including food allergies)
  - Judicial order or subpoena
  - Case workers (Division of Family Services, DFS)

## Parent/Guardians Volunteer Opportunities:

Parents/Guardians:

- Can be actively included in the classroom assisting with activities and special events.
- Talk and play with the children.
- Get as close to their level as you can. Sit in a low chair or bend down. Talk gently and quietly.
- Sit with the children and eat. Please eat only foods provided by the Head Start program.
- Talk politely and positively with other parents & staff.



- Treat all children with respect.
- Can assist teachers with nutrition education activities in the classroom.
- Are welcome to share cultural experience.
- Take home activities to help the teacher prepare for weekly activities.
- Assist Kitchen manager.
- Can assist the office staff by performing clerical duties such as typing and answer the telephone.
- Can serve on program committees:

**Parent Center Committee:** Work with Center Coordinator to plan activities for children and families at the center  
**Policy Council:** Work directly with the Executive Director and Board of Directors in developing policies that effect all children and staff in the program.

**Advisory Committee:** Work with Program Coordinators and community professionals to plan, evaluate and develop strategies for meeting the needs of children and families.

New Castle County Head Start, Inc. receives 80% of its funding from the U.S. Department of Health and Human Services Administration for Children and Families. Head Start must generate the remaining 20% of its funding through in-kind donations. We value your donation and depend on volunteering your time as a contribution to support the program.

For the safety of all volunteers and all children, please stay with your designated staff person; volunteers are not permitted to supervise children alone.

**Parents/Guardians are always welcomed and encouraged to participate in the program without prior approval (Open Door Policy). It is very important to keep all information about children in Head Start confidential.**

Our goal is to provide a positive and relaxed learning environment for all children and also a positive and enjoyable experience for those who volunteer in our classrooms. If you have any questions or concerns, please contact your Center Coordinator.

**Policy Support Statement**

These policies have been developed over the years with input from parents and staff for the protections and safety of the children. They have also been developed to assure the best possible program and experiences for children and families.

**Anyone dropping/picking up must obey all traffic safety precautions and rules. This includes parking in assigned areas and not impeding traffic.**

Head Start believes that parents/guardians are the primary educators of their children. The Head Start staff looks to parents to be a positive role model for their children at all times. Therefore, the use of profanity is absolutely prohibited at all times.

**Arrival and Dismissal Procedure**

**EXTENDED DAY PROGRAM**

Children permitted into center after 8:45 a.m.

Parents/guardians must sign child in upon arrival in the classroom.

All children are expected to arrive by 9:15 a.m.

Parents/guardians must notify Family Advocate if child will be late or will not be in school.

Parents/guardians who pick up children must report to the classroom to sign child out.

All children must be picked up at 2:15 p.m. Only authorized adults may pick up your child.

If a child is to be picked up, and is still at the center and the staff have not been able to contact anyone listed on the child's emergency card by 4:00 p.m. the Center Coordinator will call 911.

If a child is returned to the center from the bus and the staff has not been able to contact anyone listed on the child's Emergency Card by 4:00 p.m. the staff member will call the Center Coordinator and he or she will call 911.

**FULL DAY YEAR ROUND PROGRAM**

Parent Co-Pay Fees for Purchase of Care Payments are due Friday for the following week.

Failure to pay in full by the first day of the next program week will result in the issue of a 5 day letter to only attend the part or extended day program.

Two late payments/transfers are allowable. On the third late payment, which would be after three transfers, you will lose your child's slot in the full day year round program. In order for your child to become eligible again for the full day year round program, the co-pay fee would need to be paid up-to-date.

Children permitted into center at 7:00 a.m.

Parents/guardians must sign child in upon arrival in the classroom

Children are expected to arrive by 9:00 a.m.

Parents/guardians must notify Family Advocate if child will be late or will not be in school.

Children need to be picked up no later than 6:00 p.m. Only authorized adults may pick up your child.

Children must be signed out when leaving the center.

If a child is not picked up by 6:00 p.m. an attempt will be made to contact the parent/guardian. If contact cannot be made the emergency numbers will be called. If no one has been reached by 6:30 pm, the Center Coordinator will be call 911.

### **Release of a Child from the Center**

A staff person will verify the person is 18 years or older. The staff member will request the following:

The person's name, address, telephone number and relationship

The person's picture I.D.

The child's I.D. number.

The person may then sign the child out from the center.

If identification cannot be verified, the child will remain at the center until the parent/guardian or an authorized adult by the parent can be identified.

Your child will only be released to the people you authorize. If someone who is not authorized attempts to pick up the child, a parent/guardian and the police will be contacted.

In the event of an emergency, a person who was not previously authorized may be able to pick up your child, if you or another parent/guardian calls the center and provides the person's name. Before the release of your child, we will check the person's state-issued identification card and take a picture of the card for our records.

If someone is authorized to pick up your child and unknown to our staff, he or she will be required to show a state-issued identification card before the release of your child. A picture of the card will be taken and kept for our records.

Children will only be released to custodial parents unless previous arrangements have been made. Court documents detailing custody arrangements are to be provided. If a non-custodial parent who is not authorized to pick up your child attempts to do so, the custodial parent/guardian and the police will be contacted.

If an authorized person appears intoxicated or under the influence of drugs or alcohol an emergency contact will be called. The police will be notified if the person departs with the child.

### **Child Abuse/Neglect**

It is our agency's legal obligation to report any suspected child abuse/neglect to the State Division of Family Services. If at any time a Head Start staff member suspects, for any reason, that a child enrolled in our program has been neglected or abused, a report will be made. Law requires this procedure.

### **Attendance Regulations**

Please send your child to the center every day. If your child is absent, call the center and let the Family Advocate know why. We will also need to know when you expect your child to return. Remember the staff is here to help you with any problems related to your child's attendance.

Program arrival time is 9:15 a.m. To ensure the well-being of all of our children every time a child is absent and a parent/guardian has not contacted the program by 10:15 a.m. the Family Advocate will attempt to contact the parent/guardian by 10:30a.m. If no contact has been made by 10:30 a.m. the Family

Advocate will make a second attempt to contact the family by 2:00 p.m. If a child is absent 2 consecutive days for any reason, the Family Advocate will support the family by making a home visit.

**Bus Policy**

These policies have been developed to ensure the safety of the children enrolled in New Castle County Head Start, Inc. The following policies include regulations from the State and Federal Department of Transportation as well as policies particular to the New Castle County Head Start, Inc. program.

NONE of the following are to be brought onto the bus:

**MEDICATION      FOOD      MONEY      TOYS      ANYTHING THAT COULD BE HARMFUL OR CAUSE INJURY**

Limited transportation is provided to children in designated areas only. In the event that bus service cannot be provided or adjustments made to accommodate a family, that family will be given the option of coming to the nearest available stop, or they can provide their own transportation for their child to the center each day.

A. Name Tags

Name tags (First Names Only) will be used at the beginning of the year until all staff are familiar with your child.

B. Children's I.D. Numbers

It is very important that the Bus Monitor be able to identify the person getting your child off the bus. Each child's parent/guardian is issued an identification number. You may give it to those who they want to pick up your child. Biological parents have equal rights to their children. Restrictions regarding biological parents must be in writing from the court and on file with New Castle County Head Start, Inc. Biological parents can pick up their child even if they are not on the list if they have proper identification and can establish that they are the child's parent, unless there is a court order restricting them from contact with child.

C. Emergency Card/List of Persons who can pick up Your Child

During the enrollment process you completed an Emergency Card for your child. You were asked to list 6 persons (all must be 18 years or older) who can pick up your child. For your child's safety the Bus Monitor will be requesting the following information from anyone picking up your child:

The person's name, address, telephone number and relationship

The person will need to show a picture I.D.

**PLEASE NOTE: Any one can drop off a child, but only people listed on the emergency card are authorized to pick-up.**

You may make changes to the names on the Emergency Card but you must go to the center and make changes in person.

In emergency situations, a person not listed on the Emergency Card may be allowed to pick up a child for that day only if the Family Advocate or Center Coordinator can verify with the parent on the phone.

D. Behavior on the Bus

Children are to remain seated at all times. Children whose behavior presents a safety problem to themselves or others may lose transportation services. The Family Advocate will contact you regarding the situation. Situations will be handled on an individual basis.

E. Returned Child to the Center

Bus monitors must log the time of the bus when it was at the stop when the parent/guardian or person that is authorized by the parent is not there to pick up a child at the bus stop. The front bus monitor will call the center office and let them know a child is being returned.

Children are returned to the center if there are any issues that could exist with a bus monitor releasing a child off the bus.

The parent/guardian is then responsible for picking up the child at the center. If the parent/guardian cannot be reached, New Castle County Head Start, Inc. staff will contact other people listed on the emergency card.

If the child is returned to the center because there wasn't any one at the bus stop to pick him/her up, then the following will occur:

**First Incident-** A verbal warning and letter will be given to the authorized person picking up the returned child at the center. **-or-** A warning letter will be given to the person receiving the child stating consequences for future Incidents

**Second Incident-** Parent/guardian will be called and informed that their child's bus privilege will be suspended for two days if the incident occurs again. A letter will be handed to the authorized person that is picking up the returned child at the center about the possible two (2) day suspension. **-or-** A warning letter will be given to the parent/guardian stating that the child's bus privileges will be suspended for two days if the incident occurs again

**Third Incident-** The child's bus privileges will be suspended for two (2) days. During that time, the parent/guardian will have to provide transportation for the child. **-or-** The child's bus privileges will be suspended for 2 days

**All Other Incidents-** The child's bus privileges will be suspended for five (5) days. During that time, the parent/guardian will have to provide transportation for the child. **-or-** Child's bus privileges will be suspended two days for each incident

In the event that a child is returned to the center and the center staff has not been able to contact anyone listed on the child's Emergency Card by 3:00 p.m. the staff member will call the Center Coordinator and he or she will call 911. **-or-** In the event that a child is returned to the center and the center staff has not been able to contact anyone listed on the child's emergency card by 3:00 p.m., the staff member will call the Center Coordinator to inform him/her of the situation, then call the State Police (911) to report the incident. The child will stay with their teacher until 3:30 p.m. (extended day) and then be taken to the office.

#### F. Designated Stops

Children who ride the bus are assigned a designated stop. Parents/guardians need to have children at their designated stop 10 minutes before pick-up time and wait 10 minutes past pick-up time. At the end of the program day parents/guardians also need to arrive at the stop 10 minutes before the drop off time and wait 10 minutes longer to allow for late bus arrival. It is required that all children enter and exit the bus only at his/her assigned stop. In unusual circumstances, a child may board or exit the bus at another stop. This privilege may only be used 5 times during a program year. After the third incident, a notice letter will be sent home. After the fifth incident, the child may not be permitted to ride the bus for 3 days. Any permanent changes of a designated stop must be requested through the Family Advocate. In addition, all children will be assigned a seat on the bus.

For your child's safety, a responsible adult must place your child on the bus daily. In order to release the children in a timely and safe manner, parents/guardians must remain a safe distance from the bus doors and allow the Bus Monitor to dismiss one child at a time.

#### G. Important Information

-Parents/guardians must notify NCCHS, Inc. one week in advance of moving.

-Children need to be ready when the bus arrives. NCCHS, Inc. staff are not allowed to go to the door. If the child misses the bus, it is the

parent's/guardians responsibility to take the child to the center.

-If a child has to cross the street to get on or off the bus, an adult must accompany him. The child must cross in front of the bus.

-There will be at least two NCCHS, Inc. staff on the bus at all times.

-NCCHS, Inc. staff may determine if a child is ill at the time he/she boards the bus. A sick child will be returned to the parent.

#### H. Person under the Influence of Intoxicating Substances

The release of a child to an individual suspected by the NCCHS, Inc. staff to be under the influence of alcohol or illegal substance **will not be permitted.**

#### I. Bus Problems/Concerns

In the event that any problems or concerns arise regarding the bus or route, please contact your Family Advocate.

#### J. Transportation Requirements

All children will be transported in approved child safety seats .All buses will carry a communication system, first aid kit, seatbelt cutter, and safety equipment. Pedestrian safety training will be provided annually.

Training for children will include:

- Safe riding practices
- Safe boarding/unloading procedures
- Safe street crossing practices
- Recognizing danger zones around vehicles
- Emergency evacuation procedures
- Ongoing safety reminders

Training for parents will include:

- Escorting children to stops
- Summaries of the training that the children are receiving, in order for them to reinforce concepts

**IT IS IMPERATIVE** that each parent follows the drop off and pick up safety procedures. Every center will have their own specific safety rules regarding parking, loading and unloading children. These rules will be given to each parent prior to the first day of the program at open house and home visit.

#### **EVERYONE, NO EXCEPTIONS, MUST FOLLOW THESE IMPORTANT SAFETY RULES.**

New Castle County Head Start, Inc. is firmly committed to protecting young children. That is our first and foremost priority. So when we see children being dropped off or picked up by someone who does not have a car seat for their child we are very concerned. A few years ago two of our children, a brother and sister, were killed in an automobile accident when their car was hit by another driver. Neither of them were in car seats. You may think this will never happen to you but we can't take that chance. Therefore, be informed that the parent Policy Council of New Castle County Head Start, Inc. has voted unanimously that staff will report, to the local traffic authorities, anyone driving children without car seats. In addition, a committee made up of staff and parents was developed to give parents information on child safety, to provide resources for families and to provide training.

**Communication with Head Start Staff**

Parent meeting reminders, menus, calendar updates etc. will be sent home with your child frequently so please check all information that comes home with your child.

Your family will receive 2 home visits and 2 parent/teacher conferences with your child's teacher. The first home visit will be in the fall before school begins. The second home visit will take place in February. The parent/teacher conferences will be scheduled twice a year in November and May.

Family Advocate will also be having home visits with you to assist with any needs you might have. They will be working with you to complete a Family Partnership Agreement to set goals and design an approach for achieving your goals



## **Concerns**

Parent/guardian concerns involving your children are usually resolved at the center level by discussion with the center staff. Concerns involving personnel issues should be discussed as outlined below:

1. Center Coordinator
2. Program Coordinator, if not resolved
3. Executive Director who will communicate the concern to Policy Council, if not resolved

Parent/guardian concerns involving center operations should first be discussed with the Center Coordinator. If necessary, the concern should be brought to the Parent Center Committee. If necessary, the parent and/or Parent Center Committee should contact the Program Coordinator and if necessary, the Executive Director. If a resolution is not reached, the concern will be brought to Policy Council.

## **Transitions**

New Castle County Head Start, Inc. recognize how important new beginnings are in each child's development and to each child's family. With this in mind, we make transitions as smooth as possible by slowly integrating children into our center from home or from another child care program or into a new classroom.

Transitioning from home or another child care program may be difficult for some families, as everyone must adjust to new people and routines. When you begin this transition, you will meet your child's teachers, meet other children in your child's class, tour the classroom, learn your child's classroom procedures concerning daily schedules, extra clothing, and medications if needed. You are encouraged to discuss the communication methods that work best for you and your child's teachers.

New Castle County Head Start, Inc. supports all families as they transition to kindergarten by guiding families through their child's screening process and by providing trainings about Children's Disabilities and Parent's Rights. Parent Center meetings include inviting local kindergarten teachers and staff from the district to learn more about the transition to kindergarten and provide parents the opportunity to ask School District staff questions. Staff also supports the transition by offering opportunities to visit their local elementary school on a kindergarten field trip at the end of each program year.

## **Use of recording and photographic devices**

Parents who wish to record their own child's image or to take a picture of their own child will be permitted to do so but must talk with the Center Coordinator prior to doing so to assure the safety and confidentiality of the other children and staff in the program. Parents will also be permitted to record and photograph their child(ren) during special events. All parents will be notified of the possibility of recording and photography prior to the special event. Special events include the annual Safety Fairs, the end of the year Family Fun Days, or other situations where the children may be performing. Under no circumstances should anyone be recording or photographing any children or Head Start employees as a part of the regular scheduled day in any of the New Castle County Head Start, Inc. classrooms or facilities.

Many parents do not give permission for anyone to record or photograph their child(ren). In order to provide parents with an assurance that their child's identity and personal appearance will not be shared publicly, this policy must be adhered to by everyone. This includes staff, parents, and anyone else associated with the program.

### **Field Trips and Events**

A limited number of field trips are planned throughout the year and are planned to extend the curriculum. Special events may be conducted at the center or out in the community.

If a parent/guardian does not want a child to attend a field trip, it may be possible for the child to spend the day in another classroom. If the entire center is attending the trip, the parent/guardian will need to keep the child at home for the day.

Head Start will pay for a minimum of 4 volunteers per classroom to attend each field trip. This will include bus transportation, entrance fee and lunch.

The Center Coordinator will notify parents/guardians of upcoming trips a month in advance so that parents/guardians can make arrangements and have sufficient time to make a decision regarding volunteering. **Because of the need for close supervision of Head Start children, no other children will be permitted to accompany volunteers.**

Other parents/guardians who are not volunteering are welcome to meet the center at the field trip location. These parents/guardians may be required to pay any entrance fee and to provide their own lunch.

Parent/guardian volunteers will be assigned to work with a Head Start employee in supervising a class of children.

Efforts will be made to include every child in all field trips. If a child has been identified as one who has difficulty handling change in the daily routine of the classroom, staff will take measures to prepare the child for the trip and establish certain conditions under which the child may participate. Ideally, one person will be assigned to the child and will be responsible for that specific child so that he/she will have a positive experience.

To provide for the safety of the children and to abide by the confidentiality regulations, NCCHS, Inc. t-shirts will be worn by all children, staff, and designated adult volunteers. Children will also wear ID tags which will contain:

- Name of Center
- Telephone Number of Center and Administrative Office
- The Child's name should **not** appear on the nametag

T-Shirts will be kept at the center for the entire school year.

- ✓ Children will put the NCCHS, Inc. t-shirts on over their regular clothing before leaving the center for the field trip.
- ✓ When the children and volunteers return to the center from the field trip, the teacher will collect all t-shirts and turn them into the center coordinator.
- ✓ The Center Coordinator (or his or her designee) will wash the t-shirts, before the t-shirts are worn again
- ✓ On the last day of school, children will take their t-shirts home.

If you need to contact the center while a field trip is planned please leave a message on the answering machine and someone will return your call once they return.

## **Field Trip Volunteer Guidelines**

As a field trip volunteer it is important to be aware of the following guidelines:

1. Volunteers are encouraged to engage children in conversations about what they see and what they are experiencing. Ask open ended questions. You will be assigned to a staff person. Keep with your class. Do not separate from the group. Engage children so they share what they are learning. This is an excellent opportunity for enhancing a child's social and language development.
2. Children are to be supervised at all times. Work with your assigned staff person to insure that no child is left unattended.
3. Rules and expectations are:
  - a. Children must remain seated on the bus in their safety seats
  - b. Children and volunteers must stay with their class
  - c. Children must walk while indoors
  - d. Children must use "indoor voices" while indoors
4. Because of the need for close supervision of NCCHS, Inc. children, no other children are permitted to accompany volunteers on field trips.
5. Smoking and alcoholic beverages are prohibited at all times.
6. Each time that you board the bus or leave a building, you should count the children in the class to see that they are all there. Please be constantly aware of the whereabouts of the children.
7. Parents and volunteers are asked to refrain from buying souvenirs, food, and other additional purchases to give to the children.
8. New Castle County's Behavior Management Policy is based on a commitment to enhance the potential, self-esteem, and dignity of children and their families. Volunteers are encouraged to be positive in their expectations. If you, as a volunteer, do find yourself in a situation where a child's behavior is a concern for you, always inform your assigned staff person.
9. The Center Coordinator will be in charge on the field trips.

Guideline for parents riding the bus during field trips:

- Parents may ride the bus when there is enough room on the bus; Center Coordinators will keep in mind that we still have to follow the rules and ensure all children are using safety belts and adults do not sit directly behind a buckled child.
- If a center only has 3 adult seats available and 5 adults want to go on the trip, the Center Coordinator will talk to all the parents to see if there are options to help everyone go on the trip, example: is there anyone who can ride along with the Center Coordinator, carpooling with another parent.
- Parents are not permitted to ride the bus when they have younger children. Safety seats are sized for our 3 & 4 year-old children.
- If there are toll roads, parents will be notified. Parents must be aware of Easy Pass and cash lanes.

### **Statement on Holiday Celebrations**

Holidays are times of tradition, fun, family and friends. Each family varies in the types of holidays celebrated and in the ways they are celebrated. It is important for each child to learn about and participate in activities that are appropriate to his/her family's beliefs and traditions. Respecting differences in cultures and family traditions is why New Castle County Head Start, Inc. is not involved in the celebration of religion based holidays. We believe that these celebrations should be unique to each individual family.

*New Castle County Head Start, Inc. does welcome the celebration of:*

|           |               |                  |            |
|-----------|---------------|------------------|------------|
| Labor Day | Thanksgiving  | New Year         | Arbor Day  |
| Earth Day | Groundhog Day | Independence Day | Juneteenth |

Birthdays are celebrated in the classroom by the Teachers and their classmates, therefore, we are asking parents not to bring in any items including: birthday cakes, cupcakes, cookies, balloons, and anything else that can be served.

### **End of Year Celebrations**

New Castle County Head Start, Inc. does not conduct formal graduations for children leaving the program at the end of the school year.

The Federal Head Start Office along with professional experts in the field of early childhood education agree that graduation ceremonies are not developmentally appropriate for pre-school aged children. Therefore, New Castle County Head Start, Inc. celebrates the end of a school year for pre-school children by including the involvement of staff and families with the children playing games and participating in other activities that are at the pre-school developmental level.

In addition, New Castle County Head Start, Inc. does provide a visit to a local Kindergarten for all children transitioning into elementary schools and gives parents information on Kindergarten enrollment and any support they may need to make the transition from Head Start to the elementary school systems. New Castle County Head Start, Inc. will not support or sanction any graduation ceremony organized by any group for the children leaving the program within or outside of any Head Start facility. The staff of the organization cannot participate in any way with any type of event related to the program that is not sanctioned by the Executive Director in writing.

**Food Donations** – the program cannot accept any food items that have been prepared or any kind of unprepared/uncooked meats. All food items must be prepared by NCCHS, Inc. staff in Head Start kitchens. This includes baked goods, desserts, meals, and anything else that can be served.

### **Serious Disruptive Behavior Policy**

It is New Castle County Head Start, Inc.'s desire to provide ample opportunities for each child to learn and participate in a safe, secure and well-managed classroom. New Castle County Head Inc. supports ongoing teacher training, positive reinforcement of children, graduated discipline practices and on occasion, special intervention plans to create successful experiences for children both educationally and behaviorally. Should a child exhibit serious disruptive behavior that interferes with the ability to maintain a safe and secure environment the following steps will take place:

1. New Castle County Head Start, Inc. will notify you by phone or with a home visit. All efforts will be made to do so on the same day of the incident (s).
2. Written documentation will be made and given to you. You will be asked to sign that you have received a copy of the documentation.
3. Within 2 weeks of notification the parent(s)/guardians(s), Teacher and Center Coordinator will meet to discuss a plan and will work together to

prevent the behavior(s) in the future so that the child may achieve success or improvement. The program's Mental Health Consultant may also become involved to assist in developing the plans.

4. Should the parent(s)/guardians(s) be unwilling to attend and participate in the process of a partnership plan and the child's disruptive behavior continues, New Castle County Head Start, Inc. may choose to assign a home base Head Start model of service for the child until a partnership plan can take place designed to support the child in a successfully participating in the center based classroom structure.

**BEHAVIORS WHICH MAY BE CONSIDERED SERIOUSLY DISRUPTIVE INCLUDE BUT ARE NOT LIMITED TO:**

- Aggression toward other children, staff, volunteers or parents
- Running away from the group/or classroom where the likelihood of danger exists climbing onto/into areas where a physical danger exists
- Destruction, breaking, throwing of classroom items, which may cause physical injury

**For the purposes of the above procedure Serious Disruptive Behavior is NOT:** yelling, cursing, tearing paper, poking or tapping, verbal teasing or name-calling. Alternative classroom/teacher behavioral interventions will be used in these instances.

**Administration of Medication**

Most medication can be given to your child outside of the NCCHS, Inc. program operation hours. There may be times when it will be necessary to give medication to your child during the program day. The parent/guardian must inform the Center Coordinator and obtain approval. The parent/guardian must sign written permission to have the medication given. All medicine must be in its original container with a prescription label with specific directions. Children's medication is never permitted on a school bus. Medications must be brought to the Center Coordinator.

There are staff members who are certified by the Office of Child Care Licensing (OCCL) to administer medication on site at all times. OCCL considers anything other than soap and water to be medication. Before administering any medication, you must complete a Medication Administration Record (MAR) and include all of the required information listed on the form. Medication must be in its original container and labeled with your child's name. When your child no longer needs the medication or the medication has expired, we will return the medication to you.

In order to comply with the Americans with Disabilities Act, we will make reasonable accommodations for children with medical needs. If your child needs accommodations, please speak with our administrator to discuss your request.

**General Child Health Policies**

We realize how important your child's health is to you. New Castle County Head Start, Inc. as well as with the State of Delaware requires a yearly physical within 30 days of enrollment and proof of all childhood immunizations. Parents/guardians will be notified when their child's annual physical is due within 30 days of the annual exam date. Exam results must be submitted to the Family Advocate.

**Temperature Screening Process-** Each child may be screened before entering the building or before boarding a bus when COVID-19 community spread is high throughout New Castle County. A staff member will use a touch-less thermometer to assure your child's temperature is at 99.4 degrees or below. If at any time your child's temperature is at or above 100.4 degrees, your child will not be permitted to board the bus or attend class. Your child may return to the

center when the symptoms are no longer present or a physician indicates the child pose no serious health risk.

**Face coverings**

Face coverings will be optional for anyone entering the facilities. This means staff, children, parents, volunteers, visitors, etc. We will honor the wishes of each parent as to whether or not their 3 or 4 year old child wears a face covering. If a parent chooses to have their child wear their cloth face covering, it should cover the nose and the mouth. If a child’s cloth face covering falls to the ground, becomes soiled, or it is touched by another child, it will be replaced immediately.

Children need to remain home if they have a temperature above 99.5 and/or if he/she shows any of these symptoms:

| Infected Skin Patches/Lesions        | Diarrhea    | Severe Coughing      | Sore Throat                     | Yellow Skin or Eyes                       |
|--------------------------------------|-------------|----------------------|---------------------------------|---|
| Severe Pain in Joints, Stomach, Ears | Stiff Neck  | Red Eyes w/Discharge | Difficult/Rapid Breathing       | Blood or Pus from Ear, Skin, Urine, Stool |
| Severe Itching of Body or Scalp      | Skin Rashes | Lice                 | Fever at or above 100.4 degrees |   |

**Your child may return to the center when the symptoms are no longer present or a physician indicates the child poses no serious health risk to the child or to other children.**

**Infection Control Procedure**

Due to the nature of the program, children and adults can be exposed to contagious illnesses such as:

- Colds                      Strep                      Impetigo                      Ringworm                      Pink Eye
- Diarrhea                      Chicken Pox                      Scabies                      Hepatitis A, B                      HIV (Aids)                      Rashes                      Lice
- COVID-19

Most of the time we are not aware of the presence of such an illness until after the children have been exposed. Parents/guardians should be aware of this as it may present a risk to their children

**When Should a Child be allowed to Return after Being Ill?**

When a child has a communicable disease, the Division of Public Health feels that the following exclusion and return policies reflect the best judgment with the least inconvenience possible. The policies can be modified in the case of an outbreak.

| <i>CONCERN</i>  | <i>WHEN A CHILD CAN SAFELY RETURN TO THE CENTER</i>  |
|---|--|
| Bacterial Meningitis  | When the Health Department indicated it is safe.   |
| Chicken Pox   | One week after the rash begins, or when all chicken pox are scabbed over.  |
| Conjunctive (Pink Eye)  | 24 Hours after Antibiotic Treatment  |
| Diarrhea For any of the following specific illnesses:<br>Shigella<br>Campylobacter<br>Salmonella<br>Giardia | When he/she no longer has diarrhea<br><br>When your physician or the Health Department says it is safe These diseases will be reported to Public Health. |
| COVID-19  | When your child's physician or the Health Department says it is safe to return.  |
| Diphtheria  | When your physician tells you it is safe to return.  |
| Head Lice   | After treatment has begun – Show Proof- No Sign of lice or nits.   |
| Hepatitis A   | 1 week after the illness begins  |
| Measles   | 5 days after the rash appears  |
| Mumps   | After swelling subsides (or 9 days after swelling begins).   |
| Pertussis (Whooping Cough)  | 4 weeks after intense coughing begins, or 5 days after antibiotic treatment begins.  |
| Pneumonia/Epiglottitis/Infectious acute arthritis   | If NOT due to H-flu, when your physician tells you it is safe. If due to H-Flu, when the Health Department indicates it is safe.                         |
| Rubella (German Measles)  | 5 days after the rash appears  |
| Scabies   | The day after treatment has begun  |
| Strep Throat (Streptococcal)  | 24 hours after antibiotic treatment has begun  |
| Sinusitis   | After the child is well  |
| Temperature is at or above 100.4  | After being 24 hours fever free.   |

New Castle County Head Start, Inc. follows Standard Precautions Procedures. Gloves, cleaning, sanitation and disposal materials are provided.

**Emergency Procedures**

Emergency First Aid will be performed as needed by trained staff. For serious injuries, Head Start staff will dial 911 immediately. Every effort will be made to contact a parent, guardian, or other emergency contact whenever a child is injured. If a child must be taken to an emergency medical facility, a Head Start staff person will accompany the child.

**AN ACCIDENT REPORT WILL BE COMPLETED AND SENT HOME ON THE SAME DAY OF THE INJURY.**  
Please keep your emergency card at the center up-to-date, reporting any changes immediately to your Family Advocate.



## **Head Lice Policy**

New Castle County Head Start, Inc. cannot permit a child with Head Lice symptoms to be admitted or to remain at the center. The following procedure will be followed:

1. After it has been established that a child has Head Lice, the parent/guardian will be contacted. A note and instructions sheet will be sent home with the child. Also, at this time, other Head Start parents/guardians will be informed of Head Lice infestation and an information sheet on Head Lice will be given to each parent/guardian.
2. The parent/guardian will be responsible to treat the child with an over-the-counter product from a drug store or physician prescribed treatment and must repeat the treatment 7-10 days later to kill any surviving nits. Proof of the treatment (such as the box top) must accompany the child when he/she returns to the Head Start program.
3. After the first treatment, the child can return to the center. However, there can be no signs or symptoms of Head Lice. If there are symptoms, the child will be returned home. It is understood that the parent/guardian will repeat the treatment 7- 10 days after the first application.
4. If the child becomes re-infested, the parent must take the child to their physician. The child will not be able to return until treated by the physician, and can be proven by a note from the doctor.
5. If a child gets re-infested within one month after the previous treatment, the Family Advocate will do a home visit to further assist the parent. Once again, a child cannot return without proof of medication or a doctor's note.
6. Classroom and home sanitation procedures will be as follows: remove lice and fallen hairs with attached nits from rugs, upholstered furniture, stuffed animals and car seats by vacuuming. All fabric items, such as clothing and blankets need to be washed in hot water and dried in the dryer. Once washed and dried, place in an airtight bag for 72 hours. Then wash and dry the items again. All hard surfaced items need to be washed.

## **Immunization Policy**

All children enrolled in the Head Start program shall have a current up-to-date immunization record as dictated by their age. Children, who do not, must have a minimum of the initial immunization series (DPT, OPV, Hep B, MMR, and HIB) and a written schedule to complete immunizations. Either the public health clinic or your child's physician must develop this schedule. It is the responsibility of the parent/guardian to keep the schedule of immunizations for their child and submit proof of all updates as they occur. Ask your Family Advocate for help with this process, if needed.

### **Licensing**

Each center is licensed by the State of Delaware yearly. If you are interested in the licensing requirements we will be happy to discuss the procedure with you at your convenience. Contact the Center Coordinator for more information.

### **Donations**

New Castle County Head Start, Inc. welcomes donations from parents, relatives, businesses, companies, etc. but certain restrictions do apply and must be followed in order to assure compliance with federal and state regulations.

Food – the program cannot accept any food items that have been prepared or any kind of unprepared/uncooked meats. All food items must be prepared by Head Start staff in Head Start kitchens. This includes baked goods, desserts, meals, and anything else that can be served.

Clothes – the program welcomes donations of clothes that are clean and usable. Each center will designate a period of time when clothes can be donated (three times per year). During those periods we will collect and distribute the clothes to needy families. Donation receipts will not be given for clothing items.

Toys – the program cannot collect toys as a part of its ongoing donations. We are fortunate to have classrooms full of developmentally appropriate equipment and each has a place in the New Castle County Head Start, Inc. curriculum. If you have a piece of equipment that you think could support the curriculum please ask the Center Coordinator for approval.

Classroom Supplies – the program may receive classroom supplies if the materials are usable for the New Castle County Head Start, Inc. curriculum. We are appreciative of any item that can be donated that meets the criteria so please speak to the classroom Teacher or Center Coordinator about these types of donations prior to purchasing or bringing them in.

Office Supplies – the program has more flexibility in receiving office supply donations and, again we appreciate anything that can be donated that the office staff can use. Computers, however, may not be received unless they have been approved by the Administrative Assistant from the Administrative Office. This is to assure that the computers have the proper configuration and can be used in either the offices or the classrooms. Please see the Center Coordinator for questions regarding computer donations.

New Castle County Head Start, Inc. was granted exemption from Federal Income Tax under section 5019 (c) 3 of the Internal Revenue Code. Federal Identification Number 51-0191916.

Donors may be able to deduct contributions under section 170 of the Code. Please complete a donation receipt form and have the Center Coordinator approve.

## **Adult Code of Conduct**

Parents/Guardians and any adult that is authorized by the family to participate in the program agrees to the following:

- Follow the policies of the program according to the parent handbook
- Respect all employees, volunteers, children and other parents in the program
- Handle any concern or conflict calmly and privately with the appropriate persons
- Not use inappropriate language at any time to any employee, volunteer, child or other parent in the program
- Never physically intimidate or touch any employee, volunteer, child or other parent in the program (this will result in restricting an individual's access to NCCHS, Inc. facilities).
- Follow all procedures of the program including but not limited to:
  - Parking
  - Volunteering
  - Donations
  - Contacting the center
  - Home Visits/Conferences
  - Use of recording and photographic devices
  - Drop off/pick up as well as transportation/bus regulations

Please be aware that any violation of the Adult Code of Conduct may result in restricting an individual's access to any of our New Castle County Head Start, Inc. facilities and the individual may be subjected to prosecution under the law.

## **Policy Support Statement**

These policies have been developed over the years with input from parents and staff for the protection and safety of the children. They have also been developed to assure the best possible program experiences for children and families.

While parent/guardian participation is strongly encouraged, it is expected that parents/guardians and any adult authorized by the family respect our employees, other parents and children. Verbal or physical abuse of New Castle County Head Start, Inc. staff or any other participant of the program cannot be tolerated. Any such action taken by parents/guardians or other adult family members may result in an individual being restricted from the program.

**Anyone using our parking areas must obey all traffic safety precautions and rules. This includes parking in assigned areas and not impeding traffic. Anyone who violates these safety requirements is subject to being restricted from having access to New Castle County Head Start, Inc. facilities.**

New Castle County Head Start, Inc. believes that parents/guardians are the primary educators of their children. The New Castle County Head Start, Inc. staff looks to parents being a positive role model for their children at all times. Therefore, the use of profanity is absolutely prohibited at all times.

**Lockdown Policy**

All the centers will lockdown if any one of the centers is forced to lockdown due to a crisis in the community. A lockdown occurs when the police notify us that there is a threat to the safety of our children in an area. During lockdown, no one is permitted to enter or exit the building until we are notified by the police that it is safe to do so. Since all of our centers are so close in proximity, the governing bodies have decided that the safest practice would be to lockdown all of the centers until the police give us the clearance to open the building back up and release the children.

# Family Resources

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Parent Resources your Family Advocate has additional information about the topics listed below and many more!

Stop in and talk to your Family Advocate today!

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# Positive Parenting Tips for Healthy Child Development

## Preschoolers (3-5 years of age)

### Developmental Milestones

Skills such as naming colors, showing affection, and hopping on one foot are called developmental milestones. Developmental milestones are things most children can do by a certain age. Children reach milestones in how they play, learn, speak, behave, and move (like crawling, walking, or jumping).

As children grow into early childhood, their world will begin to open up. They will become more independent and begin to focus more on adults and children outside of the family. They will want to explore and ask about the things around them even more. Their interactions with family and those around them will help to shape their personality and their own ways of thinking and moving. During this stage, children should be able to ride a tricycle, use safety scissors, notice a difference between girls and boys, help to dress and undress themselves, play with other children, recall part of a story, and sing a song.

*For more details on developmental milestones, warning signs of possible developmental delays, and information on how to help your child's development, visit the "Learn the Signs. Act Early." campaign website.*

<http://www.cdc.gov/ncbddd/actearly/index.html>

### Positive Parenting Tips

**Following are some things you, as a parent, can do to help your preschooler during this time:**

- Continue to read to your child. Nurture her love for books by taking her to the library or bookstore.
- Let your child help with simple chores.
- Encourage your child to play with other children. This helps him to learn the value of sharing and friendship.
- Be clear and consistent when disciplining your child. Explain and show the behavior that you expect from her. Whenever you tell her no, follow up with what he should be doing instead.
- Help your child develop good language skills by speaking to him in complete sentences and using "grown up" words. Help him to use the correct words and phrases.
- Help your child through the steps to solve problems when she is upset.
- Give your child a limited number of simple choices (for example, deciding what to wear, when to play, and what to eat for snack).



## Child Safety First

As your child becomes more independent and spends more time in the outside world, it is important that you and your child are aware of ways to stay safe. Here are a few tips to protect your child:

- Tell your child why it is important to stay out of traffic. Tell him not to play in the street or run after stray balls.
- Be cautious when letting your child ride her tricycle. Keep her on the sidewalk and away from the street and always have her wear a helmet.
- Check outdoor playground equipment. Make sure there are no loose parts or sharp edges.
- Watch your child at all times, especially when he is playing outside.
- Be safe in the water. Teach your child to swim, but watch her at all times when she is in or around any body of water (this includes kiddie pools).
- Teach your child how to be safe around strangers.
- Keep your child in a forward-facing car seat with a harness until he reaches the top height or weight limit allowed by the car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it will be time for him to travel in a booster seat, but still in the back seat of the vehicle. The National Highway Traffic Safety Administration has information on how to keep your child safe while riding in a vehicle.

## Healthy Bodies

- Eat meals with your child whenever possible. Let your child see you enjoying fruits, vegetables, and whole grains at meals and snacks. Your child should eat and drink only a limited amount of food and beverages that contain added sugars, solid fats, or salt.
- Limit screen time for your child to no more than 1 to 2 hours per day of quality programming, at home, school, or child care.
- Provide your child with age-appropriate play equipment, like balls and plastic bats, but let your preschooler choose what to play. This makes moving and being active fun for your preschooler.

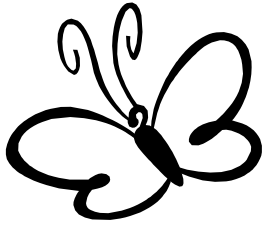
A pdf of this document for reprinting is available free of charge from

<http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/preschoolers.html>

## **Additional Information:**

<http://www.cdc.gov/childdevelopment>

**1-800-CDC-INFO (800-232-4636)** <http://www.cdc.gov/info>



## Home Is A School Zone, TOO! Parent Tip #2

Taken from the Family Recruitment Resource Notebook, sponsored by The Sunshine State School Public Relations Association State of Florida, 1990.

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All parents want their children to succeed in school, but not all parents know how to help their children be successful students. Throughout literature, children have been compared to precious flowers, which need tending and cultivating to grow and blossom into fine adults. Children nurtured in a positive home learning environment arrive at school with attitudes and skills firmly planted in rich soil. Teachers can then feed and nurture those skills to help produce not only successful students, but also lifelong learners. How can a family provide a home environment conducive to learning?

**Be involved.** Children need families to be involved in school life throughout their school career. Get involved and stay involved.

**Provide Resources.** A place to study and an environment rich in learning opportunities is important. Provide the tools for learning—books, paper, pencils, crayons, magazines and experiences.

**Support School Efforts.** Uphold school rules and goals both in conversation and in action.

**Model.** Stress the value of education. Read and communicate the importance of lifelong learning.

**Communicate.** Ask questions and listen.

A February 2001 editorial in the Washington Post reported the following information regarding the influences of the home:

"The intractable problem for schools is "9/91": Only 9% of the hours lived by young Americans between birth and their 18th birthday is spent in school, and the other 91%—families, popular culture and the cultures of the streets—often overwhelms what schools can do.

Therefore, it is important that a healthy, effectively functioning family fosters a learning environment by providing the basic needs, nourishing self-esteem, encouraging responsibility and independence, assisting in the selection and monitoring of activities, and providing adequate supervision."

*From Teddy to Ready (2002) by Susan Martelli*



# TALK, READ AND SING TOGETHER EVERY DAY!

THE BENEFITS OF BEING BILINGUAL — A REVIEW FOR TEACHERS AND OTHER EARLY EDUCATION PROGRAM PROVIDERS

Learning more than one language is an asset to individuals, families, and our entire society. Early childhood teachers can share the benefits of bilingualism with families and their communities, find ways to support children's home languages, and encourage families to keep their language strong. Developing the child's home language provides the foundation for reading and writing, preparing children to be biliterate. Researchers have found many benefits to being bilingual and biliterate. Below are just a few!



## COGNITIVE DEVELOPMENT

Individuals who are bilingual and biliterate switch between two different language systems. Their brains are very active and flexible. Research also shows that, compared to their non-bilingual peers, bilingual people have an easier time:

- understanding math concepts and solving word problems;<sup>1</sup>
- developing strong thinking skills;<sup>2</sup>
- using logic;<sup>3</sup>
- focusing, remembering, and making decisions;<sup>4</sup>
- thinking about language;<sup>5</sup> and
- learning other languages.<sup>6</sup>

## SOCIAL-EMOTIONAL DEVELOPMENT

Being bilingual supports children in maintaining strong ties with their family, culture, and community. All of these are key parts of a child's developing identity.<sup>7</sup> Bilingual children are also able to make new friends and create strong relationships using their second language—an important skill in our increasingly diverse society. Research has found that babies raised in bilingual households show better self-control,<sup>8</sup> a key indicator of school success.

## LEARNING

School readiness and success for children who are dual or multi language learners is tied directly to mastery of their home language.<sup>9</sup> Bilingual and multilingual children benefit academically from knowing more than one language in many ways. Because they are able to switch between languages, they develop more flexible approaches to thinking through problems. The ability to read and think in two (or more) different languages promotes higher levels of abstract thought, which is important in learning.<sup>10</sup>

Current research shows that people who use more than one language appear better at blocking out irrelevant information, a benefit that may exist as early as seven months of age.<sup>11</sup> Children who learn to read in their home language have a strong foundation to build upon when they learn a second language. They can easily apply their knowledge about reading to their second language.<sup>12</sup>

## LONG-TERM SUCCESS

One-half to two-thirds of adults around the world speak at least two languages. In today's global society, they have many advantages. Globally, bilingual and biliterate adults have more job opportunities than monolingual adults.<sup>13</sup>

Bilingual and biliterate individuals have the opportunity to participate in the global community in more ways, get information from more places, and learn more about people from other cultures.

# TALK, READ AND SING TOGETHER EVERY DAY!

## TIPS FOR USING LANGUAGE AT HOME AND IN THE COMMUNITY

Here are eight things you can do every day to help your child learn your family's language and become successful in school!

### USE YOUR NATIVE LANGUAGE AT HOME

The easiest, most important step is to use your home language every day. Many families worry that using their home language will confuse their children. In fact, children can easily learn several languages at the same time. They have an easier time learning English when they have a strong foundation in their first language.



### TELL STORIES AND SING SONGS

Your family has a rich heritage to pass on to your children. Stories, chants, rhymes, poems, sayings, and songs from your childhood are an important part of their heritage. Share these with your children and have fun!

### TELL STORIES AND SHARE BOOKS TOGETHER

Read a book to your child every day—in whatever language you feel most comfortable—beginning at birth. And if you don't feel comfortable reading words, you can point out the pictures in the book and talk with your child about them.

### CHECK OUT MATERIALS IN YOUR LANGUAGE FROM THE LIBRARY

Look for books, DVDs, and music in your language. If they don't have what you want, ask the library staff to help you find what you need.

### TALK ABOUT YOUR TRADITIONS AND CULTURE

Visit your child's classroom or child care provider. Share your language and traditions, including family songs and games. Encourage your child to retell family stories and share your heritage with their teacher, friends, and others.

### LOOK FOR ACTIVITIES IN YOUR COMMUNITY

Attend cultural festivals and concerts and meet other families who speak your home language. Join with other families and organize your own events!

### CONTINUE USING YOUR HOME LANGUAGE AS YOUR CHILDREN GROW OLDER

Sometimes children start to prefer English as they get older. Talk with your children about the benefits of speaking two languages. Continue using your language, even if your children respond in English so you keep your lines of communication open.

### DON'T FORGET THAT YOU ARE KEY TO MAINTAINING YOUR HOME LANGUAGE

Parents and other family members are the most important people in your children's lives. What you value, your children will learn to value. Help them learn that your family's language and culture are something to be proud of and to treasure. Remember the benefits of your home language and remain committed to continuing to use it, no matter your child's age.

# THE BENEFITS OF BEING BILINGUAL

Researchers have found that speaking multiple languages at home provides a great benefit to young children. Speaking in your home language to your children from the time they're born helps build their young minds and prepare them for success in school and beyond. Developing the child's home language provides the foundation for reading and writing, preparing children to be biliterate.

## THINKING SKILLS

Individuals who are bilingual switch between two different language systems. Their brains are very active and flexible. Research shows that compared to their non-bilingual peers, bilingual people have an easier time understanding math concepts, solving word problems, using logic, focusing, remembering, making decisions, and learning other languages, among other critical thinking skills.

## SOCIAL-EMOTIONAL

Being bilingual helps children maintain strong ties with their family, culture, and community. All of these are key parts of a child's developing identity. They make new friends and create strong relationships using their second language—an important personal skill in our increasingly diverse society. Research has found that babies raised in bilingual households show better self-control, which is a key indicator of school success.

## LEARNING

School readiness and success for children who are dual language learners are tied directly to mastery of their home language. So use your home language every day! Because bilingual children are able to switch between languages, they develop more flexible approaches to thinking through problems. People who use more than one language appear better at blocking out irrelevant information, a benefit that may exist as early as seven months of age.

## LONG-TERM SUCCESS

Globally, bilingual and biliterate adults have more job opportunities than adults who speak only one language. Bilingual and biliterate individuals have the opportunity to participate in the global community in more ways, get information from more places, and learn more about people from other cultures.

You can find more tips like these—as well as videos, information, and more—on Too Small to Fail's website, [www.talkingisteaching.org](http://www.talkingisteaching.org).

For more resources on promoting early learning in young children who are learning more than one language, please visit [Head Start's National Center for Cultural and Linguistic Responsiveness](#).

Every child develops at his or her own pace, but if you are ever worried about your child's development, don't wait! Acting early can make a big difference. Remember, you know your child best. Talk with your child's doctor if you have concerns. Get tips to help you prepare at [cdc.gov/Concerned](http://cdc.gov/Concerned).



# Outdoor Explorations



Stepping outside is a simple way to set foot into nature's laboratory. Backyards and neighborhood walks can lead to interesting conversations that contain new vocabulary words. You'll also be helping your child developing important scientific skills such as observing, predicting, and investigating.

Try these fun outdoor exploration activities to nurture the budding scientist or mathematician in your home!

Notice and describe trees and other outdoor plants and their parts. Vocabulary might include trunks, branches, stems, leaves, and flowers. See how many different types of leaves you can gather. Describe and sort leaves by shape, size, and color.

Observe any birds, squirrels, insects, and worms. Keep track of the different animals and insects you find. If possible, take pictures or draw a sketch of any unusual or unfamiliar ones. Ponds and slow-moving rivers are great spots for bug hunting. Other spots include a wood pile, a garden, or near the bright lights of a parking lot.

Choose two or three different times of the day, for example early morning, noon, and dusk. Take a short walk and listen closely to the different sounds. Try to keep track of the different sounds you hear. Depending on the time of year, you may hear cicadas, crickets, Canada Geese, or songbirds. Discuss why we might hear different animals and insects depending on the time of day or season.

On a rainy day, set up a rain gauge using a clear plastic tumbler or wide-mouth bottle. Have your child predict, or make a good guess, about how much rain will be collected. Mark that level and collect rain. Check the gauge after the rain ends. Is there more or less rainwater in it than your child predicted? How much more or less?

# Help Your Child Learn to Read



There are lots of ways that you can help your children learn to read! From the time that they are babies to the time that they are in high school, there are many little steps you can take along the way — rhyming and singing songs, reading out loud, sounding out letters, going to the library, and reading books together in your home language. Helping your children learn to read might also mean finding support if they are having difficulty, which can affect their future success. This section is filled with tips for what you can do at home, fun activities, suggestions for choosing books to share together, and ideas on how you can prepare your child for a lifetime and love of reading.

# Developing Writing and Spelling at Home: Pre-K



Writing is a terrific way for children to express their thoughts, creativity, and uniqueness. It is also a fundamental way in which children learn to organize ideas. And learning to write well helps children to be better readers.

When engaging in writing, young children often mirror what they see around them; adults and older children writing lists, notes, text messaging. They are observing the way writing is used in our everyday lives.

Here are some simple things families can do to support young children's writing:

- Keep markers, pencils, and crayons available at home. Children develop skills that prepare them for writing through their normal play — like drawing, painting, and tracing objects. This kind of play helps prepare the brain and the muscles for holding a pencil and forming written words.
- Help them learn to write their name. This is an empowering experience, and allows them to begin to identify themselves as writers.
- Involve them in your writing activities. Make a shopping list together and point out the words that start with the same letter as the child's name.

And most of all...

- Read books with kids. Early and frequent exposure to letters, sounds, words, and stories helps kids learn to read *and write*.

Once children start learning letters, you can practice writing them on paper, in the air, or in sand or snow. These tactile experiences help them feel the shape and motion of the letter.

As your child begins to write letters, caption what they've written. Ask your child, "What does this say?" Write their words under their writing. This helps them learn more about letters and words.

As you read to your children, point out things the book author did to make the book so fun to read. "Wow! Listen to how the author describes the ocean. Don't those words make you feel like you're back jumping over waves?"

Show your children that you write too. Let your children see you writing thank you notes, composing an e-mail, or communicating with your child's school.

# Patterns and Categorizing



Even our youngest children are able to recognize patterns and use categories to process new information. Almost everything we see, hear, or touch contains details that our brain processes. Without realizing it, our brain is looking for what is new, what is different, and what has changed. New information is matched to a category that already exists in our mind.

This need to find order, to compare and contrast, and to pay attention to what remains the same is an important part of early learning. As your child becomes a reader, he or she will learn to find patterns in letters and words and use this information to read groups of words (for example, sun, fun, bun all contain the '-un' letter pattern or family). Your reader will also categorize words by sounds (for example short/long vowel words, rhyming/non rhyming words) or by meaning (for example words that mean the same thing, words that are opposites).

Parents and caregivers can build pattern recognition and categorization skills in science and math through these four simple activities:

## **Sort it**

Provide lots of opportunities to explore many kinds of materials that can be sorted and categorized by size or shape. These include small plastic toys such as animals and vehicles, Unifix cubes (or other "manipulatives"), blocks, or other small objects such as coins, stamps, cups, and bottle caps. Have children explore different ways sort objects into similar groups. The groups, or categories, could be general concepts such as "hard things" "soft things" or something personal, such as "things that were gifts," "things I found."

## **Same and different**

Help your child learn about different classifications scientists use to help them organize information. Use children's books from the library to learn more about different classifications of animals, for example, mammals and reptiles. Discuss what reptiles and mammals have in common, and what makes each unique.

## **Riddle me this**

Use riddles to help your child gain practice with "rules," which are part of patterns and categorizing. For example, "I am a shape. I have four sides. Each side is the same length." Good listening and a growing ability to sort through information will help your child solve the riddle correctly.

## **Make a mini grocery store**

Save your food boxes and juice containers for a few days. Gather them up and enlist your child in stocking the shelves. Designate one area for grains, another for dairy, and another for proteins. Have your child sort the objects into the correct location. This is a great opportunity to talk about healthy food choices.

Patterns, categories, and classifications are a part of everyday life and everyday learning. Use these ideas to help jump start conversations with your young learner.

# Grocery Store Literacy for Preschoolers



A simple trip to the grocery store can turn into a real learning experience for your preschooler. Below are some easy ways to build literacy and math skills while getting your shopping done at the same time!

## Focus on reading readiness skills

Choose a letter as you're walking into the school. Make a game of finding things in the store that start with that letter. For example, for the letter "p" you could find **peanuts, popcorn, pineapple, paper** and **pizza**. Emphasize the letter "p" and the sound it makes with each of your "p" words.

Environmental print is the print of everyday life. This includes familiar symbols, words, and numbers found on signs, billboards, coupons, and stores. They are a natural way for children to learn that print carries meaning. Their understanding that the big **K** means **Kmart** and that the Dannon label means yogurt is a first step toward learning to read.

## Focus on vocabulary skills

Position words are used every day at home and in the classroom. Use the items on the grocery shelf to give your child practice finding something **above** their belly button, **below** their nose, on the **bottom** shelf, and **between** other items on a shelf.

Opportunities to use superlatives, those little endings that help describe size, are all around the grocery store. Have your child find a **big** fruit, a **bigger** fruit and the **biggest** fruit in the produce section. What's the **smallest** item in the cart? The **largest** item?

## Focus on math skills

Ask your child, "How many apples do we need so each person in the family gets one?" Encourage him to use his fingers to count the number of people in the family and how many apples to buy. Have him count the apples as you put them into the bag.

Look for **shapes** (e.g., circles, rectangles, or triangles) as you go through the store. Play a game with your child. Find a **shape**, such as the **rectangle** on the front of a cereal box, and then look for other items with the same **shape**.

You don't have to do all of these things each time you're at the store, but while you're there, find creative ways to turn your grocery store into a fun place of learning.



# Think Like an Inventor



Inventors, scientists, and mathematicians are all creative problem solvers. Creativity is an important characteristic to foster in your child. Fostering a creative spirit will give your child experience identifying a problem and coming up with new ideas for solving them. Here are four ways to encourage creativity in your young child.

## Be curious

Most inventors are creative people with a wide range of interests. Foster your child's interests through books and conversations. Is your child interested in stamps? Coins? Bugs? Rocks? Use your public library to check out books and other resources on the topic. Be aware of community events such as bird walks and hand-on activities that will help your child explore their interest. Encourage your child to become a collector.

## Let creativity flow

Help your child develop creative fluency and flexible thinking. One fun way to do that is to think of an ordinary household tool, like a paper clip or a clothes hanger. Have your child think of all the possible things that could be made out of that item. Coming up with lots of ideas gives your child practice with exhausting all ideas. For example, a stick could become:

- A magic wand
- A way to prop open a window
- A tool to poke imaginary creatures
- A way to hold hair in a bun
- What else?

## Make mistakes

Did you know that Silly Putty was discovered accidentally when the General Electric Company attempted to find a substitute for rubber during World War II? Since then, over 200 million plastic eggs, containing 3,000 tons of Silly Putty, have been sold. Many inventions come from what feels like a mistake. Help your child understand that mistakes provide opportunities to learn. It will help if you share mistakes you've made recently too!

## Never stop learning

Despite a very busy schedule, try to find a moment to look at an everyday item or event in a new way. Creativity can make common things special and special things more common!

Setting the right tone and atmosphere at home will foster creativity and learning. Ask open-ended questions that have multiple answers. Give your child the freedom to try and to make mistakes, even if things don't work out as planned. Praise your child's effort, or process, rather than praising the outcome or product. And most importantly, have fun with the creative young learner in your life!

# STEM Tools at Home



Many of the "tools" needed for science, math, and engineering exploration are right inside your home! Here are five ideas for putting everyday tools to work for some everyday fun:

## A clear, glass jar

Use this as a rain gauge. Using a ruler and a permanent marker, mark the jar with a line every quarter inch or so up to 4 inches. Place the jar outside before a rainstorm. Encourage your child to predict or guess how much rain will fall. Ask your child to write the prediction down on a piece of paper. After the storm, check your gauge. Compare the actual total to the predicted total. Talk about the information gathered.

## Measuring cups

Measuring cups provide a great opportunity to learn concepts of volume, including vocabulary words such as more, less, and equal to. Fill a plastic bin with uncooked rice, un-popped popcorn, dried beans, or noodles. Allow your child to explore using all different sized measuring cups including teaspoons, tablespoons, and cup measurers. Pouring from one sized container into another helps children quickly see differences in volume. Ask your child questions, "Which container holds the most? Which holds the least? How many small scoops equals one big scoop? How many noodles do you think will fit into this container? How many popcorn seeds do you think will fit? Let's count and find out!"

## A hammer

The claw end of a hammer is a great example of a simple machine. Use an old piece of wood and help your child hammer a nail into it (but not all the way down!). Use the claw end of the hammer to pry the nail out of the wood. That simple exercise is a great example of how levers — a simple machine — work in our everyday environment. Ask your child to look around the house or community for other types of simple machines. Some examples include a ramp (also called an incline plane) to enter a building or on a delivery truck, the lever used on the handle on a toaster, or a wedge to hold a door open.

## Oil and water

You and your child can have fun investigating and observing different liquids. Working together with oil or corn syrup and water, compare and contrast the smell, color, and thickness or density of the different liquids. Encourage your child to use descriptive words to describe the stickiness and weight of each liquid. Remind your child that scientists have to use careful observation as they do their experiments, and that their close study of the different liquids is good practice in noticing differences.

## A puzzle

Puzzles provide great brain exercise. Jigsaw puzzles provide an opportunity to concentrate, analyze, sequence, and problem solve. Talk about puzzle strategy — for example, will you work on creating a frame? Will you choose one area to focus on? How can your child help pick the pieces for a certain area of the puzzle? Simple puzzles can be made by cutting magazine or calendar pictures into different sections. There are several online puzzle makers as well. Choose something that will not be too overwhelming for your child and work through the puzzle together

## Screenings Your Child will Receive While in the Program



**Hearing-** Hearing is important for learning and communicating with others. Early identification and treatment of hearing problems can help improve a child's development and relation. A hearing screening should be performed by a physician during your child's annual physical. If a screening was not conducted, a trained staff member of New Castle County Head start will administer a hearing test.

**Vision-** Vision is important for development, physical activity, and social interactions. Early identification and treatment of vision problems can help promote a child's development. A vision screening should be performed by a physician during your child's annual physical. If a screening was not conducted, a trained staff member of New Castle County Head start will administer a vision test.

**Developmental-** Developmental screenings help identify a child's strengths and needs in development. A developmental screening will be conducted within the first 30 days of your child's enrollment. The assessment is administered by a professional from the local school district or a trained New Castle County Head Start, Inc. staff member. During the screening a child will be observed understanding and thinking, emotional, social, communication skills, physical coordination and self-help skills. Early intervention for developmental concerns can help improve a child's skills and well-being.



©Jason Miczek Photography

## Help Your Child Succeed in School: Build the Habit of Good Attendance Early

School success goes hand in hand with good attendance!

### DID YOU KNOW?

- Starting in kindergarten, too many absences can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) can make it harder to learn to read.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.

**Attending school regularly helps children feel better about school—and themselves. Start building this habit in preschool so they learn right away that going to school on time, every day is important. Good attendance will help children do well in high school, college, and at work.**

### WHAT YOU CAN DO

- Set a regular bed time and morning routine.
- Lay out clothes and pack backpacks the night before.
- Find out what day school starts and make sure your child has the required shots.
- Introduce your child to her teachers and classmates before school starts to help her transition.
- Don't let your child stay home unless she is truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make her feel comfortable and excited about learning.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

### When Do Absences Become a Problem?



Note: These numbers assume a 180-day school year.

# ATTENDANCE

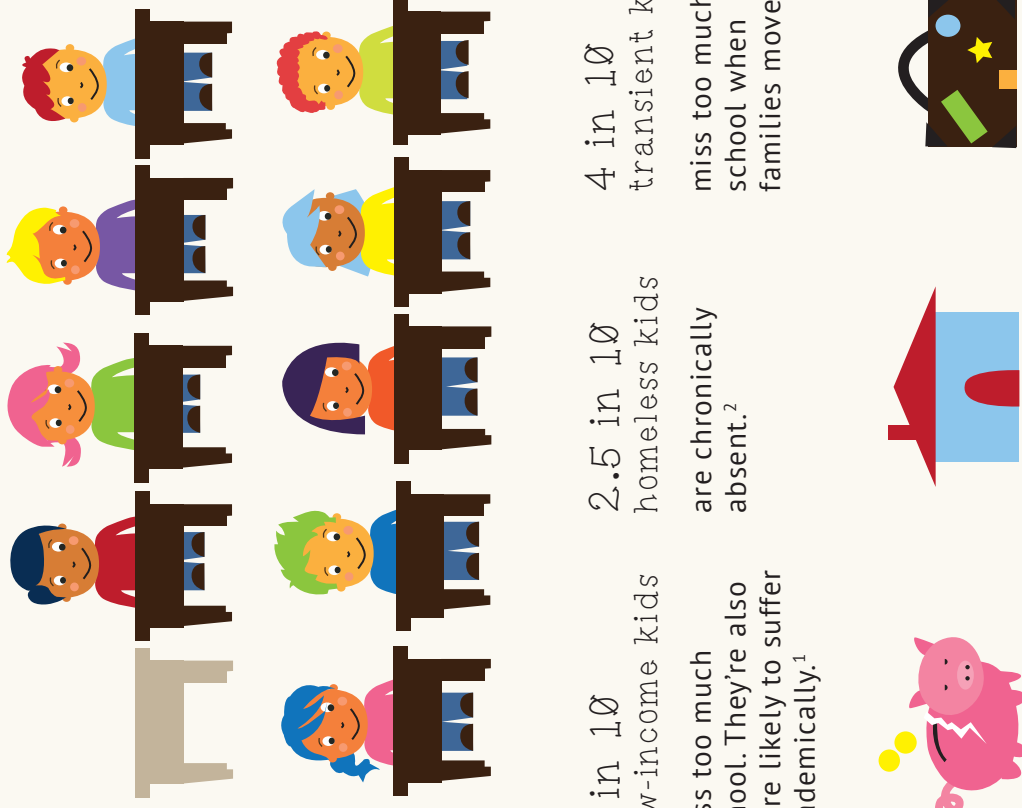
## in the early grades

Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten, and even preK, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

### Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

1 in 10 kids in kindergarten and 1st grade are chronically absent. In some schools, it's as high as 1 in 4.<sup>1</sup>



<sup>1</sup> Chang, Hedy; Romero, Mariajose. *Present, Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty: NY, NY, September 2008.

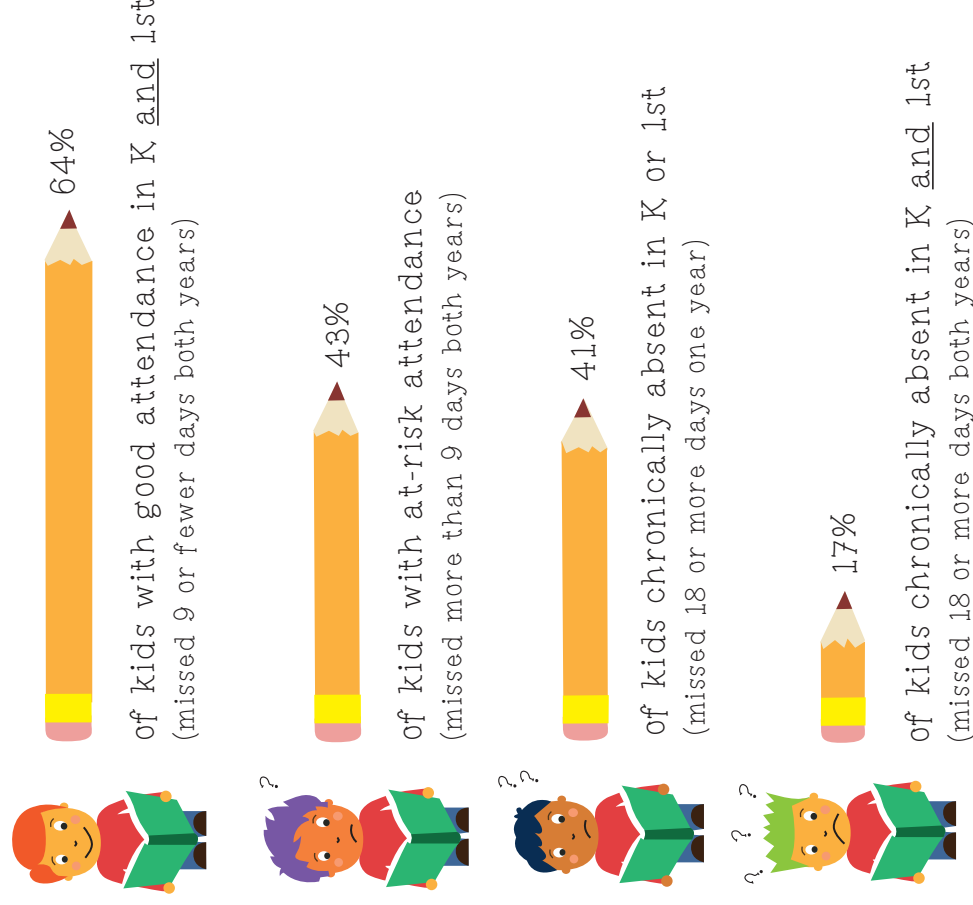
<sup>2</sup> *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

### Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

Who Can Read on Grade Level After 3rd Grade?<sup>3</sup>



<sup>3</sup> *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

### What We Can Do



#### Engage Families

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives and attention to data.



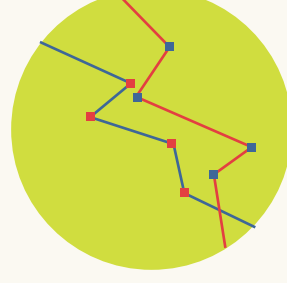
#### Fix Transportation

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies and community partners can organize car pools, supply bus passes or find other ways to get kids to school.



#### Address Health Needs

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



#### Track the Right Data

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.

These are a few steps that communities and schools can take. How do you think you can help?



# New Castle County Head Start, Inc.

## TECE 1 Class is Coming to NCC Head Start, Inc.!!

POLYTECH Adult Education and NCC Head Start, Inc. are working together to form a TECE 1 Class! This class will be offered (classes are 2 nights a week for 11 weeks) to all of New Castle County Head Start, Inc. parents and guardians. POLYTECH Adult Education will be training participants and providing a book for each student. New Castle County Head Start, Inc. will be recruiting the parents, providing a classroom, and paying for the tuition.

Whether you want to develop education and training to become employed with us or if you'd like to build on your parenting skills, TECE classes are offered to you for free! Participants will develop teaching and parenting skills in developing relationships with children, supporting children's learning, language and literacy, supporting children's differences, including children with special needs. The class will focus on professionalism, health/safety/nutrition issues in childcare, child development, early childhood curriculum, understanding children's behaviors, and working with families. **A copy of the parent/guardian's high school diploma or GED is required to take this course.**

The classes will be held at the Absalom Jones Center. The address is 310 Kiamensi Road, Wilmington, DE 19804, in the Parent Room. Attendance is required for all participants in order to receive a certificate.

If you are interested, please reach out to your Family Advocate or Center Coordinator for more information!



### **Parent and Guardians Volunteer Opportunities**

Parents/Guardians are always welcomed and encouraged to participate in the program.

### **DID YOU KNOW?**

New Castle County Head Start, Inc. receives 80% of its funding from the U.S Department of Health and Human Services Administration for Children and Families. Head Start must generate the remaining 20% of its funding through in-kind donations. We value your donation and depend on volunteering your time to help us reach our goal!

Our goal is to provide a positive and relaxed learning environment for all children and also a positive and enjoyable experience for those who volunteer in our classrooms. If you have any questions about volunteer opportunities at your center, please see your Center Coordinator.

**Assist in the classroom with activities and special events**

---

**Participate on field trips**

**Assemble new delivery items**

---

**Assist kitchen manager in preparing, setting up and delivering meals to children**

**Become a**

**Committee Volunteer**

**See a staff person for more information!**

**Children with involved, loving fathers are significantly more likely to:**



- Do well in school
- Have healthy self-esteem
- Exhibit empathy and pro-social behavior
- Avoid high-risk behaviors such as drug use, truancy, and criminal activity

**Take time to  
be a dad today.**



[fatherhood.gov](http://fatherhood.gov)



# Celebrate Fathers

## in Head Start and Early Head Start Programs

### What does the research say?

Fathers who are involved in their young children's lives:



- ✓ Parent differently than mothers do
- ✓ Support their child's school readiness
- ✓ Contribute to the well-being of the family
- ✓ Show gains in their own development and life decisions

In Head Start and Early Head Start programs, we honor fathers and male role models who play a significant role in raising a child.

### What can programs do to partner with fathers?

Observe and describe the child's behavior to start a conversation with a father.



- ✓ "Shawna looks in your eyes and smiles when you pick her up. You two have such a loving bond!"
- ✓ "Jason knows so much about zoo animals. How do you help him learn about them?"
- ✓ "Miranda tells us she likes making tortillas at home. We'd like to do that in our class too. Would you be able to show us how?"

### How can programs engage fathers?

Create a welcoming, father-friendly program environment. Show that you value and respect fathers.



- ✓ Show posters and pictures of fathers
- ✓ Promote activities fathers and children can do together
- ✓ Organize a field day or barbeque



NATIONAL CENTER ON  
Parent, Family and Community Engagement

Lamb, M. E. (2016, July 17). How does a father influence his children? Fatherhood Global. <https://fatherhood.global/fathers-influence-children/>

ZERO TO THREE, & Pruett, K. (2016, February 24). The influence of fathers on young children's development. Little kids, big questions [Audio podcast]. [https://s3.amazonaws.com/zttpodcastseries/podcast/Kyle%20Pruett%20FINALvs.mp3?s\\_src=podcast&s\\_subsrc=fathers](https://s3.amazonaws.com/zttpodcastseries/podcast/Kyle%20Pruett%20FINALvs.mp3?s_src=podcast&s_subsrc=fathers)

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For more information about this resource, please contact us: [PFCE@ecetta.info](mailto:PFCE@ecetta.info) | 1-866-763-6481  
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# ARE YOU A PARENT WHO WANTS TO:

- live in a home without conflict
- open communication channels between your child & family
- learn practical parenting strategies?

## STRENGTHENING FAMILIES PROGRAM CAN HELP!

a 14-week family skills training

"It has given me and my child a positive, closer and stronger relationship with each other which is what I asked for and I thank all of them deeply."

—Recent participant

CALL: (800) 660-6602 (New Castle County),  
or (800) 951-7061 (Sussex & Kent Counties)



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[cffde.org/Services/positiveparenting/strengtheningFamilies.aspx](http://cffde.org/Services/positiveparenting/strengtheningFamilies.aspx)

# TAKE CONTROL OF YOUR FINANCES

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stage of your  
life!



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## No fees. What's the catch?



Our services are free because we're a project of the State and United Way of Delaware, and our mission is to create financial stability for the people of Delaware. There are no hidden fees or an alternative agenda. We just want to help you gain control of your financial future.



Visit [www.standbymede.org](http://www.standbymede.org)



New Castle County  
Head Start, Inc.

Contact NCCHS, Inc. Financial Coach  
at (302) 766-1761



# News Release

SOCIAL SECURITY

## Social Security Announces New Online Service for Replacement Social Security Cards in Delaware

Available to People through a *my* Social Security Account

The Social Security Administration introduced the expansion of online services for residents of Delaware available through its *my* Social Security portal at [www.socialsecurity.gov/myaccount](http://www.socialsecurity.gov/myaccount). Nancy A. Berryhill, Acting Commissioner of Social Security, announced that residents of Delaware can use the portal for many replacement Social Security number (SSN) card requests. This will allow people to replace their SSN card from the comfort of their home or office, without the need to travel to a Social Security office.

“I’m pleased to offer the residents of Delaware the added convenience of replacing a Social Security card through the *my* Social Security portal,” Acting Commissioner Berryhill said. “We will continue to work on innovative initiatives to provide people with safe, secure and convenient options for doing business with us online or in person.”

The agency is conducting a gradual roll out of this service; Delaware is one of the states, plus the District of Columbia, where this option is available. Throughout 2017, the agency will continue to expand the service option to other states. This service will mean shorter wait times for the public in the more than 1,200 Social Security offices across the country and allows staff more time to work with customers who have extensive service needs.

U.S. citizens age 18 or older and who are residents of Delaware can request a replacement SSN card online by creating a *my* Social Security account. In addition, they must have a U.S. domestic mailing address, not require a change to their record (such as a name change), and have a valid driver’s license, or state identification card in some participating states.

*my* Social Security is a secure online hub for doing business with Social Security, and more than 31 million people have created an account. In addition to Delaware residents replacing their SSN card through the portal, current Social Security beneficiaries can manage their account—change an address, adjust direct deposit, obtain a benefit verification letter, or request a replacement SSA-1099. Medicare beneficiaries can request a replacement Medicare card without waiting for a replacement form in the mail. Account holders still in the workforce can verify their earnings history and obtain estimates of future benefits by looking at their *Social Security Statement* online.

For more information about this new online service, visit [www.socialsecurity.gov/ssnumber](http://www.socialsecurity.gov/ssnumber)  
This press release was produced and disseminated at U.S. taxpayer expense.

# New Castle County Head Start, Inc.



Parents are a valued partners in the Head Start Program!

Studies show that parent involvement affects child learning!

**Get involved in your child's  
education now!!!**

The experience will also help prepare you for the future of your child's education and you may be surprised about how much you can gain for yourself by participating!

## Parent Center Committee

\* Works with staff to plan activities for the children as well as the parents.

\* Monthly meetings at the center.

## Policy Council

\* Works with the Executive Director and Board of Directors in making policy and hiring decisions for the program .

\* Orientation provided and monthly meetings.

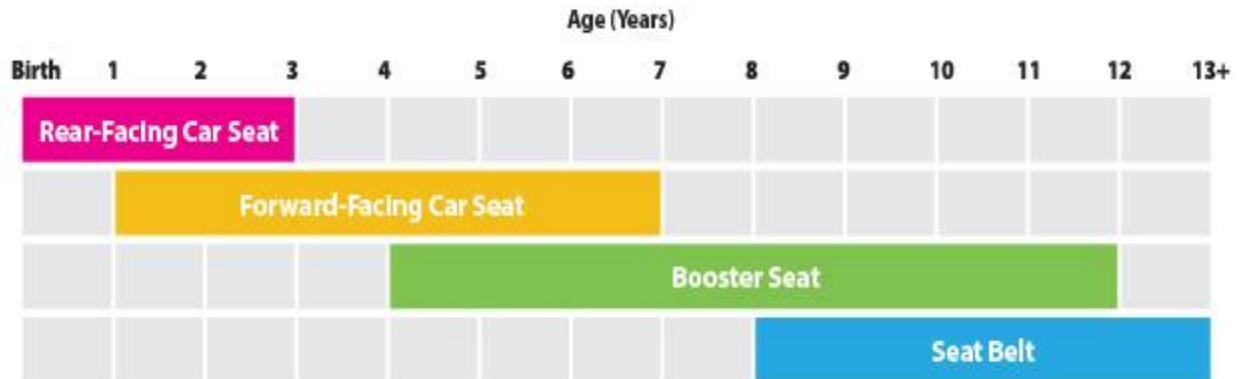
## Advisory Committee

\* Works with the Program Coordinators in shaping the services provided to children and their families.

\* Meets 3 times during the year.

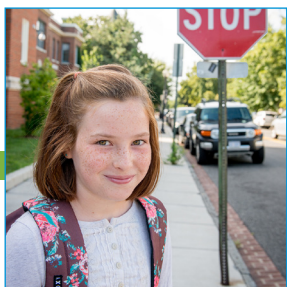
# Car Seat by Child's Age and Size

There are many car seat choices on the market. Use the information below to help you choose a car seat that best meets your child's needs.



- [Select a car seat based on your child's age and size](#), and choose a seat that fits in your vehicle and use it every time.
- Always refer to your specific car seat manufacturer's instructions (check height and weight limits) and read the vehicle owner's manual on how to install the car seat using the seat belt or lower anchors and a tether, if available.
- To maximize safety, keep your child in the car seat for as long as possible, as long as the child fits within the manufacturer's height and weight requirements.
- Keep your child in the back seat at least through age 12.

To learn which car seat is appropriate for your child's age and size, click on the seat types above or check out [NHTSA's complete list of car seat recommendations](#).



# Pedestrian Safety

## Teaching Kids How to Walk Safely

- Teach kids at an early age to look left, right and left again before crossing the street. Then remind them to continue looking around until safely across.
- It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. If there are no sidewalks, walk facing traffic as far to the left as possible.
- Teach kids to make eye contact with drivers before crossing the street.
- Children under 10 need to cross the street with an adult. Every child is different, but developmentally, most kids are unable to judge the speed and distance of oncoming cars until age 10.
- Encourage kids to be especially alert for cars that are turning or backing up.
- Teach kids not to run or dart out into the street or cross between parked cars.
- If kids are walking when it's dark out, teach them to be especially alert and make sure they are visible to drivers. Have them wear light- or brightly-colored clothing and reflective gear.

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# Pedestrian Safety

## Taking Action Against Distraction

- Teach kids to put phones, headphones and devices down when crossing the street. It is particularly important to reinforce the message with teenagers.
- Pull headphones down or turn off the volume before crossing the street.
- Be aware of others who may be distracted and speak up when you see someone who is in danger.
- If kids need to use a cell phone, teach them to stop walking and find a safe area to talk.

**Join the Moment of Silence campaign by committing to putting devices down when you cross the street. Learn how at [safekids.org](http://safekids.org).**

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# Pedestrian Safety Tips

Everything you need to know to keep your kids safe while walking.

Whether your kids are walking to school, the park or a friend's house, here are a few simple tips to make sure they get there safely.

## Teach Kids How to Walk Safely



- Teach kids at an early age to look left, right and left again before crossing the street. Then remind them to continue looking while crossing by keeping their heads up and looking around until safely across.
- It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. If there are no sidewalks, walk facing traffic as far to the left as possible.
- Teach kids to make eye contact with drivers before crossing the street.
- Children under 10 need to cross the street with an adult. Every child is different, but developmentally, most kids are unable to judge the speed and distance of oncoming cars until age 10.
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- Teach kids not to run or dart out into the street or cross between parked cars.
- If kids are walking when it's dark out, teach them to be especially alert and make sure they are visible to drivers. Have them wear light- or brightly-colored clothing and reflective gear.

*44 kids are hit by a car while walking every day in the U.S.*



## Take Action Against Distraction



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- If kids need to use a cell phone, teach them to stop walking and find a safe area to talk.

## Let Your Actions Speak as Loudly as Your Words



- Be a good role model. Set a good example by putting your phone, headphones and devices down when walking around cars.
- When driving, put cell phones and other distractions in the back seat or out of sight until your final destination.
- Be especially alert and slow down when driving in residential neighborhoods and school zones. Be on the lookout for bikers, walkers or runners who may be distracted or may step into the street unexpectedly.
- Give pedestrians the right of way and look both ways when making a turn to spot any bikers, walkers or runners who may not be immediately visible.

# SAFETY AND INJURY PREVENTION



NATIONAL CENTER ON  
Early Childhood Health and Wellness

Tips for Families from the National Center on Early Childhood Health and Wellness

## Safety and Injury Prevention for Young Children Is:

- Making sure children have safe places to grow and learn
- Protecting children from danger
- Teaching children what to do to be safe

### Why Is It Important?

#### *Children Like to Explore But Need:*

- Safe places to play
- Adults who watch and listen so they can prevent an injury before it happens
- Opportunities to practice new skills safely

#### *When Children Are Safe, They Are More Likely To:*

- Be injury-free
- Focus on learning
- Explore new situations with confidence



## Things You Can Do to Help Your Child

- **At Home:**
  - Keep all medicine, cleaning and harmful products away from children.
  - Use cabinet locks and electrical socket covers.
  - Use safety gates on stairs.
  - Use cribs with fixed sides rather than drop sides.
  - Keep cribs away from windows and blind cords.
  - It is best to use cordless window coverings, if possible. If not, keep cords tied high out of children's reach.
  - Put babies to sleep on their backs in a crib with no soft blankets, pillows or bumpers.
  - Keep children away from hot foods and liquids.
  - Turn pot handles to the back of the stove.
  - Set your water-heater thermostat to 120 degrees or less.
  - Keep children away from heaters or fires.
  - Have a smoke alarm on every floor. Replace batteries in the spring and fall.
  - Get a carbon monoxide detector, if you do not have one.
  - Check with your local fire station to see if they can help you find a smoke alarm or carbon monoxide detector.
  - Ask your pediatrician about foods and small objects that can cause choking.
  - Make and practice an escape plan.

## Things You Can Do to Help Your Child

Continued from previous page

### ● Outside:

- Use sunscreen.
- Teach your child to stay out of the street.
- Look for playgrounds with soft surfaces instead of dirt or grass.
- Watch your child closely on the playground.
- Remove drawstrings from clothing.
- Keep shoelaces short and tied.

### ● Water Safety

- Know that a child can drown in any amount of water that covers his mouth and nose.
- Always stay within arm's reach of your child if he is in or near water.
- Learn to swim, and take your child to professionally supervised swim lessons.
- Use four-sided fences with self-latching gates around pools.
- Learn cardiopulmonary resuscitation (CPR).

### ● Car and Truck Safety

- Choose a car seat that is right for your child's age, height and weight.
- Choose a seat that fits in your car or truck and use it all the time.
- Ask your Head Start staff where you can go in your community to learn how to install your child's car seat safely.
- Be sure that children younger than 13 only sit in the back seat.
- Never leave your child in a car without an adult.
- Teach children that vehicles are never safe places to play. Even if the windows are open, young children can become dangerously overheated within the first 10 minutes.



## SAFETY & PREVENTION

# First Aid Guide for Parents & Caregivers

## General Tips

- Know how to get help.
- Make sure the area is safe for you and the child.
- When possible, personal protective equipment (such as gloves) should be used.
- Position the child appropriately if her airway needs to be opened or CPR (cardiopulmonary resuscitation) is needed.
- **DO NOT MOVE A CHILD WHO MAY HAVE A NECK OR BACK INJURY** (from a fall, motor vehicle crash, or other injury or if the child says his neck or back hurts) unless he is in danger.
- Look for anything (such as emergency medical identification jewelry or paperwork) that may give you information about health problems.



## Stings, Bites & Allergies

- **Stinging Insects:** Remove the stinger as soon as possible with a scraping motion using a firm item (such as the edge of a credit card). Put a cold compress on the bite to relieve the pain. If trouble breathing; fainting; swelling of lips, face, or throat; or hives over the entire body occurs, call 911 or your local emergency number right away. For hives in a small area, nausea, or vomiting, call the pediatrician. For spider bites, call the pediatrician or Poison Help (1-800-222-1222). Have the pediatrician check any bites that become red, warm, swollen, or painful.
- **Animal or Human Bites:** Wash the wound well with soap and water. Call the pediatrician. The child may need a tetanus or rabies shot or antibiotics.
- **Ticks:** Use tweezers or your fingers to grasp as close as possible to the head of the tick and briskly pull the tick away from where it is attached. Call the pediatrician if the child develops symptoms such as a rash or fever.
- **Snake Bites:** Take the child to an emergency department if you are unsure of the type of snake or if you are concerned that the snake may be poisonous. Keep the child at rest. Do not apply ice. Loosely splint the injured area and keep it at rest, positioned at or slightly below the level of the heart. Identify the snake if you can do so safely. If you are not able to identify the snake but are able to kill it safely, take it with you to the emergency department for identification.
- **Allergy:** Swelling, problems breathing, and paleness may be signs of severe allergy. Call 911 or your local emergency number right away. Some people may have emergency medicine for these times. If possible, ask about emergency medicine they may have and help them administer it if necessary.

## Fever

Fever in children is usually caused by infection. It also can be caused by chemicals, poisons, medicines, an environment that is too hot, or an extreme level of overactivity.

Take the child's temperature to see if he has a fever. Most pediatricians consider any thermometer reading 100.4°F (38°C) or higher as a fever. However, the way the child looks and acts is more important than how high the child's temperature is.

### **Call the pediatrician right away if the child has a fever and:**

- Appears very ill, is unusually drowsy, or is very fussy
- Has other symptoms such as a stiff neck, a severe headache, severe sore throat, severe ear pain, an unexplained rash, repeated vomiting or diarrhea, or difficulty breathing
- Has a condition causing immune suppression (such as sickle cell disease, cancer, or chronic steroid use)
- Has had a first seizure but is no longer seizing
- Is younger than 3 months (12 weeks) and has a temperature of 100.4°F (38°C) or higher

- Has been in a very hot place, such as an overheated car

To make the child more comfortable, dress him in light clothing, give him cool liquids to drink, and keep him calm. The pediatrician may recommend fever medicines. Do NOT use aspirin to treat a child's fever. Aspirin has been linked with Reye syndrome, a serious disease that affects the liver and brain.

## Skin Wounds

Make sure the child is up to date for tetanus vaccination. Any open wound may need a tetanus booster even when the child is currently immunized. If the child has an open wound, ask the pediatrician if the child needs a tetanus booster.

- **Bruises:** Apply cool compresses. Call the pediatrician if the child has a crush injury, large bruises, continued pain, or swelling. The pediatrician may recommend acetaminophen for pain.
- **Cuts:** Rinse small cuts with water until clean. Use direct pressure with a clean cloth to stop bleeding and hold in place for 1 to 2 minutes. If the cut is not deep, apply an antibiotic ointment; then cover the cut with a clean bandage. Call the pediatrician or seek emergency care for large or deep cuts, or if the wound is wide open. For major bleeding, call for help (911 or your local emergency number). Continue direct pressure with a clean cloth until help arrives.
- **Scrapes:** Rinse with clean, running tap water for at least 5 minutes to remove dirt and germs. Do not use detergents, alcohol, or peroxide. Apply an antibiotic ointment and a bandage that will not stick to the wound.
- **Splinters:** Remove small splinters with tweezers; then wash until clean. If you cannot remove the splinter completely, call the pediatrician.
- **Puncture Wounds:** Do not remove large objects (such as a knife or stick) from a wound. Call for help (911 or your local emergency number). Such objects must be removed by a doctor. Call the pediatrician for all puncture wounds. The child may need a tetanus booster.
- **Bleeding:** Apply pressure with gauze over the bleeding area for 1 to 2 minutes. If still bleeding, add more gauze and apply pressure for another 5 minutes. You can also wrap an elastic bandage firmly over gauze and apply pressure. If bleeding continues, call for help (911 or your local emergency number).

## Eye Injuries

If anything is splashed in the eye, flush gently with water for at least 15 minutes. Call Poison Help (1-800-222-1222) or the pediatrician for further advice. Any injured or painful eye should be seen by a doctor. Do NOT touch or rub an injured eye. Do NOT apply medicine. Do NOT remove objects stuck in the eye. Cover the painful or injured eye with a paper cup or eye shield until you can get medical help.

## Fractures & Sprains

If an injured area is painful, swollen, or deformed, or if motion causes pain, wrap it in a towel or soft cloth and make a splint with cardboard or other firm material to hold the arm or leg in place. Do not try to straighten. Apply ice or a cool compress wrapped in thin cloth for not more than 20 minutes. Call the pediatrician or seek emergency care. If there is a break in the skin near the fracture or if you can see the bone, cover the area with a clean bandage, make a splint as described above, and seek emergency care.

If the foot or hand below the injured part is cold or discolored (blue or pale), seek emergency care right away.

## Burns & Scalds

- **General Treatment:** First, stop the burning process by removing the child from contact with hot water or a hot object (for example, hot iron). If clothing is burning, smother flames. Remove clothing unless it is firmly stuck to the skin. Run cool water over burned skin until the pain stops. Do not apply ice, butter, grease, medicine, or ointment.
- **Burns with Blisters:** Do not break the blisters. Ask the pediatrician how to cover the burn. For burns on the face, hands, feet, or genitals, seek emergency care.
- **Large or Deep Burns:** Call 911 or your local emergency number. After stopping and cooling the burn, keep the child warm with a clean sheet covered with a blanket until help arrives.
- **Electrical Burns:** Disconnect electrical power. If the child is still in contact with an electrical source, do NOT touch the child with bare hands. Pull the child away from the power source with an object that does not conduct electricity (such as a wooden broom handle) only after the power is turned off. ALL electrical burns need to be seen by a doctor.

## Nosebleeds

Keep the child in a sitting position with the head tilted slightly forward. Apply firm, steady pressure to both nostrils by squeezing them between your thumb and index finger for 5 minutes. If bleeding continues or is very heavy, call the pediatrician or seek emergency care.

## Teeth

- **Baby Teeth:** If knocked out or broken, apply clean gauze to control bleeding and call the pediatric or family dentist.
- **Permanent Teeth:** If knocked out, handle the tooth by the top and not the root (the part that would be in the gum). If dirty, rinse gently without scrubbing or touching the root. Do not use any cleansers. Use cold running water or milk. Place the tooth in egg white or coconut water or, if those are unavailable, milk, saline solution (1 teaspoon of table salt added to 8 ounces of water), or water, and transport the tooth with the child when seeking emergency care. If the tooth is broken, save the pieces in milk. Stop bleeding using gauze or a cotton ball in the tooth socket and have the child bite down. Call and go directly to the pediatric or family dentist or an emergency department.

## Convulsions, Seizures

If the child is breathing, lay her on her side to prevent choking. Call 911 or your local emergency number for a prolonged seizure (more than 5 minutes).

Make sure the child is safe from objects that could injure her. Be sure to protect her head. Do not put anything in the child's mouth. Loosen any tight clothing. Start rescue breathing if the child is blue or not breathing.

## Head Injuries

**DO NOT MOVE A CHILD WHO MAY HAVE A SERIOUS HEAD, NECK, OR BACK INJURY.** This may cause further harm.

**Call 911 or your local emergency number right away if the child:**

- Loses consciousness
- Has a seizure (convulsion)
- Experiences clumsiness or inability to move any body part
- Has oozing of blood or watery fluid from ears or nose
- Has abnormal speech or behavior

**Call the pediatrician for a child with a head injury and any of the following symptoms:**

- Drowsiness
- Difficulty being awakened
- Persistent headache or vomiting

For any questions about less serious injuries, call the pediatrician.

## Poisons

If the child has been exposed to or ingested a poison, call Poison Help at 1-800-222-1222. A poison expert is available 24 hours a day, 7 days a week.

- **Swallowed Poisons:** Any nonfood substance is a potential poison. Do not give anything by mouth or induce vomiting. Call Poison Help right away. Do not delay calling, but try to have the substance label or name available when you call.
- **Fumes, Gases, or Smoke:** Get the child into fresh air and call 911, the fire department, or your local emergency number. If the child is not breathing, start CPR and continue until help arrives.
- **Skin Exposure:** If acids, lye, pesticides, chemicals, poisonous plants, or any potentially poisonous substance comes in contact with a child's skin, eyes, or hair, brush off any residual material while wearing rubber gloves, if possible. Remove contaminated clothing. Wash skin, eyes, or hair with a large amount of water or mild soap and water. Do not scrub. Call Poison Help for further advice.

If a child is unconscious, becoming drowsy, having convulsions, or having trouble breathing, call 911 or your local emergency number. Bring the poisonous substance (safely contained) with you to the hospital.

## Fainting

Check the child's airway and breathing. If necessary, call 911 and begin rescue breathing and CPR.

If vomiting has occurred, turn the child onto one side to prevent choking. Elevate the feet above the level of the heart (about 12 inches).

## Learn & Practice CPR

**If alone with a child who is choking:**

- SHOUT FOR HELP.
- START RESCUE EFFORTS.
- CALL 911 OR YOUR LOCAL EMERGENCY NUMBER.

### **Start first aid for choking If:**

- The child cannot breathe at all (the chest is not moving up and down).
- The child cannot cough or talk or looks blue.
- The child is found unconscious/unresponsive.

### **Do not start first aid for choking if:**

- The child can breathe, cry, or talk.
- The child can cough, sputter, or move air at all. The child's normal reflexes are working to clear the airway.

## **For Infants Younger than 1 Year:**

- **Infant Choking:** If the infant is choking and is unable to breathe, cough, cry, or speak, follow these steps. Have someone call 911.
  - GIVE 5 BACK BLOWS (SLAPS).
  - ALTERNATING WITH
  - GIVE 5 CHEST COMPRESSIONS.
  - Alternate back blows (slaps) and chest compressions until the object is dislodged or the infant becomes unconscious/unresponsive. If the infant becomes unconscious/unresponsive, begin CPR.
- **Infant CPR:** To be used when the child is UNCONSCIOUS/UNRESPONSIVE or when breathing stops. Place child on flat, hard surface.
  - START CHEST COMPRESSIONS.
    - Place 2 fingers of 1 hand on the breastbone just below the nippleline.
    - Compress chest at least 1/3 the depth of the chest, or about 4cm (1.5inches).
    - After each compression, allow chest to return to normal position. Compress chest at rate of at least 100 times per minute.
    - Do 30 compressions.
  - OPEN AIRWAY.
    - Open airway (head tilt–chin lift).
    - If you see a foreign body, sweep it out with your finger. Do NOT do blind finger sweeps.
  - START RESCUE BREATHING.
    - Take a normal breath.
    - Cover infant's mouth and nose with your mouth.
    - Give 2 breaths, each for 1 second. Each breath should make the chest rise.
  - RESUME CHEST COMPRESSIONS.
    - Continue with cycles of 30 compressions to 2 breaths.
    - After 5 cycles of compressions and breaths (about 2minutes) and if no one has called 911 or your local emergency number, call it yourself.

## **For Children 1 to 8 Years of Age:**

**Child choking (Heimlich Maneuver):** Have someone call 911. If the child is choking and is unable to breathe, cough, cry, or speak, follow these steps.

- Perform Heimlich maneuver.
- Place hand, made into a fist, and cover with other hand just above the navel. Place well below the bottom tip of the breastbone and rib cage.
- Give each thrust with enough force to produce an artificial cough designed to relieve airway obstruction.
- Perform Heimlich maneuver until the object is expelled or the child becomes unconscious/unresponsive.
- If the child becomes UNCONSCIOUS/UNRESPONSIVE, begin CPR.

**Child CPR:** To be used when the infant is UNCONSCIOUS/UNRESPONSIVE or when breathing stops. Place infant on flat, hard surface.

- START CHEST COMPRESSIONS.
  - Place the heel of 1 or 2 hands over the lower half of the sternum.
  - Compress chest at least 1/3 the depth of the chest, or about 5 cm (2 inches).
  - After each compression, allow chest to return to normal position. Compress chest at rate of at least 100 to 120 times per minute.
  - Do 30 compressions.
- OPEN AIRWAY.
  - Open airway (head tilt–chin lift).
  - If you see a foreign body, sweep it out with your finger. Do NOT do blind finger sweeps.
- START RESCUE BREATHING.
  - Take a normal breath.
  - Pinch the child's nose closed, and cover child's mouth with your mouth.

- o Give 2 breaths, each for 1 second. Each breath should make the chest rise.
- RESUME CHEST COMPRESSIONS.
  - o Continue with cycles of 30 compressions to 2 breaths until the object is expelled.
  - o After 5 cycles of compressions and breaths (about 2 minutes) and if no one has called 911 or your local emergency number, call it yourself.

**If at any time an object is coughed up or the infant/child starts to breathe, stop rescue breaths and call 911 or your local emergency number.**

**Ask your pediatrician for information on choking/CPR instructions for children older than 8 years and for information on an approved first aid or CPR course in your community.**

## Additional Information from HealthyChildren.org:

- 10 Things for Parents to Know Before Heading to the ER (/English/health-issues/injuries-emergencies/Pages/10-Things-for-Parents-to-Know-Before-Heading-to-the-ER.aspx)
- Cuts, Scrapes & Scar Management: Parent FAQs (/English/health-issues/injuries-emergencies/Pages/Treating-Cuts.aspx)
- When to Call Emergency Medical Services (EMS) (/English/health-issues/injuries-emergencies/Pages/When-to-Call-Emergency-Medical-Services-EMS.aspx)
- Dental Emergencies: What Parents Need to Know (/English/health-issues/injuries-emergencies/Pages/Dental-Emergencies.aspx)

**Last Updated** 1/5/2017

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The information contained on this Web site should not be used as a substitute for the medical care and advice of your pediatrician. There may be variations in treatment that your pediatrician may recommend based on individual facts and circumstances.

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e HONcode standard for trustworthy health (<http://www.healthonnet.org/HONcode/Conduct.html>)

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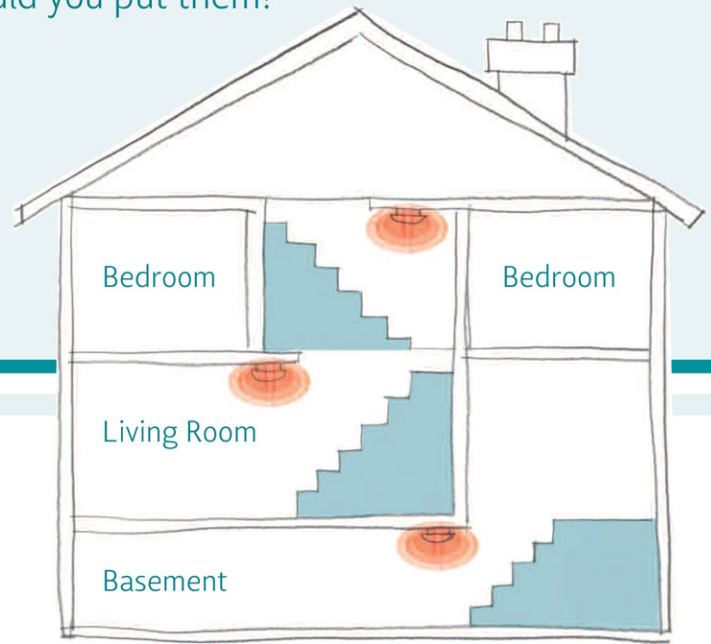


# Smoke ALARMS

## They can save your life!

WHO should have them? EVERYONE and EVERY HOME

WHERE should you put them?



### Put the fire alarms on the ceiling

1. At the bottom of any stairs, including the basement.
2. On the ceiling outside the bedrooms or sleeping areas.
3. See directions that come with the smoke alarm.

### Keep smoke alarms working:

- Be sure that you test them once a month by pressing the test button.
- Replace the batteries at least once a year, unless they are long life lithium batteries which should last 8–10 years.



**Never** take out the battery to use someplace else. The alarm won't work if you do.

**Never** disconnect the alarm.

For more information on safety, please call (617) 624-5070 (assistance available in other languages)  
TTY (617) 624-5992 or visit our website at: <http://www.state.ma.us/dph/fch/injury/index.htm>.  
Massachusetts Department of Public Health, Injury Prevention and Control Program.

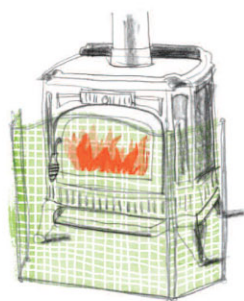
# Home HEATING SAFETY

Space heaters and wood or coal stoves can give you extra warmth during the cold winter months if you **use them safely!**

**BUT** if the heaters are in the wrong place, they can cause serious fires, injuries and deaths.

## Follow these safety practices with your space heaters and wood or coal stoves:

- The heater or stove should be stable, so that it doesn't tip over.
- It should be at least **3 feet** from things that can catch fire, like curtains, small rugs, papers, and furniture.
- If you must use an extension cord, make sure it is a heavy-duty cord. Heavy-duty extension cords are thicker and have three prongs.
- Turn off space heaters while you are out of the room or sleeping.
- Have the inside of your chimney cleaned before winter arrives.
- Put a screen or other barrier around the heater or wood or coal stove.



## Remember:

- Keep your children away from the heater or stove.
- Don't use kerosene heaters inside your house. It's illegal in Massachusetts.
- Don't use your gas oven for heat. Don't use grilling charcoal for heat. Their fumes can poison you and your family, especially while you sleep.
- Make sure you install a carbon monoxide detector in your home to warn you about poisonous fumes.
- There are fuel assistance programs in Massachusetts to help families pay their heating bills. Call your city/town hall to find out about these programs.

For more information on safety, please call (617) 624-5070 (assistance available in other languages)  
TTY (617) 624-5992 or visit our website at: <http://www.state.ma.us/dph/fch/injury/index.htm>.  
Massachusetts Department of Public Health, Injury Prevention and Control Program.

# Home Fire ESCAPE PLANS

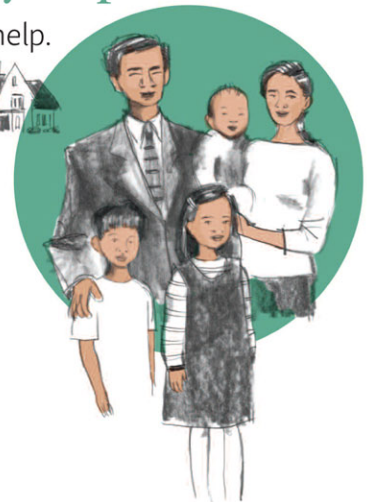
## Make one for your family and PRACTICE IT!!! (during the day, at night, and often)

1. Agree on a safe meeting place outside your home.
2. Look for 2 ways out of every room.
3. Teach your children what to do if they hear the smoke alarm when they are in bed. Press the smoke alarm test button to practice your escape plan.



## In a REAL FIRE: Do what you practiced!

- Get out fast if you can!! Then call 9-1-1 for help.
- Crawl low under smoke.
- Go outside to the family meeting place.



## If you are in bed when the smoke alarm goes off:

- Do not sit up. Roll out of bed onto the floor.
- Crawl to the door and touch it.  
(Bedroom doors should be kept closed when people are sleeping.)
- **If the door is HOT**, do not open it.
  - Turn on the bedroom light.
  - Crawl to the window and open the window.
  - Call 9-1-1 if there is a phone in the room.
  - Stay by the window until help comes.
- **If the door is COOL**, open the door. Stay low. Look out.
  - If there is no smoke, go out the nearest exit.
  - Go outside to the family meeting place.
- **If there is smoke**, close the door.
  - Turn on the bedroom light.
  - Crawl to the window and open the window.
  - Call 9-1-1 if there is a phone in the room.
  - Stay by the window until help comes.

If your children are too young to get out by themselves, teach them to call out to you when they hear the smoke alarm so you will know where they are.

**NEVER go back in the house** until the fire department says it is OK.

For more information on safety, please call (617) 624-5070 (assistance available in other languages)  
TTY (617) 624-5992 or visit our website at: <http://www.state.ma.us/dph/fch/injury/index.htm>.  
Massachusetts Department of Public Health, Injury Prevention and Control Program.

# Child SAFETY

Parenting is hard work! It's important for parents to have time away from their children.

However, babies and children under 13 cannot take care of themselves, so you should never leave them home alone—even for a few minutes.

Children can be hurt and killed by fire, drowning, poisoning, falls and other causes if they are left home alone.



## To Protect Your Child:

- If you leave the house, *even for a minute*, take young children with you or get a responsible adult to stay with them.
- A child under 13 should not be left alone to take care of a younger child, even if it's a brother or sister.
- If your child is 13 or older, have them take a babysitting course so they will know what to do if there is an emergency.
- Never leave your children alone in a car.



## Anyone who babysits for your children should know:

- How to use a telephone to call 9-1-1 in case of emergency.
- What to do in case of a fire. (Practice your home escape plan.)
- How to reach you or another adult if there is an emergency.
- How to call the Poison Center if necessary (1-800-222-1222).

Make a list of emergency phone numbers and place it where it can be easily seen. Be sure and leave a phone number where your babysitter can call you.

# RAISING A SUPERSTAR

What do you do to encourage a healthy lifestyle for your family?

What routines have you established that help your family?

What kinds of activities do you enjoy doing as a family?

What do you want your child to learn this year?

Healthy  
Family  
Habits



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Families Learning

# Teaching Your Child Positive Behaviors

Young children tell us through their behavior what they need and how they feel — for example, whether they need food, sleep, or to connect with an adult. Challenging behaviors can be prevented or reduced when you help your child learn how to manage their feelings. This can make a big difference in how they behave in the future. Here are some tips for coaching your child to make positive behavior choices.

## ■ Find joy with your child.

- Try playing, reading, singing, dancing, creating art, laughing, cuddling, and spending time outside.
- Let your child choose the activity.
- Limit distractions from cell phones, TV, or other electronics.

## ■ Notice your child engaging in positive behaviors.

- Say something when your child is behaving positively.
- What are they doing that you like? Tell them!

## ■ Make household rules and routines and review them with your child regularly.

- Set clear expectations about the behavior you want to see.

## ■ Let your child know about transitions ahead of time.

- Give several warnings before a transition to let your child know it is time to move on to something else.

## ■ Give clear directions.

- Get down to your child's eye level and use a calm voice when giving directions.
- Tell your child what to do rather than asking them to do it.

## ■ Help your child name their feelings.

- Let your child know that all feelings are OK.
- Help your child put words to the feelings they are experiencing.

## ■ Try to understand your child's behavior.

- Remember that behavior is one way your child communicates their wants, needs, and feelings.
- Consider whether the behavior is telling you that your child needs more of something (such as attention, connection, sleep, or food) or less of something (such as noise, touch, or stimulation).

***Stay calm, connected, and consistent when your child behaves in ways that challenge you.***



# Strategies to Try

## Pay attention to your own feelings and thoughts.

**Instead of:** “She isn’t listening!”

**Try:** “I am very frustrated right now. What can I do to calm down?”

## Stay calm enough to respond.

**Instead of:** “Nothing I do to stop the tantrum works.”

**Try:** “A deep breath will calm me down a bit. If I feel calmer, it will help my child calm down.”

## Try to understand your child’s behavior.

**Instead of:** “Stop crying for the toy. Your sister was playing with it first.”

**Try:** “I see you really want that toy. You wish she would share the toy with you.”

## Give them a heads-up about what is happening next.

**Instead of:** “Stop playing and clean up now.”

**Try:** “In five minutes it will be time to clean up. We can set a timer to help us keep track of time. When we hear the timer, it will be time to clean up.”

## Make a statement instead of asking a question.

**Instead of:** “Can we clean up the toys now?”

**Try:** “It’s time to clean up your toys now.”



## Offer choices.

**Instead of:** “It’s time to leave for school. Come on! We must go now or we’ll be late. Ugh, you never listen.”

**Try:** “It’s time to leave for school. Do you want to close the door behind us, or do you want me to?”

## Speak up when your child behaves well.

**Instead of:** Saying nothing.

**Try:** “Wow, you cleaned up your toys the first time I asked you. What a good helper you are!”

## Set clear expectations and encourage the behavior you want.

**Instead of:** “I’ve told you a million times not to climb on the table.”

**Try:** “You’re keeping your feet on the floor. You are being so safe.”

## Connect with your child after a challenging behavior.

**Instead of:** Saying nothing after a challenging behavior.

**Try:** “That was really hard. We both felt angry. I am sorry I yelled. I want you to know I always love you no matter what.”

## Resources

- [Help Us Stay Calm: Strategies that Help You and Your Child During Challenging Behavior](#)
- [Reducing Stress](#)
- [How to Plan Activities to Reduce Challenging Behavior](#)
- [How to Understand the Meaning of Your Child’s Challenging Behavior](#)
- [Tucker Turtle Takes Time to Tuck and Think at Home](#)



National Center on  
Health, Behavioral Health, and Safety

1-888-227-5125  
health@ecetta.info  
<https://eclkc.ohs.acf.hhs.gov/health>

October 2021

# HEALTH LITERACY: A KEY TO UNDERSTANDING AND USING HEALTH INFORMATION



NATIONAL CENTER ON  
Early Childhood Health and Wellness

Tips for Families from the National Center on Early Childhood Health and Wellness

## Understanding What Your Doctor Tells You

Health literacy is how well you understand health information and make good choices about health and medical care.

### Why Is It Important?

Many people find it hard to understand the health information they need to take care of themselves and their families.

### When Parents and Caregivers Understand Health Information and How to Use it, Children Are More Likely to:

- Miss fewer days of school
- Make fewer trips to the pediatrician or the emergency room that are not needed

- Live healthier lives
- Get preventive care like flu shots
- Have a safe home where fewer accidents happen

### Learning Ways to Understand and Use Health Information Can Help With:

- Talking with your doctor
- Asking questions
- Following a doctor's directions
- Taking or giving medicine the right way
- Getting needed medical tests and care
- Knowing what to do when your child gets sick
- Preventing diseases like diabetes, asthma, cancer
- Making healthy choices for you and your family
- Asking for help

## Things You Can Do to Help Your Child

- ASK for help if you do not understand a health form or do not know how to fill it out.
- ASK for handouts in the language that is easiest for you to read.
- WRITE DOWN questions you have before you go on any health care visit.
- TELL YOUR DOCTOR if you do not understand what he or she is saying.
- Go to the library and ask how to find accurate information about your health concerns and medicines.
- Ask your Head Start or child care program for information on health issues that concern you.
- Go to health workshops at your child's Head Start program and in your community.



NATIONAL CENTER ON  
Early Childhood Health and Wellness



# HEALTHY BREATHING AT HOME



NATIONAL CENTER ON  
Early Childhood Health and Wellness

Tips for Families from the National Center on Early Childhood Health and Wellness

## Help Prevent Asthma: Keep Your Home Smoke-Free

### Why Is It Important?

- Children should be in places that are smoke-free, all of the time.
- Secondhand and thirdhand smoke are triggers for asthma, but you can avoid them.
- Cigarette smoke and e-cigarette smoke contain chemicals, including some that can cause cancer.

### What are E-cigarettes or Vapes?

E-cigarettes produce vapor-containing flavored liquids and nicotine. The vapor is not harmless and can damage children's growing lungs.

### What Is Asthma?

Asthma is a condition that causes swelling and narrowing of the airways. Asthma can cause chest pains and tiredness, and make people wheeze and cough.

### What Is Secondhand Smoke?

Secondhand smoke is tobacco smoke in the air. It is the smoke that people breathe in from cigarettes, e-cigarettes or vapes, pipes, and cigars.

### What Is Thirdhand Smoke?

Thirdhand smoke is smoke that stays on surfaces and fabric even after someone finishes smoking.



## Things You Can Do to Help Your Child

- The most important thing you can do to help a child with asthma is to have a smoke-free home.
- Secondhand smoke is never safe.
- Secondhand smoke can cause infections.
- Because children are smaller and still growing, secondhand smoke is even more dangerous for them than it is for adults.
- Children are in the hospital for asthma more often than for most other health problems.
- Children with asthma miss more days of school than children without asthma.
- If a child has asthma, breathing in secondhand smoke can cause more severe asthma attacks.
- Being near secondhand smoke can cause children without asthma to have asthma-like symptoms.
- Chemicals from tobacco smoke (thirdhand smoke) may stay in the air and on your clothes for days or weeks after a cigarette is put out.
- Thirdhand smoke is never safe.
- Your pediatrician can help you or others quit smoking.



NATIONAL CENTER ON  
Early Childhood Health and Wellness

Lead poisoning is caused by swallowing or breathing lead. Children under 6 years old are most at risk. If you are pregnant, lead can harm your baby.

**FACT** Lead can cause learning and behavior problems.

Lead poisoning hurts the brain and nervous system. Some of the effects of lead poisoning may never go away.

Lead in a child's body can:

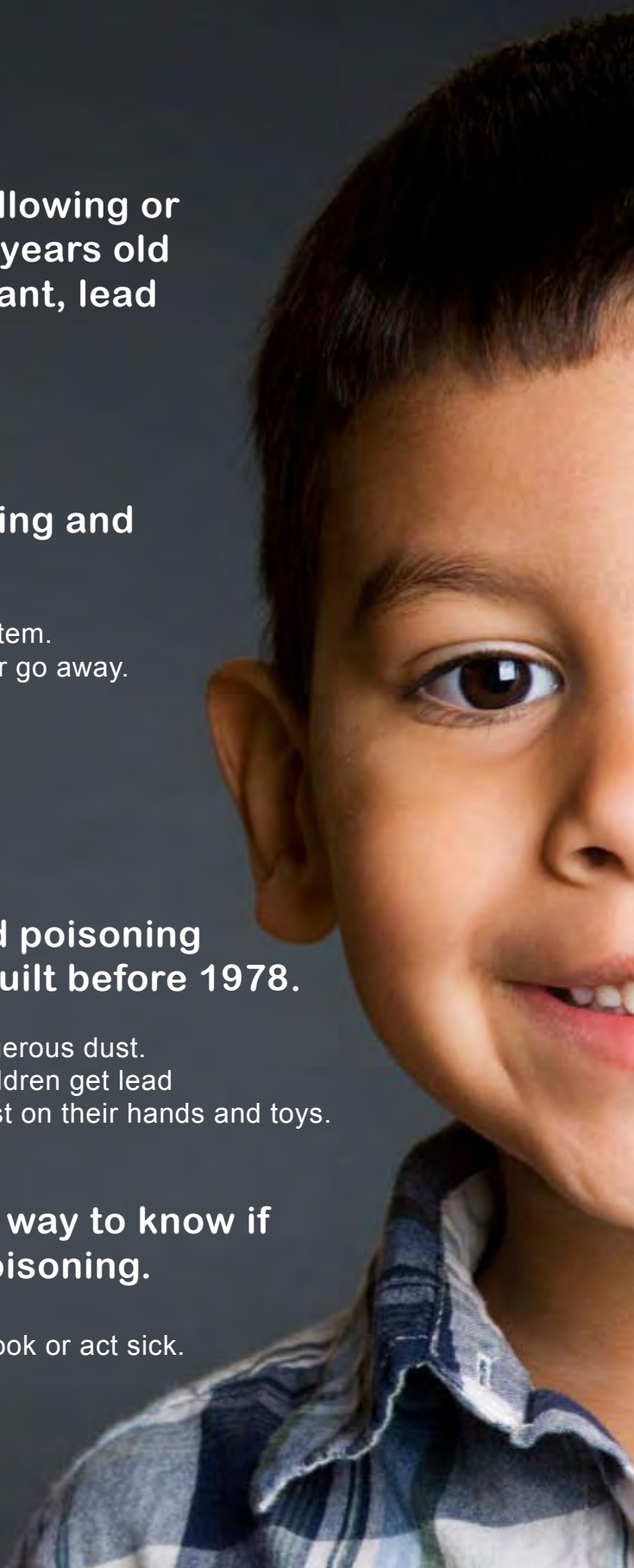
- Slow down growth and development
- Damage hearing and speech
- Make it hard to pay attention and learn

**FACT** Most children get lead poisoning from paint in homes built before 1978.

When old paint cracks and peels, it makes dangerous dust. The dust is so small you cannot see it. Most children get lead poisoning when they breathe or swallow the dust on their hands and toys.

**FACT** A lead test is the only way to know if your child has lead poisoning.

Most children who have lead poisoning do not look or act sick. Ask your doctor to test your child for lead.



# Protect Your Family

## 1. Test your home for lead.

- If you live in a home built before 1978, have your home inspected by a licensed lead inspector.
- Contact your local health department for more information.

Sometimes lead comes from things other than paint in your home, such as:

- Candy, toys, glazed pottery, and folk medicine made in other countries
- Work like auto refinishing, construction, and plumbing
- Soil and tap water

## 2. Keep children away from lead paint and dust.

- Use wet paper towels to clean up lead dust. Be sure to clean around windows, play areas, and floors.
- Wash hands and toys often, especially before eating and sleeping. Use soap and water.
- Use contact paper or duct tape to cover chipping or peeling paint.

## 3. Renovate safely.

Home repairs like sanding or scraping paint can make dangerous dust.

- Keep children and pregnant women away from the work area.
- Make sure you and/or any workers are trained in lead-safe work practices.
- Home repairs like sanding or scraping paint can make dangerous dust.

**Contact us for more information:**



## Healthy Habits Start Early

Good activity habits begin early in your child's life. As early as infancy, you can help your child grow lifelong healthy play habits. Your child learns from you, so while you help him be active, try to do the same activities!

### Play Time Can Be Active Time!

#### *For Your Infant*

- Keep your baby active with tummy time and time spent out of the swing or bouncy chair. This will give him plenty of chances to stretch, reach, and kick so he can reach important milestones like crawling and sitting up.
- Avoid putting a TV in your baby's room. The more YOU talk to and play with your baby, the more likely he is to be healthy as he grows.

#### *For Your Toddler*

- Even very active toddlers need physical activity. Keep moving by dancing, jumping, and walking together.
- Try to limit screen time to 2 hours or less a day. Children who have lots of active play time outside and indoors are more likely to stay healthy and active as they grow up.

#### *For Your Preschooler*

- Help your child to stay active and learn at the same time by spending time outdoors.

- Try to limit TV, video games, and computer time to 2 hours or less a day. Children who watch more than 2 hours of TV a day are more likely to be overweight as they get older.

#### *For Yourself and Your Family*

- When you spend time being active, your child learns healthy habits from you.
- Set playtime, mealtime, and bedtime routines to make daily life easier to handle.
- Talk with your child's pediatrician, early care and education staff, and other parents to get ideas for making playtime active time.



# GROWING HEALTHY

There are lots of ways to grow healthy but you don't have to do them all at once.



## IDEAS FOR LIVING A HEALTHY ACTIVE LIFE

**5**

Eat at least **5** fruits and vegetables a day.

**2**

Keep screen time (like TV, video games, computer) down to **2** hours or less per day.

**1**

Get **1** hour or more of physical activity every day.

**0**

Drink **0** sugar-sweetened drinks. Replace soda pop, sports drinks and even 100% fruit juice with milk or water.

STAFF NOTES

## GROWING HEALTHY

There are lots of ways to grow healthy but you don't have to do them all at once.

### 5 Fruits and Vegetables a Day

- Go for the rainbow. Each month, pick a color from the rainbow and try to eat a new fruit or veggie of that color (green, purple, orange, yellow, red). It's a great way for little ones to learn colors while you're all eating healthy.
- Whenever possible, let your child help get fruits and veggies ready to serve. Maybe he can wash an apple or she can mix the salad. Your little chefs may be more likely to try foods that they help to prepare.
- Ever feel like fresh fruits and veggies are just too expensive? Try using frozen ones for a few meals every week.

### 2 Hours or Less of Screen Time a Day

- A great way to cut down on screen time is to make a “no television (or computer) while eating” rule.
- If your children are watching TV, watch with them. Use commercial breaks for an activity break—hula hoop, dance, or come up with a crazy new way to do jumping jacks.
- If you need a break and want to let your child watch TV, set a timer for 30 minutes. You can get a lot done and you'll know how long they watched.
- Television in your child's bedroom might seem like a convenience but watching TV close to bedtime can affect your child's ability to sleep.

### 1 Hour of Active Play or Physical Activity a Day

- An hour of active play might seem like a lot but you don't have to do it all at one time. Try being active for 10–15 minutes several times each day.
- What were your favorite active games when you were a child? They might seem old school to you but they'll be new to your child. Try one today.
- Rain or bad weather has you stuck in the house? Don't let it keep you and your child from being active together. Try one of these fun activities:
  - Have an indoor parade.
  - Set up a scavenger hunt inside.
  - Start your own indoor Olympics—who can jump on one foot the longest or do the most sit ups?

### 0 Sugary Drinks a Day

- Serve milk with meals and offer water at snack time.
- Let your child pick their favorite “big kid” cup to use for water.
- Think plain water is too boring? Try adding a fruit slice (like orange) for natural flavor.
- Avoid buying juice—if it's not in the house, no one can drink it.
- If you're still trying to cut sugary drinks down to zero, keep up the great work! Young children should never have soda pop or sports drinks but if you choose to give juice, please remember:
  - Make sure the label says 100% fruit juice.
  - Limit the amount to 1 small cup a day (4–6 ounces).

## Healthy Habits Start Early



Good eating habits begin early in your child's life. As early as infancy, you can help your child grow lifelong healthy eating habits. You are your child's best role model so while you help her to eat healthy, try to do the same too!

### Healthy Feeding and Eating

#### *For Your Infant*

- It is important to breastfeed for at least 6 months. She will be more likely to have a healthy weight as she gets older.
- Put breast milk or formula, not cereal, in your baby's bottle. Cereal adds extra calories that she doesn't need.
- Try to wait until your baby is around 6 months to start healthy solid foods like pureed vegetables, jarred baby foods, and infant cereals. Starting solid foods too early can lead to problems with overweight and obesity later.
- Around 8 or 9 months try offering your baby small amounts of healthy finger foods like grilled chicken, cooked carrots, and cut up strawberries. This will help your baby learn to eat healthy.
- Breast milk, formula, and water are the best drink choices for your baby. Soda pop, 100% fruit juice, and sport drinks add extra calories to her diet and can harm her new teeth.

#### *For Your Toddler*

- Offer your toddler healthy snacks like small cubes of cheese, sliced banana, or whole grain crackers two to three times per day. This will help him stay full in between meals and reduce hunger-related temper tantrums.
- Try to be patient with picky eaters. He may need to try a food 10 to 15 times over several months before he will eat it.
- Try giving your toddler a choice between two healthy options. He will be more likely to eat healthy food if he picks it out.
- Milk and water are the healthiest drink choices for your toddler. Soda pop, 100% fruit juice, and sport drinks add extra calories to his diet and can harm his teeth.

#### *For Your Preschooler*

- Let your child help you in making healthy meals and snacks. She will be more likely to try healthy foods if she helps out.
- Try to keep your kitchen stocked with simple, healthy snacks like carrots, sliced apples and peanut butter, or string cheese. This will help you and your preschooler eat healthy, even on busy days.
- Milk and water are the healthiest drink choices for your preschooler. Soda pop, 100% fruit juice, and sport drinks add extra calories to her diet and can harm her teeth.

#### *For Yourself and Family*

- Your child is learning healthy habits by watching you. Try to eat healthy too.
- Set playtime, mealtime, and bedtime routines to make day-to-day life less stressful.
- Talk with your child's doctor, Head Start staff, and other parents to get healthy eating tips.



# Food Bank of Delaware Mobile Food Pantry

**is coming to New Castle County  
Head Start, Inc.**



**See your Family Advocate for  
an application.**





# Healthy Habits for Happy Smiles



## Giving Your Child Healthy Snacks

Young children eat small amounts of food because their stomachs are small. In addition to giving your child healthy meals, giving your child a variety of healthy snacks at scheduled times during the day is important to keep your child healthy. Encourage your child to try new foods.



*School readiness begins with health!*



## Tips for healthy snacks:

- Give your child a variety of healthy snacks, such as:
  - Fruits like apples, bananas, oranges, or berries
    - Give your child cut-up or whole fruit instead of fruit juice.
  - Vegetables like broccoli, carrots, celery, cucumbers, or peppers
  - Foods made with whole grains, like cereals, crackers, bread, or bagels
  - Dairy products like low-fat milk, cheese, cottage cheese, and unsweetened yogurt
- Avoid foods that may cause choking, like popcorn, nuts, seeds, raw carrots, or whole grapes. Cut food into small pieces.
- Give your child water or milk to drink with snacks.
- Do not give your child sweets like candy, cookies, and cake at snack time. And do not give your child sweet drinks like fruit-flavored drinks, pop (soda), and fruit juice at snack time.



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This handout was prepared by the National Center on Early Childhood Health and Wellness under cooperative agreement #9OHC0013 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

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ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



NATIONAL CENTER ON  
Early Childhood Health and Wellness

# Healthy Habits for Happy Smiles



## Choosing Healthy Drinks for Your Young Child

Choose drinks that will help keep your child healthy. Many drinks have natural or added sugar.

Children who are often given sugary drinks are more likely to have tooth decay (cavities). You might not even know you are giving your child drinks with sugar! Water or milk are the best drinks for your child.



*School readiness begins with health!*



Tips for choosing healthy drinks for your child:

- Breast milk is best. Breastfeed your child for 6 months or longer.
- Give your child plain water with fluoride. Water from the tap (faucet) is safe and cheap.
- Give your child milk at scheduled meal and snack times.
- It is best not to put your child to bed with a bottle or sippy cup. If you do, the bottle or sippy cup should contain only water, nothing else.
- Give your child cut-up or whole fruit instead of fruit juice.
- If you give your child juice, wait until he is 6 months old. Offer your child no more than 4 to 6 ounces of 100-percent fruit juice each day. Serve juice in a cup.
- If your child drinks from a sippy cup, it should contain only water or milk, nothing else. By age 12 to 14 months, most children can drink from a cup.

## Do you know how much sugar is in each drink?

Teaspoons of sugar in each 4-ounce drink.

|                                |                          |                              |                         |
|--------------------------------|--------------------------|------------------------------|-------------------------|
| <b>3 1/2</b><br>Grape juice    | <b>3 1/2</b><br>Cola     | <b>3</b><br>Apple juice      | <b>3</b><br>Fruit drink |
| <b>2 1/2</b><br>Chocolate milk | <b>2</b><br>Orange juice | <b>1 1/2</b><br>Low-fat milk | <b>0</b><br>Water       |

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ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



NATIONAL CENTER ON  
Early Childhood  
National Centers  
Early Childhood Health and Wellness

# Sugar

## POP Quiz!



1 teaspoon of sugar

How much sugar is in your drink?  
Guess how many teaspoons of sugar are in each of these...

What's  
*your*  
guess?

**A**



Soda (20 fl. oz.)

**D**



Water (12 fl. oz.)

What's  
*your*  
guess?

What's  
*your*  
guess?

**B**

Fruit  
Drink

Fruit-flavored Drink (16 fl. oz.)

**E**

ENERGY  
DRINK

Energy Drink (8.4 fl. oz.)

What's  
*your*  
guess?

What's  
*your*  
guess?

**C**

Sweetened  
Tea

Sweetened Tea (16 fl. oz.)

**F**

SPORTS  
DRINK

Sports Drink (20 fl. oz.)

What's  
*your*  
guess?

# Sugar POP Quiz Answers –

# A

## YUCK!!!

A 20 fl. oz. soda has 69 grams of sugar, which is over 17 teaspoons . . . . .

Would you *eat that*?

Of course not!

Why would you drink it?



## Let's do the Math:

- Find the "Sugar" listing on the Nutritional Facts label that appears on your drink container.

$$\begin{array}{|c|} \hline \text{Grams of} \\ \hline \text{SUGAR} \\ \hline \end{array} \div \begin{array}{|c|} \hline 4 \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Teaspoons of} \\ \hline \text{SUGAR} \\ \hline \end{array}$$

## Answers for B-F:

- |   |                  |
|---|------------------|
| <b>B</b> Fruit Drinks (16 fl. oz.) = 28g sugar  | = 7 teaspoons    |
| <b>C</b> Sweetened Tea (16 fl. oz.) = 36g sugar | = 9 teaspoons    |
| <b>D</b> Water (12 fl. oz.) = 0 g sugar         | = 0 teaspoons    |
| <b>E</b> Energy Drink (8.4 fl. oz.) = 27g sugar | = 6.75 teaspoons |
| <b>F</b> Sports Drink (20 fl. oz.) = 34g sugar  | = 8.5 teaspoons  |

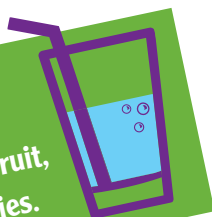
[Note: all calculations are based on typical drinks purchased at a local store]

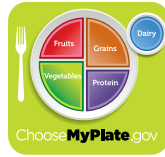
## Switch from Sugary Drinks to Water –

it's way better for you!  
Want the bubbles like soda?  
Try sparkling water.

### TIP:

Flavor water by adding fresh fruit, like lemon, lime or strawberries.





# Eating better on a budget

**Get the most for your budget!** There are many ways to save money on the foods that you eat. The three main steps are planning before you shop, purchasing the items at the best price, and preparing meals that stretch your food dollars.

## 1 Plan, plan, plan!

Before you head to the grocery store, plan your meals for the week. Include meals like stews, casseroles, or soups, which “stretch” expensive items into more portions. Check to see what foods you already have and make a list for what you need to buy.



## 2 Get the best price

Check the local newspaper, online, and at the store for sales and coupons. Ask about a loyalty card for extra savings at stores where you shop. Look for specials or sales on meat and seafood—often the most expensive items on your list.

## 3 Compare and contrast

Locate the “Unit Price” on the shelf directly below the product. Use it to compare different brands and different sizes of the same brand to determine which is the best buy.

## 4 Buy in bulk

It is almost always cheaper to buy foods in bulk. Smart choices are large containers of low-fat yogurt and large bags of frozen vegetables. Before you shop, remember to check if you have enough freezer space.



## 5 Buy in season

Buying fruits and vegetables in season can lower the cost and add to the freshness! If you are not going to use them all right away, buy some that still need time to ripen.

## 6 Convenience costs... go back to the basics

Convenience foods like frozen dinners, pre-cut fruits and vegetables, and take-out meals can often cost more than if you were to make them at home. Take the time to prepare your own—and save!

## 7 Easy on your wallet

Certain foods are typically low-cost options all year round. Try beans for a less expensive protein food. For vegetables, buy cabbage, sweet potatoes, or low-sodium canned tomatoes. As for fruits, apples and bananas are good choices.



## 8 Cook once...eat all week!

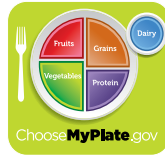
Prepare a large batch of favorite recipes on your day off (double or triple the recipe). Freeze in individual containers. Use them throughout the week and you won't have to spend money on take-out meals.

## 9 Get creative with leftovers

Spice up your leftovers—use them in new ways. For example, try leftover chicken in a stir-fry, over a garden salad, or in chili. Remember, throwing away food is throwing away your money!

## 10 Eating out


Restaurants can be expensive. Save money by getting the early bird special, going out for lunch instead of dinner, or looking for “2 for 1” deals. Ask for water instead of ordering other beverages, which add to the bill.




# Build a healthy meal

**Each meal is a building block in your healthy eating style.** Make sure to include all the food groups throughout the day. Make fruits, vegetables, grains, dairy, and protein foods part of your daily meals and snacks. Also, limit added sugars, saturated fat, and sodium. Use the [MyPlate Daily Checklist](#) and the tips below to meet your needs throughout the day.


**1 Make half your plate veggies and fruits**  
Vegetables and fruits are full of nutrients that support good health. Choose fruits and red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli.




**2 Include whole grains**  
Aim to make at least half your grains whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Whole grains provide more nutrients, like fiber, than refined grains.



**3 Don't forget the dairy**  
Complete your meal with a cup of fat-free or low-fat milk. You will get the same amount of calcium and other essential nutrients as whole milk but fewer calories. Don't drink milk? Try a soy beverage (soymilk) as your drink or include low-fat yogurt in your meal or snack.




**4 Add lean protein**  
Choose protein foods such as lean beef, pork, chicken, or turkey, and eggs, nuts, beans, or tofu. Twice a week, make seafood the protein on your plate.



**5 Avoid extra fat**  
Using heavy gravies or sauces will add fat and calories to otherwise healthy choices. Try steamed broccoli with a sprinkling of low-fat parmesan cheese or a squeeze of lemon.

**6 Get creative in the kitchen**  
Whether you are making a sandwich, a stir-fry, or a casserole, find ways to make them healthier. Try using less meat and cheese, which can be higher in saturated fat and sodium, and adding in more veggies that add new flavors and textures to your meals.

**7 Take control of your food**  
Eat at home more often so you know exactly what you are eating. If you eat out, check and compare the nutrition information. Choose options that are lower in calories, saturated fat, and sodium.



**8 Try new foods**  
Keep it interesting by picking out new foods you've never tried before, like mango, lentils, quinoa, kale, or sardines. You may find a new favorite! Trade fun and tasty recipes with friends or find them online.

**9 Satisfy your sweet tooth in a healthy way**  
Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit salad or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

**10 Everything you eat and drink matters**  
The right mix of foods in your meals and snacks can help you be healthier now and into the future. Turn small changes in how you eat into your MyPlate, MyWins.



# What Does a Safe Sleep Environment Look Like?

*Reduce the Risk of Sudden Infant Death Syndrome (SIDS) and Other Sleep-Related Causes of Infant Death*



Use a firm sleep surface, such as a mattress in a safety-approved\* crib, covered by a fitted sheet.

Do not use pillows, blankets, sheepskins, or crib bumpers anywhere in your baby's sleep area.

Keep soft objects, toys, and loose bedding out of your baby's sleep area.

Do not smoke or let anyone smoke around your baby.



Make sure nothing covers the baby's head.

Always place your baby on his or her back to sleep, for naps and at night.

Dress your baby in sleep clothing, such as a one-piece sleeper, and do not use a blanket.

Baby's sleep area is next to where parents sleep.

Baby should not sleep in an adult bed, on a couch, or on a chair alone, with you, or with anyone else.

\*For more information on crib safety guidelines, contact the Consumer Product Safety Commission at 1-800-638-2772 or <http://www.cpsc.gov>.



# Safe Sleep For Your Baby



- Always place your baby on his or her back to sleep, for naps and at night, to reduce the risk of SIDS.
- Use a firm sleep surface, such as a mattress in a safety-approved\* crib, covered by a fitted sheet, to reduce the risk of SIDS and other sleep-related causes of infant death.
- Room sharing—keeping baby's sleep area in the same room where you sleep—reduces the risk of SIDS and other sleep-related causes of infant death.
- Keep soft objects, toys, crib bumpers, and loose bedding out of your baby's sleep area to reduce the risk of SIDS and other sleep-related causes of infant death.
- To reduce the risk of SIDS, women should:
  - Get regular health care during pregnancy, and
  - Not smoke, drink alcohol, or use illegal drugs during pregnancy or after the baby is born.
- To reduce the risk of SIDS, do not smoke during pregnancy, and do not smoke or allow smoking around your baby.
- Breastfeed your baby to reduce the risk of SIDS.
- Give your baby a dry pacifier that is not attached to a string for naps and at night to reduce the risk of SIDS.
- Do not let your baby get too hot during sleep.
- Follow health care provider guidance on your baby's vaccines and regular health checkups.
- Avoid products that claim to reduce the risk of SIDS and other sleep-related causes of infant death.
- Do not use home heart or breathing monitors to reduce the risk of SIDS.
- Give your baby plenty of Tummy Time when he or she is awake and when someone is watching.



## Remember Tummy Time!

Place babies on their stomachs when they are awake and when someone is watching. Tummy Time helps your baby's head, neck, and shoulder muscles get stronger and helps to prevent flat spots on the head.

\* For more information on crib safety guidelines, contact the Consumer Product Safety Commission at 1-800-638-2772 or <http://www.cpsc.gov>.

For more information about SIDS and the Safe to Sleep® campaign:

**Mail:** 31 Center Drive, 31/2A32, Bethesda, MD 20892-2425

**Phone:** 1-800-505-CRIB (2742)

**Fax:** 1-866-760-5947

**Website:** <http://safetosleep.nichd.nih.gov>

NIH Pub. No. 12-5759

August 2014

Safe to Sleep® is a registered trademark of the U.S. Department of Health and Human Services.



Eunice Kennedy Shriver National Institute  
of Child Health and Human Development

## AS A PUBLIC HEALTH NURSE, I HELP MY PATIENTS WITH A WIDE RANGE OF NEEDS.

Today, I was looking for free window air conditioners or fans to alleviate my patient's concerns with heat stroke. When I called Delaware 2-1-1, I was assisted by a friendly representative who was able to set my patients up with free window air conditioners through New Castle County's Summer Cooling Program.

—Becky, New Castle

## AT 23 WEEKS PREGNANT, I WAS WORRIED ABOUT BEING ABLE TO PROVIDE THE BEST HOME FOR MY BABY.

When I called Delaware 2-1-1, the representative I spoke with referred me to public assistance programs such as Medicaid, WIC and SNAP. She also put me in touch with the Nurse-Family Partnership, where I enrolled and am receiving regular visits from a nurse who has helped me with breastfeeding and educated me about my baby's developmental milestones.

—Catelyn, Delaware City

## MY 8-YEAR-OLD SON IS AUTISTIC.

I contacted Delaware 2-1-1 trying to find a way to help my son improve his speech skills. Delaware 2-1-1 referred me to Easter Seals, who not only helped my son with his speech, but also with his social integration skills. I am so thankful for the extra help and support that I have received for my son.

—Nasir, Millsboro

HELP IS JUST A CALL—OR CLICK—AWAY!

 **DIAL 2-1-1**

 **VISIT DELAWARE211.ORG**

## DELAWARE 2-1-1 IS PART OF A NATIONAL 2-1-1 SYSTEM COVERING 90% OF THE UNITED STATES POPULATION.

Locally, Delaware 2-1-1 is led by United Way of Delaware, whose mission is to improve the quality of life for all Delawareans by ensuring all children start school prepared to learn, adolescents do well in school and in life, everyone has access to healthcare and both individuals and families are financially empowered. For more information, visit [uwde.org](http://uwde.org).

Nationally, United Way Worldwide (UWW) and the Alliance for Information and Referral Systems (AIRS) are committed to providing leadership so that every American has access to 2-1-1, an essential service.

 **DIAL 2-1-1**

MONDAY THROUGH FRIDAY FROM 8 AM–9 PM

 **VISIT DELAWARE211.ORG**

ANY TIME, DAY OR NIGHT

 **FIND US ON FACEBOOK**

[FACEBOOK.COM/DELAWARE211](https://www.facebook.com/delaware211)

 **FIND US ON TWITTER**

[@DELAWARE211](https://twitter.com/DELAWARE211)

  
Get Connected. Get Answers.  
Help Hotline — United Way of Delaware

**LIVE UNITED**  
  
United Way of Delaware

## DELAWARE 2-1-1 CONNECTING YOU TO COMMUNITY RESOURCES



## IN TIMES OF NEED, IT CAN BE HARD TO KNOW WHERE TO TURN FOR HELP.

Delaware 2-1-1 is here for you. With one call, you can talk to a trained information and referral specialist who will listen to your concerns and guide you to local agencies and services that can help.

Are you behind in your rent or mortgage payment? Are you looking for childcare or help with an aging relative? Do you need help finding low-income housing or need food to feed your family? Are you a new mother and concerned about how best to care for your baby? Do you need assistance with a utility bill?

You are not alone. More than 115,000 people talk to us each year with these needs and more. Our service is free, fast, confidential and available statewide Monday through Friday from 8 AM–9 PM. Get the answers you need today by dialing 2-1-1 from any mobile or landline phone or by visiting us on our website at [delaware211.org](http://delaware211.org).

## GET CONNECTED. GET ANSWERS.

 **DIAL 2-1-1**

 **VISIT DELAWARE211.ORG**

 **EMAIL INFO@DELAWARE211.ORG**

English- and Spanish-speaking specialists available.  
Remember: Dial 9-1-1 for life-threatening emergencies.

**DIAL 2-1-1**  
**VISIT DELAWARE211.ORG**  
**EMAIL INFO@DELAWARE211.ORG**

  
Get Connected. Get Answers.  
Help Hotline — United Way of Delaware

## CONTACT



# DAILY LIFE

## FINANCIAL ASSISTANCE

Delaware 2-1-1 is ready to help you plan for and meet the many costs that come with owning or renting a home, and other ongoing financial needs such as utility payments and medical bills. These expenses can add up quickly—let us connect you to resources that can make them easier for you to manage.

## BASIC NEEDS

We know it can be difficult keeping up with life's everyday needs like food, housing and clothing. By contacting Delaware 2-1-1, you can learn about services available to provide these and other essentials such as household items and even diapers for your baby, whether on a one-time or more frequent basis.

**21,954**  
*clients received financial assistance through Delaware 2-1-1*

**5,768**  
*clients received basic needs support through Delaware 2-1-1*

*All statistics are courtesy of Delaware 2-1-1 and represent data from calls taken in 2012.*



# HOME & HEALTH

## HOUSING

In today's tough economy, many of us are struggling to keep our homes or obtain affordable housing. By calling Delaware 2-1-1, you can speak confidentially to a specialist who will find a local service provider or program to meet your needs like getting you and your family emergency shelter, transitional housing or even critical home repairs so that you are safe.

## HEALTH

When you or a loved one is sick, it can be frightening and overwhelming. With Delaware 2-1-1, you can access local organizations and agencies that are dedicated to rebuilding your health. Guidance is also available to help you make the best decisions regarding health insurance, dental plans, counseling and preventative health care.

**4,164**  
*clients received housing support through Delaware 2-1-1*

**8,652**  
*clients received health services through Delaware 2-1-1*

**LOOKING TO SHARE YOUR TIME AND SERVICES WITH THOSE IN NEED? DELAWARE 2-1-1 CAN ALSO CONNECT YOU TO VOLUNTEER OPPORTUNITIES.**



# SPECIAL SERVICES

**In addition to referring you to a wide range of existing community-based resources, Delaware 2-1-1 offers several programs focused on specific needs.**



## HELP ME GROW

The Help Me Grow program works with you to identify possible behavioral and educational needs with your child from ages 0-8 and connects you with the proper resources to help your child live up to their greatest potential. In addition to calling Delaware 2-1-1, you can reach Help Me Grow by sending a text message to 302-231-1464 between 8 AM-5 PM, Monday through Friday. A Child Development Specialist will respond to questions via text message.

**618**  
*children were supported through Help Me Grow*



# LEARN MORE

Delaware 2-1-1's trained specialists take the time to listen to your concerns and refer you to programs that offer valuable support.

Call Delaware 2-1-1 to find out how we can help you in these—and many more—areas of need.

- Ⓞ Employment
- Ⓞ Job Training
- Ⓞ Family Issues
- Ⓞ Volunteer Opportunities
- Ⓞ Financial Assistance
- Ⓞ Social Services
- Ⓞ Public Assistance
- Ⓞ Mental Health Counseling
- Ⓞ Emergency Housing
- Ⓞ Food
- Ⓞ Transportation
- Ⓞ Healthcare
- Ⓞ Senior Services
- Ⓞ Clothing
- Ⓞ Affordable Housing
- Ⓞ Education
- Ⓞ Legal Services
- Ⓞ Crisis Preparedness
- Ⓞ Utility Assistance

**2,292**  
*clients received transportation assistance through Delaware 2-1-1*

**1,267**  
*clients received employment assistance through Delaware 2-1-1*

## CANCER HELPLINE

When you or someone you know is diagnosed with cancer, it is normal to have many questions or concerns. Cancer Helpline provides you with the immediate support you need by connecting you to local and national resources to help you make informed decisions. Whether you are a patient, a family member or a friend, our Cancer Helpline is ready to lend a hand.

## CRISIS PREPAREDNESS AND RESPONSE

Natural or man-made, disasters like tornadoes or floods and personal emergencies like house fires are a reality. You need to know where to go and what to do to stay safe during these times. In partnership with the State of Delaware, Delaware 2-1-1 works with state officials to provide residents with accurate and up-to-date information.



# 2-1-1



# DELAWARE 211.ORG





## TOP TEN REASONS TO BREASTFEED YOUR BABY

1. Breast milk is the best and most natural food for baby. It is the only food needed for the first six months.  
.....
2. Breast milk has health benefits that formula can't match. Breastfed babies are sick less often. They are also better protected from diabetes, obesity, allergies, asthma, and even Sudden Infant Death Syndrome (SIDS).  
.....
3. Breastfeeding will save you over \$1,200 a year, since you won't need to buy formula.  
.....
4. Breastfeeding is healthy for mom, too. It helps you heal and lose weight after having a baby. It also protects against diabetes and some kinds of cancer.  
.....
5. You can continue to breastfeed after you return to work. It is your legal right to pump breast milk when away from your baby.  
.....
6. Breast milk is the perfect food for your baby and changes to meet baby's needs as he grows.  
.....
7. Breastfeeding helps mother and baby share a close and special bond.  
.....
8. Breastfeeding is especially important for babies born before their due date.  
.....
9. The first few weeks of breastfeeding can be hard. With practice and support, it will get easier.  
.....
10. Every ounce of breast milk is important for your baby's health.

# We can help you breastfeed or pump milk for your baby.

If you have questions or need help, contact:

## Bayhealth - Kent General Hospital

(302) 674-4700

[www.bayhealth.org](http://www.bayhealth.org)

## Bayhealth - Milford Memorial Hospital

(302) 422-3311

[www.bayhealth.org](http://www.bayhealth.org)

## Beebe Healthcare

(302) 645-3577

[www.beebehealthcare.org](http://www.beebehealthcare.org)

## The Birth Center

(302) 658-8321

[www.thebirthcenter.com](http://www.thebirthcenter.com)

## Christiana Care Health System

(302) 733-3360

[www.christianacare.org](http://www.christianacare.org)

## Delaware WIC Program

1 (800) 222-2189

[dhss.delaware.gov](http://dhss.delaware.gov)

## La Leche League

[www.llofmd-de-dc.org](http://www.llofmd-de-dc.org)

## Nanticoke Memorial Hospital

(302) 629-6611

[www.nanticoke.org](http://www.nanticoke.org)

## Nemours/Alfred I. duPont Hospital for Children

(302) 685-9119

[www.nemours.org](http://www.nemours.org)

## Saint Francis Hospital

(302) 421-4478

[www.stfrancishealthcare.org](http://www.stfrancishealthcare.org)

## Breastfeeding Coalition of Delaware

[info@delawarebreastfeeding.org](mailto:info@delawarebreastfeeding.org)

[www.delawarebreastfeeding.org](http://www.delawarebreastfeeding.org)



Breastfeeding Coalition  
of Delaware

# Perinatal Depression



Having a baby can be one of the biggest and happiest events in a woman's life. While life with a new baby can be thrilling and rewarding, it can also be difficult and stressful at times. Many physical and emotional changes can happen to a woman when she is pregnant and after she gives birth. These changes can leave new mothers feeling sad, anxious, overwhelmed or confused. For many women, these feelings go away quickly. But when these feelings persist or get worse, professional help is needed.

The term perinatal depression encompasses a wide range of mood disorders that can affect a woman during pregnancy and after the birth of her child. It includes prenatal depression, the "baby blues," postpartum depression and postpartum psychosis. Between 15 and 20 percent of all women experience some form of pregnancy related depression or anxiety. Prenatal (during pregnancy) depression affects between 10 and 20 percent of women. Symptoms of prenatal depression include:

- Crying
- Sleep problems (not due to frequent urination)
- Fatigue
- Appetite disturbance
- Loss of enjoyment of activities
- Anxiety
- Poor fetal attachment

The "baby blues" (which occurs after the baby is born) affects as many as 80 percent of new mothers. "Baby blues" symptoms are usually resolved within two weeks of delivery. These symptoms can include:

- Feeling overwhelmed
- Irritability
- Frustration

- Anxiety
- Mood changes - mom is elated one minute, and crying the next
- Feeling weepy and crying
- Exhaustion
- Trouble falling or staying asleep

"Postpartum depression" affects 10 to 20 percent of new mothers, with the following symptoms continuing more than 14 days:

- Frequent episodes of crying or weepiness
- Persistent sadness
- Fatigue
- Feelings of inadequacy or guilt
- Sleep and/or appetite disturbances
- Irritability/mood changes
- Overly intense worries about the baby
- Difficulty concentrating, making decisions or remembering things
- Lack of interest in the baby, family or activities
- Anxiety is a prominent symptom and may manifest as bizarre thoughts and fears, such as obsessive thoughts of harm to the infant
- Feeling overwhelmed
- Headaches, chest pains, heart palpitations, numbness and hyperventilation

Postpartum psychosis is a very rare condition that usually includes auditory hallucinations and delusions and, less frequently, visual hallucinations. Affecting only one or two women per thousand, this is an emergency requiring hospitalization.

Postpartum psychosis usually appears within the first few days to a month after delivery, but can occur any time during the first year. Symptoms may appear abruptly. This disorder has a five percent suicide rate and a four percent infanticide rate. Postpartum psychosis is a severe but treatable emergency, requiring immediate admission to a psychiatric facility. If you suspect a woman might be experiencing postpartum psychosis, she must be separated from her infant and provided with immediate assistance.

A woman who recognizes that she has symptoms of depression may be inhibited by denial, shame, fear, and/or lack of energy from discussing her symptoms with her provider. Women should be encouraged to be open about their feelings, to seek help, and to feel that depression is not shameful and does not make her a bad mother.

The two most common forms of treatment for depression are psychotherapy and medication. The type of treatment will depend on the severity of the depression. Treatment has an 80 to 90 percent success rate in patients. The earlier treatment is initiated, the better the prognosis.





- [Prevention](#)
- [Addiction](#)
- [Treatment](#)
- [Recovery](#)

## The importance of prevention

Prevention begins with education. Starting early can reduce the likelihood that your child will become addicted or suffer long-term negative consequences from drug and alcohol misuse and abuse..

Research shows that treatment can help people addicted to drugs stop using, avoid relapse, and recover to a drug-free life. But addiction is complex, and no two people respond to treatment the same way. The most effective treatment addresses multiple needs of the individual — not only the drug addiction.

### Drug abuse comes in many forms, including:

- Underage use of legal drugs (e.g. tobacco and alcohol)
  - The use of illegal drugs (e.g. marijuana or heroin)
  - The inappropriate use of legally obtained substances (e.g. inhalants, alcohol, prescription medications or over-the-counter drugs).
  - If you're a concerned parent or caregiver, talk to your kids about the dangers of drug and alcohol use and misusing prescription drugs. When it comes to drugs, parents or caregivers are the greatest influence in their children's lives.
- 
- *Children who learn about the risks of drugs and alcohol from their parents or caregivers are up to 50 percent less likely to use drugs than those who don't get the information at home.*

## Get help, Call 24/7

New Castle County [800-652-2929](tel:800-652-2929)

Kent and Sussex counties [800-345-6785](tel:800-345-6785)

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## What is mental health?

Mental health means that young children are growing in their ability to:

- understand and share feelings
- have close and positive relationships
- explore and learn

### Why Is It Important?

*Having Positive Mental Health Makes It Easier for Children to:*

- Have close relationships with family and friends
- Do well in school
- Learn new things
- Solve tough problems

- Develop patience (or not give up)
- Focus on a task
- Ask for help

*When Young Children Are Worried, Sad, or Angry, It Can Be Hard To:*

- Make friends
- Follow directions
- Express feelings or wishes
- Follow simple directions
- Pay attention in class
- Solve problems in positive ways
- Do well in school



## Things You Can Do and Say to Help Your Child

### • For Your Infant

- Hold your baby during feedings.  
"I love cuddling when I feed you."
- Look at your baby and smile, smile, smile!  
"Hey, when I smile, you smile back."
- Talk about what you are doing.  
"I'm going to change your diaper now."
- Try to relax and have fun.  
"When I am happy, you are less fussy."
- Read and sing to your baby every day.  
"It is bedtime. Time for a story and favorite song."
- Take care of yourself.  
"When I am rested, I take better care of you."

### • For Your Toddler/Preschooler

- Make sure they always feel safe.  
"I know loud noises can be scary, but it's OK."
- Offer choices.  
"Do you want the blue shirt or the red shirt?"
- Practice patience.  
"Let's wait until the song is over and then we'll go outside."

- Show understanding.  
"You REALLY want another cookie! It is hard when you can only have one."
- Leave extra time.  
"I see you don't want to leave the playground. One more time on the slide, then we need to leave."
- Play together at least 15 minutes a day.  
"There is so much to do but it is important for us to play together."
- Follow her interest.  
"I see you want to play with the blocks. What are you going to build?"
- Praise your child when she keeps trying.  
"I love the way you keep trying to find the right piece for the puzzle."
- Practice following directions.  
"First pick up the blocks, then take out the cars."



# Healthy Habits for Happy Smiles



## Brushing Your Child's Teeth

**B**rushing is one of the main ways you can keep your child's teeth healthy. You should brush your child's teeth with fluoride toothpaste twice each day to help prevent tooth decay (cavities). Begin brushing as soon as your child's first tooth begins to show.



*School readiness begins with health!*



## Tips for brushing your child's teeth:

- Brush your child's teeth after breakfast and before bed.
- Use a child-sized toothbrush with soft bristles and fluoride toothpaste.
  - For children under age 3, use a small smear of fluoride toothpaste.
  - For children ages 3 to 6, use fluoride toothpaste the size of a pea.
- Young children like to do things by themselves. It's good to let children brush their teeth while an adult watches. But children under age 7 or 8 cannot brush their teeth well yet. An adult needs to brush the child's teeth too.
- Find a position where your child is comfortable and you can see your child's

teeth while you brush. For example, sit on the floor with your baby's or young child's head in your lap. Or stand behind your child in front of the mirror.

- Gently brush your child's teeth using small circles. Brush all surfaces of the teeth, including the insides and outsides.
- After brushing, have your child spit out the remaining toothpaste but not rinse. The small amount of toothpaste that stays in your child's mouth is good for the teeth.
- If you are having trouble brushing your child's teeth, use a timer, a counting game, or a song while brushing. You can also ask the staff at your child's dental clinic for help.



*Use a smear for children under age 3.*



*Use a pea-size amount for children ages 3 to 6.*

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This handout was prepared by the National Center on Early Childhood Health and Wellness under cooperative agreement #90HC0013 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

National Center on Early Childhood Health and Wellness. 2016. *Healthy Habits for Happy Smiles: Brushing Your Child's Teeth*. Elk Grove Village, IL: National Center on Early Childhood Health and Wellness.

Photo requiring credit: <http://www.wikihow.com/Clean-Toddler's-Teeth> (front page, top)



ADMINISTRATION FOR  
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NATIONAL CENTER ON  
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# ORAL HEALTH

Tips for Families from the National Center on Early Childhood Health and Wellness

## You Can Promote Good Oral Health By:

- Knowing how to make sure you and your family have healthy mouths and teeth
- Helping your children learn good mouth and teeth habits

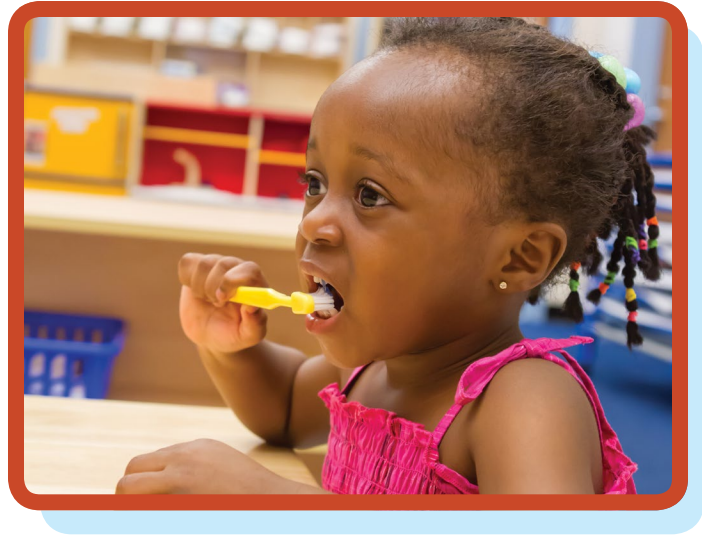
### Why Is It Important?

*When Children Have a Healthy Mouth, They:*

- Can speak clearly
- Can eat healthy foods
- Feel good about themselves

*Having a Healthy Mouth Also Means:*

- Healthy growth and development
- Being able to focus and learn
- A pain-free mouth
- Lower dental care costs for your family



## Things You Can Do to Help Your Child

- Brush your child's teeth with fluoride toothpaste twice a day.
- If your child is younger than 3 years, brush with a smear of fluoride toothpaste.
- If your child is age 3 to 6 years, brush with a pea-size amount of fluoride toothpaste.
- Young children will want to brush their own teeth, but they need help until their hand skills are better. Brush children's teeth or help children brush their teeth until they are about 7 or 8 years old.
- Be a role model for oral health! Brush your teeth with fluoride toothpaste twice a day (in the morning and at bedtime) and floss once a day.
- Serve healthy meals and snacks like fruits, vegetables, low-fat milk and milk products, whole-grain products, meat, fish, chicken, eggs, and beans.
- Limit the number of snacks your child has in a day.
- Do not give your child food for rewards.
- Take your child to the dentist for a check up by her first birthday and keep taking her.
- If your child has not gone to the dentist take him.
- Ask your dentist what you can do to keep your mouth and your child's mouth healthy.
- Make sure to go to the dentist as often as your dentist would like you to go.
- Let your child care, Early Head Start, or Head Start program know if you need help or have questions about oral health.



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## First Aid: Teeth Injuries

If your child prematurely loses a baby tooth, there's no need to try to replace it. But if a permanent tooth is dislodged, it's a dental emergency. Permanent teeth have the best chance of survival if replaced within 15 minutes. So it's important to act quickly and follow the guidelines below.

Many other dental injuries are less urgent, but may need to be looked at by a dentist. Most dental injuries in preschool and school-age kids occur from falls, while dental injuries in teens are often sports related.

### What to Do

#### If a baby, toddler, or young child injures the gums or baby teeth:

1. Apply pressure to the area (if it's bleeding) with a piece of cold, wet gauze. If your child is old enough to follow directions, ask him or her to bite down on the gauze.
2. Offer an ice pop to suck on to reduce swelling, or hold an ice-pack wrapped in a washcloth to the cheek.
3. Give acetaminophen or ibuprofen as needed for pain.
4. Call a dentist.
5. Watch for swelling of the gums, pain, fever, or a change in the color of the tooth.

#### If a permanent tooth is chipped or broken:

1. Collect all pieces of the tooth.
2. Rinse the mouth with warm water.
3. Call a dentist right away to schedule a visit.

### Seek Medical Care

#### If a Permanent Tooth Is Knocked Out:

Go to the dentist or emergency room **right away** after following these steps:

1. Find the tooth. Call a dentist or emergency room right away if you aren't sure if it's a permanent tooth (baby teeth have smooth edges).
2. Hold the tooth by the crown (the "chewing" end of the tooth) — **not** the root.
3. Place the tooth in a balanced salt solution (a commercially available sterile product), if you have it. If not, place the tooth in a container of milk or your child's saliva. You also can place the tooth between your lower lip and gum. **Do not store it in tap water.**
4. For older kids and teens, try placing the tooth back in the socket without touching the root. Have your child bite down on gauze to help keep it in place.
5. If the tooth is stored in a container (rather than back in the socket), have your child bite down on a gauze pad or handkerchief to relieve bleeding and pain.

### Think Prevention!

Make sure kids wear mouthguards and protective gear for contact sports and helmets while biking, skateboarding, and inline skating. Childproof your house to prevent falls.

Reviewed by: Larissa Hirsch, MD

Date reviewed: April 2014

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Note: All information on KidsHealth<sup>®</sup> is for educational purposes only. For specific medical advice, diagnoses, and treatment, consult your doctor.

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# Healthy Habits for Happy Smiles



## Visiting the Dental Clinic with Your Child

Children need to visit the dental clinic to keep their teeth and mouth healthy. If children have regular dental visits, the dentist and dental hygienist can take care of their teeth and find oral health problems early. Having regular dental visits also teaches children to value good oral health.



*School readiness begins with health!*



## At the Dental Clinic, the Dental Team Will:

- Check your child's teeth and mouth.
- Talk to you about the best way to take care of your child's teeth. For example, brushing your child's teeth with fluoride toothpaste after breakfast and before bed.
- Share other ways to help prevent tooth decay (cavities). For example, putting fluoride varnish on children's teeth.

## Tips for Visiting the Dental Clinic

- If your child asks what will happen at the dental clinic, give a simple answer. For example, say:
  - "They may count how many teeth you have."
  - "They may clean your teeth to make them shiny and bright!"
- If you don't like going to the dental clinic, don't tell your child. That might make your child worry about going, too.
- Set up a pretend dental chair. Pretend to be the dentist or dental hygienist. Look in your child's mouth and count her teeth; then talk to her about brushing her teeth.
- Read books or watch videos with your child about visiting the dental clinic. Don't use books or videos that have words like hurt, pain, shot, drill, afraid, or any other words that might scare your child.
- Let your child bring his favorite toy or blanket to the clinic.
- If you find out that your child will receive a small toy or new toothbrush at the end of the visit, remind your child of this reward.
- Plan a fun activity for after the clinic visit.



This handout was prepared by the National Center on Early Childhood Health and Wellness under cooperative agreement #9OHC0013 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start.

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# Healthy Habits for Happy Smiles

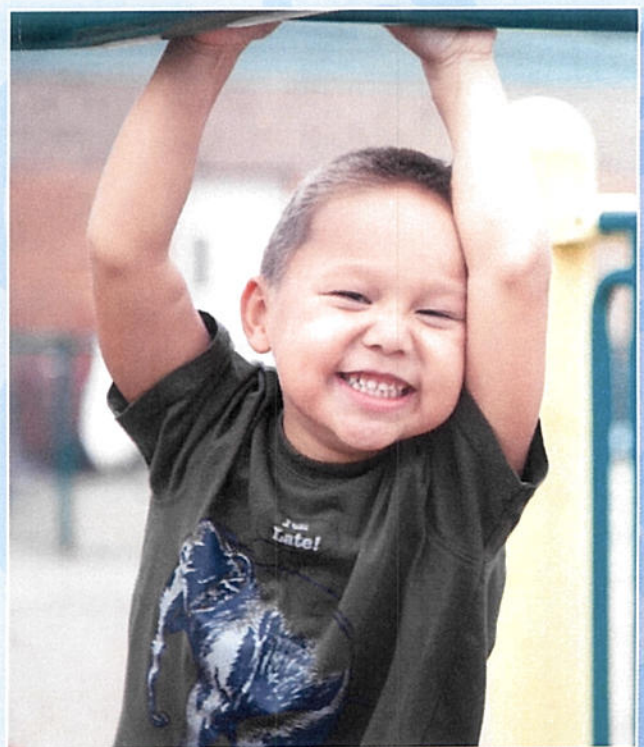


## Understanding Why Baby Teeth Are Important

**B**aby (primary) teeth are a child's first set of teeth. A baby's teeth start to come in at 6 to 10 months. By the time a child is 2½ to 3 years old, all 20 baby teeth will have come into the mouth. Taking care of a child's baby teeth is important for the child's overall health and development.



*School readiness begins with health!*



Baby teeth are important for children to:

- **Chew and eat foods.** Children need to eat healthy foods every day to grow and be strong. Children with tooth decay are less likely to eat crunchy foods, such as fresh fruits and vegetables. Being able to eat these foods promotes good nutrition and a healthy weight.
- **Speak clearly.** Children who lose baby teeth too early may have trouble making certain sounds. This can make it hard to understand the child. A child may need speech therapy to improve speech problems that may develop because of missing teeth.
- **Keep space for adult teeth.** Baby teeth hold space for adult teeth growing in the jaw. If a baby tooth is lost too early, other teeth that

are already in the mouth will move into the space. It can block out the adult tooth trying to come in and cause crowding. The upper and lower jaws may not meet properly because of the crooked teeth.

- **Stay healthy.** Tooth decay in baby teeth can lead to infections that can cause fever and pain. If not treated, the infection from tooth decay can spread to other parts of the head and neck and lead to severe swelling.
- **Have self-confidence.** Children with decayed front teeth tend to not smile or may cover their mouth when talking. Sometimes they stop playing with other children. A healthy smile helps give children the self-confidence needed to have good social experiences.



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# YOUNG CHILDREN AND VACCINES



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## Protect Your Child With Vaccines



### Why does my child need vaccines?

Vaccines can protect your young child from 14 dangerous diseases. Diseases that vaccines can prevent could be very serious.

Some preventable diseases are common in the U.S., like whooping cough and flu. Others are rare here, but they happen in other countries. Unvaccinated people who travel abroad can bring diseases back with them. This puts young children at risk, if they do not have their vaccines.

### What is the vaccination (immunization) schedule?

The vaccination (also called immunization) schedule tells you when your child needs to get vaccines. This schedule is set by the Centers for Disease Control and Prevention (CDC). If you follow the schedule, it will help protect your child early in life, before your child is exposed to serious diseases. For some vaccines, your child needs three or four shots before they are 2 years old. Your child might also need booster shots when they get older.

### What are the side effects of vaccines?

Some side effects of vaccines are soreness where the child got the shot, fussiness, or a low fever. These go away in a few days. Serious side effects are rare.

### How to protect your child's health

- Learn which vaccines your child needs to stay healthy. You can find information on the CDC website ([www.cdc.gov/vaccines/parents](http://www.cdc.gov/vaccines/parents)).
- Get your child's vaccines at the times your child's doctor recommends.
- Some vaccines need more than one dose. Get all recommended doses.
- Ask the doctor how to take care of your child after they get a vaccine.
- If shots are stressful for you or your child, ask the doctor for tips.
- Get a vaccine tracking card from the doctor or from your state health department. Use it to keep a record of your child's vaccines.
- Ask the doctor to send you reminders about when your child needs their next vaccines.
- If your child has missed any vaccines, work with the doctor to catch up.

### Have more questions?

Talk to your child's doctor or visit [www.cdc.gov/vaccines/parents](http://www.cdc.gov/vaccines/parents).



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## COVID-19 Vaccines for Young Children

[eclkc.ohs.acf.hhs.gov/publication/covid-19-vaccines-young-children](https://eclkc.ohs.acf.hhs.gov/publication/covid-19-vaccines-young-children)

[View the Latest COVID-19 Updates from the Office of Head Start](#)

Children who are 6 months old and older can now get the COVID-19 vaccines. The Centers for Disease Control and Prevention (CDC) and the American Academy of Pediatrics recommend that children 6 months of age and older get vaccinated.

### Why should children get COVID-19 (Coronavirus Disease 2019) vaccines?

COVID-19 (Coronavirus Disease 2019) vaccines lower the chance of getting very sick from the virus. Vaccinated children are less likely to be hospitalized or die from COVID-19 (Coronavirus Disease 2019) than those who are not vaccinated. When more people are vaccinated, including children, there is less chance that other people will get sick.

### What vaccines can young children get?

Two companies — Pfizer and Moderna — make COVID-19 (Coronavirus Disease 2019) vaccines for children. Young children get the same vaccines as older children and adults, but in smaller doses. The chart has more information about each vaccine.

| Product | Ages                     | Dose 1              | Dose 2          | Dose 3                 |
|---------|--------------------------|---------------------|-----------------|------------------------|
| Moderna | 6 months through 5 years | As soon as possible | 4-8 weeks later | None                   |
| Pfizer  | 6 months through 4 years | As soon as possible | 3-8 weeks later | At least 8 weeks later |
| Pfizer  | 5 years through 11 years | As soon as possible | 3-8 weeks later | Booster 5 months later |

**COVID-19 (Coronavirus Disease 2019) Vaccines for Children 6 Months Through 5 Years\***

\*Families of children who have problems with their immune systems or have other serious health conditions should talk with their health care provider about how many doses to get and when to get each one.

## **Are COVID-19 (Coronavirus Disease 2019) vaccines safe?**

Yes. The COVID-19 (Coronavirus Disease 2019) vaccines were studied and shown to be safe for young children. Health experts continue to monitor the safety of all vaccines. Millions of adults and children have been vaccinated in the last 2 years.

## **Do the vaccines have side effects?**

Yes. Most of these side effects are minor. Children may have soreness or redness where the shot was given. Some children won't feel well afterwards. Some may get a fever, but very few get a high fever. Usually, symptoms last only a day or two. No young children in the COVID-19 (Coronavirus Disease 2019) studies had a serious reaction to the vaccines.

## **Should children who have already had COVID-19 (Coronavirus Disease 2019) get vaccinated?**

Yes. The vaccine will provide additional protection. This means that vaccinated children will be less likely to get the virus again or to get very ill if they do get it again.

## **Can the COVID-19 (Coronavirus Disease 2019) vaccine be given at the same time as other childhood vaccines?**

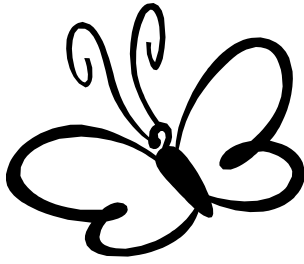
Yes, COVID-19 (Coronavirus Disease 2019) vaccines can be given at the same time as any other childhood vaccines. But there is no need to wait until other vaccines are due. If families have questions, they should contact their child's health care provider.

## **Where can families get COVID-19 (Coronavirus Disease 2019) vaccines for their children?**

Many children can get the vaccine from their regular health care provider. If their health care provider does not have the vaccine, they can help families find the vaccines. Other places that may offer vaccines include community health centers, hospitals, pharmacies, and COVID-19 (Coronavirus Disease 2019) vaccination clinics in the community. Families can also go to <https://www.vaccines.gov/> to find COVID-19 (Coronavirus Disease 2019) vaccine locations.

Read more:

[Child immunizations, COVID-19](#)




# First Steps

## The Year Before Kindergarten


### Parent Tip

#### **So, your child starts kindergarten next year...**

The year prior to kindergarten you should already be laying a foundation for your child's transition to kindergarten. You can begin the process by:

 Identifying the school that your child will be assigned to next year, or in some cases, choosing which school your child will attend.

- Call your county school board office information line. This number can usually be located in the government pages of the phone book.
- In some states, parents may enroll their child in the school of their choice or a magnet school. Find out if this is an available option for you.

 Visiting the school or schools that your child might attend. Bring your child with you on those visits.



Obtaining the following information from the school:

- A list of entry requirements (immunizations, documentation, child's age, physical, etc.)
- An enrollment form
- School calendar and times of operation
- Information about after-school programs (if available)
- Transportation information (pick-up location, hours, telephone number of the county transportation office, rules)
- Dates for kindergarten registration and/or screening
- What meal options are provided, requirements for free and reduced lunches, and the cost of the meals
- A description of the kindergarten program



Once your child's school is finalized:

- Obtain the names of the principal, school secretary, kindergarten teachers, librarian, etc. This will enable you to begin talking about the staff in positive ways with your child.
- Find out how you can be involved in the school. If you can, volunteer to help out in the school.
- Check to see if the school allows you to bring your child to eat in the cafeteria the year prior to kindergarten. If so, take advantage of this opportunity whenever possible.

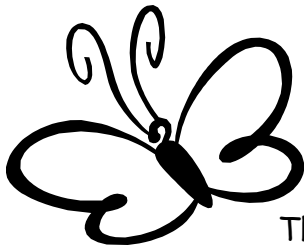


Begin connecting with other families. Find other parents with children who will enter kindergarten at the same school next year. This is a good time for you to get to know the other adults. You can support each other in an emergency situation, take turns waiting at the bus stop, or car-pool.



Provide opportunities for your child to become acquainted with other children so that he will see familiar faces on the first day of school.





## Preparing Your Child for Kindergarten: A Checklist for Parents and Families

This checklist, although not exhaustive, can help to guide you in preparing your child for school. It's best to look at the items included as goals toward which to aim. They should be done, as much as possible, through everyday life or by fun activities you've planned with your child. If your child lags behind in some areas, don't worry. Remember that all children are unique. They grow and develop at different rates—and no one thing guarantees that a child is ready for school.

### Good Health and Well-Being

My child:

- Eats a balanced diet.
- Receives regular medical and dental care and has had all the necessary immunizations.
- Gets plenty of rest.
- Runs, jumps, plays outdoors, and does other activities that help develop large muscles and provide exercise.
- Works puzzles, scribbles, colors, paints, and does other activities that help develop small muscles.



### Social and Emotional Preparation

My child:

- Is learning to be confident enough to explore and try new things.
- Is learning to work well alone and to do many tasks for himself.
- Has many opportunities to be with other children and is learning to cooperate with them.
- Is curious and motivated to learn.
- Is learning to finish tasks (for example, picks up own toys).
- Is learning to use self-control.
- Can follow simple instructions.
- Helps with family chores.



## Language and General Knowledge

My child:

- Has many opportunities to play.
- Is read to every day.
- Has access to books and other reading materials.
- Has his television viewing monitored by an adult.
- Is encouraged to ask questions.
- Is encouraged to solve problems.
- Has opportunities to notice similarities and differences.
- Is encouraged to sort and classify things (for example, by looking for red cars on the highway).

- Is learning to write his name and address.
- Is learning to count and plays counting games.
- Is learning to identify shapes and colors.
- Has opportunities to draw, dance, and listen to and make music.
- Has opportunities to get firsthand experiences to do things in the world—to see and touch objects, hear new sounds, smell and taste foods, and watch things move.



Office of Educational Research and Improvement, U.S. Department of Education (1993).



# Transition to Kindergarten

## What is it and why is it important?

### Parent Tip

#### What do we mean by the term "kindergarten transition"?

The word transition refers to the process of change. When we speak of kindergarten transitions we are referring to one of the most significant changes a child will experience in their life. This is a time that can be very stressful for a young child. They are leaving either the home environment or the familiar environment of their pre-K classroom to enter a new place.




Your child will be expected to learn a new set of rules, adjust to a new peer group, interact with a new teacher, perhaps ride a bus for the first time, eat in a cafeteria, and the list goes on!

#### Transition is a period of adjustment.

All adjustments are stressful. When parents, teachers, and administrators work together, the process of transitioning to kindergarten is smoother and your child will experience less stress. Research has shown that a child's adjustment to school has a significant impact on his later academic achievement.




#### How will my child benefit from effective transitions? How will I know if the transition is effective?

Your child experiences:

-  Increased self-confidence.
-  Improved relations with other children and adults.
-  Increased motivation and openness to new experiences.

#### How will I, as a family member, benefit from effective transition planning?

You experience:

-  Increased confidence that your children will achieve in the new setting.
-  A sense of pride and commitment in your ongoing involvement.
-  Improved self-confidence in your own ability to communicate with and influence the educational system.

