

Guam Head Start Program



Parent Handbook

School Year 2024-2025

This guidebook belongs to the _____ Family

My Head Start Center is: _____

Head Start Teacher: _____ Email Address: _____

Head Start Teacher Assistant: _____ Email Address: _____

Classroom Phone Number: _____

Family Service Worker: _____ Email Address: _____

Office Phone Number Direct Line: _____

My MONTHLY Center Level Parent Group (CLPG) Meeting is on:

Chairperson: _____ Vice-Chairperson: _____

Secretary: _____ Treasurer: _____

GHSPC Representative: _____ GHSPC Alternate: _____

GUAM HEAD START POLICY COUNCIL MEETINGS		
ARE ON THE 2nd WEDNESDAY OF EACH MONTH unless otherwise specified		
August 14, 2024	December 11, 2024	April 09, 2025
September 11, 2024	January 08, 2025	May 14, 2025
October 09, 2024	February 12, 2025	June 11, 2025
November 13, 2024	March 12, 2025	July 09, 2025

My center has **\$30 per child** to use for an **approved** Parent Child Activity.
Bus transportation for at least one field trip must be paid for with these funds.

Date of Parent-Child Activity	Details (location, cost, transportation, etc.)

NOTICE OF SPECIAL ACCOMMODATIONS:

If special accommodations, auxiliary aids or services are required to participate in the Guam Head Start Program, please contact the Head Start Central Office to submit a request for reasonable accommodations.

NOTICE OF NON-DISCRIMINATION:

The Guam Head Start Program does not discriminate on the basis of race, color, national origin, sex, disability, or age. If an employee, parent/guardian or student believes that he or she has been discriminated against, please contact Margaret Cruz, Title IX Coordinator.

Tel: 671-300-1612 ▪ email: mecruz@gdoe.net ▪ website: www.gdoe.net

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ABOUT HEAD START

Play, Learn, and Grow Together



Vision of the Guam Department of Education

Every Student: Responsible, Respectful and Ready for Life

Vision of the Guam Head Start Program

All children and families will receive services respectful of their differences, which allow them to reach and go beyond their life goals and become stronger voices for their families, their children, and themselves.

Philosophy of the Guam Head Start Program

The Guam Head Start Program strives to provide comprehensive services for eligible children and families. The more knowledge and understanding the families have regarding issues and concerns, the better they can advocate for themselves and their families.

What is Head Start?

Head Start promotes school readiness through comprehensive services to enrolled children and families in the areas of education, health, and family engagement. Children's development is enhanced in center-based setting. Head Start is not a daycare or even your typical early childhood program. In fact, Head Start is the leader in many early childhood initiatives and evidence-based practices.

The Program works to actively engage parents in their children's learning and to help them in making progress toward their family goals. Parents are encouraged to participate in all areas of the Program. This emphasis on family engagement makes Head Start unique to other preschool programs.

How is Head Start funded?

The Guam Head Start Program is 80% federally funded by the United States Department of Health and Human Services (HHS), Administration for Children and Families (ACF), Office of Head Start (OHS). Head Start also receives 20% of its funding through our grantee, the Guam Department of Education.

Head Start Centers

Our centers are located in most of the Department of Education's Elementary Schools:

Adacao: 300-6500	Daniel L. Perez: 653-0404	Machananao: 635-4381	P.C. Lujan: 734-3971
Astumbo: 635-4363	Finegayan: 635-0687	Marcial Sablan: 565-2238	Price: 734-2159
C.L. Taitano: 477-4778	H.S. Truman: 565-5195	Maria Ulloa: 632-5176	Talo'fo'fo: 789-1171
Carbullido: 734-4341	Inalajan: 828-8641	Merizo: 828-8525	Upi: 633-1382
Chief Brodie: 647-4536	J.M. Guerrero: 632-1540	M.U. Lujan: 789-1535	Wettengel: 632-7770

Guam Head Start Central Office

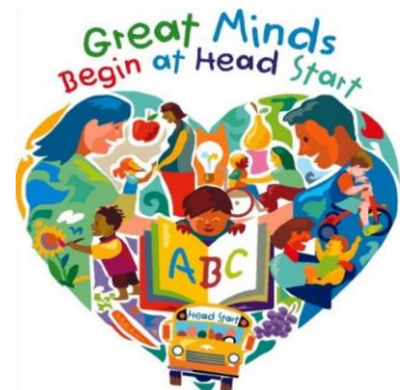
ADDRESS: 501 Mariner Avenue, Barrigada, GU 96913-1603

WEBSITE: <https://guamheadstart.gdoe.net/>

OFFICE HOURS: 8:00 a.m. – 5:00 p.m., Monday – Friday except weekends and Government Holidays

PHONE NUMBER: (671) 475-0484

FAX NUMBER: (671) 477-1535



HOW DO I QUALIFY FOR HEAD START?

Eligibility – Parents/Guardians provide documents to show their child's age, family income and other information to determine eligibility for the program. After a child is deemed eligible, Program Staff complete the application process. Registered children are then placed on a list for Selection.

Recruitment – Head Start begins recruiting children for the upcoming school year in March/April by conducting outreach at the Public Health Centers and other sites. Flyers are distributed through the public elementary schools and community partners; posted in public areas such as stores and clinics; and mailed to age-eligible children who had a sibling previously enrolled in Head Start.

Selection – Head Start can currently serve five hundred (534) children island-wide. Therefore, not every eligible child will be selected and enrolled in the program. Selection of children is made using criteria determined by the Guam Head Start Policy Council and Guam Education Board to include age, income, children's disabilities, and family needs. Those eligible children who are not selected for a class list are placed on a waiting list for the center in their district.

Enrollment – After selection is made, parents are notified of their child's status by mail and through phone call to begin the enrollment process. Program Staff will contact families to ensure that all health requirements are completed for the child to begin class. The assigned family service worker will also schedule a home visit to conduct a family assessment, identify supports, and initiate partnerships for families to reach their goals.

Attendance – Regular attendance is important. A positive attitude of regular "school" attendance will be instilled in your child during the school year. You and your child will gain more from Head Start if you participate on a regular basis.



- Absent or Tardy – Head Start needs to ensure children are safe if they do not arrive at school. **Inform your child's Teaching Staff as soon as possible if your child will be absent from school for any reason.** If a child is UNEXPECTEDLY absent and a parent has NOT contacted Teaching Staff WITHIN ONE (1) HOUR OF THE START OF CLASS, Head Start is required to call and will attempt to contact the parent via all phone numbers on file to ensure the child's well-being.
- If a child has multiple unexplained absences (such as two consecutive unexplained absences), Teaching Staff will conduct a home visit or make other direct contact with parents to find out why your child has been absent.
- If your child's attendance falls below 85%, Family Services Staff will also contact you to discuss ways to promote your child's regular attendance.
- If we are unable to contact you and do not hear from you, your child may be transferred to the waiting list. **Head Start reserves the right to transfer children to the waiting list due to excessive and/or prolonged absence(s).** Remember, other children are waiting to attend Head Start and space is limited.
- If your address or telephone number changes, it is important that you inform your child's teacher and the Head Start Central Office.

Withdrawals – A parent/guardian planning to withdraw their child from the Head Start Program MUST sign a withdrawal form at the Head Start Central Office and should inform the teacher of the withdrawal.

Transfers – A parent/guardian wanting to transfer their child to another center must sign a transfer form at the Head Start Central Office before the child may be admitted into another center or placed on the waiting list in another area. Admission to another center is dependent on whether there is a vacancy in that area. The parent should also inform the teacher of the transfer.

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 Head Start, can predict lower test scores, poor attendance and retention in later grades, especially if the problem persists for more than a year.

What Families Can Do to Improve Attendance

- **Post a copy of the school calendar** and make sure your child attends on all scheduled school days.
- **Build regular routines** for bed time and the morning.
- **Talk about the importance of regular attendance** and about how your child feels about school.
- **Don't permit missing school** unless your child is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.
- **Avoid medical appointments and extended trips** when school is in session.
- **Keep a chart** recording your child's attendance at home. At the end of the week, talk with your child about what you see.
- **Develop back up plans** for getting to school if something comes up. Ask a family member, neighbor or another parent for help
- **Discuss issues and concerns** with your Teaching Staff and assigned Family Service Worker.
- **Seek support** to help with transportation, health problems, or no safe path to school.

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 4.¹



2 in 10 low-income kids

miss too much school. They're also more likely to suffer academically.¹



2.5 in 10 homeless kids

are chronically absent.²



4 in 10 transient kids

miss too much school when families move.²

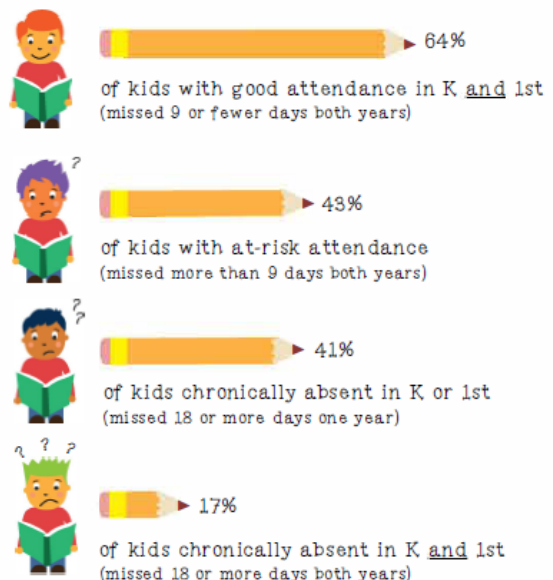


Why it matters

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?³



HEALTH PROGRAM SERVICES

"You can't educate a child who isn't healthy and you can't keep a child healthy who isn't educated."

A healthy child is ready to learn. Head Start emphasizes the importance of prevention and early identification of health problems. Head Start children go through additional developmental screening in the areas of hearing, vision, lead, as well as height and weight. If treatment is necessary to correct health concerns, help is available through the child's family medical resources, community health agencies, and/or Head Start.

Immunization and Health Requirements – All children are required to meet minimum health requirements BEFORE entering Head Start. Department of Education Board Policy 337, as it pertains to the Guam Head Start Program, requires that parents/guardians present valid documentation of the following as a condition of their child's enrollment in the public schools of Guam:

- 1) Receipt of one dose (minimum) of the following immunizations:
 - a) Diphtheria, Pertussis, Tetanus (DPT) vaccine
 - b) Trivalent Oral Polio Vaccine (TOPV) or Inactivated Polio Vaccine (IPV)
 - c) Measles, Mumps, Rubella (MMR) given after the child's 1st birthday
 - d) Hemophilus Influenza Type B (Hib) – 3 doses or at least one dose after the age of 15 months
 - e) Hepatitis B series



*Students are also required to present valid documentation of receiving required follow-up immunizations after initial enrollment as a condition of continued enrollment. Exemptions may be given for religious and medical contraindication reasons. Refer to Board Policy 337.

- 2) The results of a Tuberculosis (TB) Skin Test done within one (1) year prior to registration for students entering from the United States or its territories or within six (6) months for students entering from non-U.S. areas. If the results are positive or questionable, the parent/guardian must obtain and provide the school with a TB Evaluation Clearance from the Department of Public Health and Social Services before child is admitted to school.
- 3) The results of a physical examination completed within one (1) year of entry into any school system. For Head Start enrollees, a hemoglobin and/or hematocrit blood test and lead screen* are a required part of the physical examination process. Assistance in obtaining appointments/services may also be available through the Head Start staff. Contact Health Services staff for more information.

*Lead screening is available for free at Public Health for all children enrolled in Head Start.

- 4) Completed physical examination forms and/or health documents must be returned to the Head Start Central Office for appropriate clearance. School officials/staff, teachers, or other individuals outside of the Head Start Central Office are NOT authorized to accept any physical examination forms or health documents on behalf of Head Start.

Emergency and Health Information – Each Head Start child must have an “Emergency/Health Information” card on file in the classroom upon admission to school and throughout the program year as per Department of Education Board Policy. Parents/guardians are asked to provide complete and accurate health information as well as to provide the names and contact numbers of alternate people who are authorized to pick up the child. This card should be updated as necessary. Any significant changes in a child's health status should be called to the attention of the Head Start Health Services staff and Teaching Staff.

Nutritious Meals – Head Start promotes proper nutrition for children through modeling, teaching, experiencing and providing healthy meals. Food is provided by the Department of Education Food Services Division at no cost to families. Children are served nutritionally balanced meals at the center each day (Morning sessions are served breakfast and lunch. Extended duration centers are served breakfast, lunch and snack. Afternoon sessions are served lunch and a mid-afternoon snack).

Children eat family-style. Menus are posted in the classroom. Children are encouraged to try new foods and sample all foods served. Children are never forced to eat foods they are not comfortable with. Food is never used as a reward or punishment.



To ensure the health and safety of all children, there will be no food brought for child consumption unless it is approved and provided by GDOE Food Services. It is the parent's responsibility to inform the teacher if a child has any allergies to food or has a special diet. The USDA Request for Special Meal Accommodations form and a doctor's certification are required in order for specific adjustments to be made in meals served. The USDA form may be obtained from the Head Start Central Office.

Daily Health and Hygiene Practices – Hand washing and tooth brushing are an important part of the daily Head Start curriculum. Children are taught to wash their hands before and after meals, toileting, and other activities. Each child is also provided with their own toothbrush and toothpaste. Lessons include proper ways to maintain healthy minds and bodies. Parents/guardians are encouraged to reinforce good dental hygiene at home. Dental hygiene is fostered through in-class tooth brushing, ongoing dental education, and fluoride varnish application. The Department of Public Health and Social Services dental division conducts dental exams, dental education to families, and fluoride varnish applications in the classroom at least 2 times / year. Head Start children must have a dental exam either through the Department of Public Health and Social Services or private dentists. Please notify the Head Start office if a dental appointment cannot be made.

Absences Due to Illness – Notify your child's teacher if your child is ill. Please report how your child is doing and when you think he/she will be returning to the classroom. ABSENCES OF THREE (3) OR MORE CONSECUTIVE DAYS REQUIRE A DOCTOR'S EXCUSE to be considered “excused.” If you have problems with obtaining an excuse, please contact Health Services. FREQUENT ABSENCES DUE TO ILLNESS WILL BE REFERRED TO THE HEALTH SERVICES for follow up by the Head Start Nurse.

Policy on Communicable Diseases

- 1) Varicella or “Chicken Pox” – Most children may get Varicella or “Chicken Pox” at some point in their lives. Any child in the Head Start center discovered to have “chicken pox,” that child will be

immediately isolated and parents/guardians will be contacted to pick up the child. The child will NOT be allowed back in school unless/until skin is dry and free of lesions/scabs (about 10-14 days after eruption of last crop of vesicles). The Health Services staff will do follow-up on any cases as necessary and the on-site School Health Counselor may be called on to clear a child for his/her return to school.

- 2) "Pink Eye" or Acute Conjunctivitis – Suspected conjunctivitis will be handled in the following manner:
 - a) Parent/guardian will be contacted to pick up the child.
 - b) Parent/guardian will be advised to take child to a private doctor for treatment if symptoms persist or worsen. Doctor's statement should be obtained verifying that child was seen and/or treatment given.
 - c) Child will be readmitted to school when symptoms (pink eyes) have cleared.
- 3) "Guam Sores" or Impetigo – Children found/suspected to have Impetigo will be handled in the following manner:
 - a) Parent/guardian will be contacted to pick up the child. Child will be referred to a doctor for evaluation and treatment.
 - b) Parents must ensure that child takes any/all medication as prescribed.
 - c) Child will be readmitted to school only after sores/lesions are completely gone/healed OR upon presentation of a doctor's certificate which states that the child's condition was not contagious or is no longer contagious.
- 4) Lice/Nits (Pediculosis) – All Head Start children must be picked up from school when live lice (crawlers) are found. Your child will be checked upon returning to school – **he/she will not be readmitted unless his/her hair is completely free of live lice.** The following is the schedule that will be followed if head lice infestation is suspected:
 - a) Head lice checks will be performed as needed for individual students
 - b) All Head Start students infested with live lice will be sent home and may return once appropriate treatment has been initiated and no live lice are present.
 - c) Upon the child's return to school, the school nurse must verify that no live lice are present. If live lice are still present, the child will NOT be allowed to attend class and the parent must take the child home. An internal referral will be submitted to Health Services Staff to reinforce and ensure that parents know how to properly treat lice infestation.
 - d) Students who are still infested with live lice will be sent home and may return once appropriate treatment has been initiated and no live lice are present. **A referral to Child Protective Services may be submitted for medical neglect if child has repeated episodes of lice.**

For more information, please refer to DOE SOP#1200-015. Please call Health Services Staff if the problem continues despite treatment.

- 5) Other Potentially Communicable Diseases – If your child has a fever, bad cough, cold, flu symptoms, vomiting and/or diarrhea, it is recommended that you keep him/her at home until he/she is well again. This is for the protection of your child, to avoid aggravating his/her illness, as well as the protection of the rest of the children in your child's class, to avoid needless spread of illness/disease to others.
- 6) COVID-19 – If your child has a fever, bad cough, cold, flu symptoms, vomiting and/or diarrhea, it is recommended

THE COOPERATION OF PARENTS/GUARDIANS IS REQUESTED TO ENSURE, AS MUCH AS POSSIBLE, A HEALTHY AND DISEASE-FREE HEAD START EXPERIENCE FOR ALL CHILDREN. BY TAKING PROMPT ACTION TO RESOLVE PROBLEMS THAT OCCUR, WE WILL BE ABLE TO ACHIEVE THIS!

Policy on Medications – Possession, use, and/or administration of medicine (prescription or otherwise) is subject to Head Start rules and regulations, Department of Education Board Policy, and the Drug-Free Workplace Program. Specific details may be obtained from the Head Start Central Office. Contact the Health Services Staff if your child will need to take medication during school hours.

Child Mental Health and Social and Emotional Well-Being – Head Start recognizes the importance of providing mental health services to children to encourage their social and emotional development. Good mental health allows children to think clearly, develop socially and learn new skills. You know your child best. This is why it is important that parents talk with Head Start staff about their concerns and/or specific behaviors.

To help identify social-emotional concerns, the program routinely conducts assessments on children in the area of child development and mental wellness. This may include screening tools, classroom observations and if necessary, referrals for further evaluation. Workshops and information on mental wellness as well as referrals for counseling are also available to parents and staff.

Health Services Advisory Committee (HSAC) – This advisory group brings together staff, parents, and local health care providers to discuss health services in Head Start. Parents are encouraged to join HSAC which will allow your voice to be heard on the issues that are important to you in the areas of physical health, nutrition, mental health, as well as medical and dental care.



IF YOU HAVE ANY QUESTIONS REGARDING YOUR CHILD'S HEALTH, PLEASE CONTACT THE HEALTH SERVICES STAFF AT THE HEAD START CENTRAL OFFICE.

SAFETY IS OUR NUMBER ONE PRIORITY!

At Head Start, we care about the safety of our children and families.

Signing In and Out at School's Main Office – Head Start staff, parents, friends, and/or visitors are required to sign in and out at the school's main office BEFORE visiting a Head Start classroom and must abide by the school's regulations.

- COVID-19 Protocols – All visitors will follow COVID-19 protocols:
 - Universal and correct use of face masks
 - Physical distancing
 - Wash or sanitize hands frequently
 - Cover coughs and sneezes

- Stay home when sick or experiencing symptoms of COVID-19 including fever, cough, and shortness of breath, fatigue, body aches, headaches, loss of taste or smell, sore throat, congestion, nausea and/or diarrhea.

Drug-Free Zone – Smoking and consumption of liquor and/or drugs is NOT allowed in the classroom, on school grounds, or during school functions.

Late Arrival /Early Pick-Up

- **Late Arrival** - Teaching staff receive students at a designated area in the school prior to the start of class within a certain timeframe. **If you are late to drop your child directly to the Teaching Staff during that time, you MUST FIRST sign in at the School's Main Office and walk the child to the classroom.** Children are **NOT** allowed to walk themselves to the classroom without an authorized adult. Please ensure to sign in and out of the classroom log as well.
- **Early Pick-Up** - Should you need to pick up your child early, you **MUST** first sign in at the School's Main Office then receive your child from the Teaching Staff. Please ensure to sign in and out the classroom log.

Here are some ways to remain safe while traveling:

- Children need to always be properly secured in an age appropriate car seat or booster. Guam Law requires that:
 - ✓ Children under four (4) years of age must be secured during transit in a child passenger restraint system which meets federal motor vehicle safety standards and is used in accordance with the manufacturer's operating instructions.
- Children less than four feet nine inches (4'9") tall and between four (4) and eleven (11) years of age must be secured during transit in a booster seat or appropriately fitting child restraint system that meets federal motor vehicle safety standards and is used in accordance with the manufacturer's operating instructions.
- Always hold hands with your child while in the parking lot at all times. Children depend on adults to keep them safe.
- Always bring all children inside the school with you. Never leave a child in a car unattended even for a minute during drop off or pick up.
 - ✓ A parent /legal guardian or other person responsible for a child five (5 years of age or younger) may not leave a child/unsupervised in a motor vehicle.

Bus Transportation – Bussing services are provided to Head Start children attending school within their district areas. Head Start will issue bus tags for children and parent/guardian to be used during drop off and pick up at the designated bus stations. The bus tags include the Head Start Logo, Child's Name, Bus Station, Center Name, Names of the Teacher/Teacher Aide, Center Contact Information and Parents/Guardians Names. **THESE BUS TAGS MUST BE WORN BY THE CHILD AND THE PARENT/GUARDIAN AT THE BUS STOP DURING PICK-UP AND DROP OFF AT THE BUS STATION.** This requirement is being implemented for the safety of all Head Start children who ride the bus and must be followed.

Children will be picked up and dropped off at designated bus stops only. It is the parent's responsibility to have their children at the bus stop on time and remain until he/she boards the bus. Parents or other authorized adults must be at the bus stop to supervise their children until they are picked up. In addition, parents must be at the bus stop after school to meet their child when the bus arrives.



If a parent/guardian or authorized adult is **NOT** present to meet the child or **DOES NOT** have their bus tag, the bus driver will bring the child back to the school and the parent will be called to pick up the child. Program Staff are not allowed to transport children in their personal vehicles. Children who are not picked up from school by an authorized adult before the school is secured, will be brought by Program Staff to the nearest police precinct and custody will be transferred to Child Protective Services.

***If parents fail to meet this requirement, the following consequences will apply:**

a) DURATION CENTERS – The following consequences will apply:

i. 1st offense – Children will no longer be able to ride the bus.

b) All Other Centers – The following consequences will apply:

- i. 1st offense: Counseling regarding bussing services agreement. Teaching staff will remind parent/guardian of the policy and consequences if they do not abide by this policy.
- ii. 2nd offense: Referral to Family Services worker to make contact and provide supports and continued counseling regarding bussing services agreement.
- iii. Subsequent offenses: Program Staff will determine if the parent/guardian's reason for failure to receive their child at the bus stations is legitimate, and therefore, excusable. If so, Program Staff shall remind parents/guardians of the policy and support services will be offered and implemented, as needed. If reasons are not legitimate, the child will be denied the privilege of bus transportation for the remainder of the school year.

Riding on the school bus is a privilege, not a right. For the safety of all individuals riding the bus, the following regulations are enforced:

- ✕ Children are under the direct authority and responsibility of the bus driver while inside the bus. Once children leave the bus and enter a school campus, the principal is in charge.
- ✕ The bus driver is authorized to assign seats to passengers. Children must always remain seated when the bus is in motion.
- ✕ Always be courteous to the bus driver, other passengers, and passers-by. Shouting and horse playing in the bus is strictly prohibited.
- ✕ Never extend hands and arms outside bus windows.
- ✕ Please do not leave your litter inside the bus and never throw anything out of the windows.
- ✕ Damaging the bus in any way is prohibited. If individuals are responsible or are involved with damages, they will have to pay for repairs and will lose the privilege to ride the bus.
- ✕ No one is allowed to sit on the engine cover.
- ✕ Eating and drinking is not allowed inside the bus.
- ✕ Smoking, consumption of liquor, and use of drugs are not allowed inside the bus.

OTHER IMPORTANT POLICIES

Guardians – Head Start follows the Department of Education's Policy on Guardianship, which defines a guardian as “any adult other than a parent who has a court order authorizing the adult to care for the child” (SPAM, August 2018). When an adult has guardianship over a child, the guardian is recognized as having all rights of a natural parent. In Head Start, this means that the guardian will be responsible for making decisions related to the child's participation in all Head Start functions such as the signing of official documents, participating as a voting member of the Center Level Parent Group and/or Guam Head Start Policy Council, etc.

Power of Attorney – If the guardian would like to authorize the natural parent(s) or any other adult to act on his/her behalf, the guardian may submit a notarized Medical Treatment and Educational Consent Form. This document must be submitted to the Head Start Central Office along with a copy of the court order which granted guardianship. It is a Power of Attorney (POA) that enables the natural parent(s) to consent to the provision of medical care to the child as well as to make all decisions regarding the child's educational needs, including voting in the Center Level Parent Group and/or Guam Head Start Policy Council.

Transfer of Voting Rights – Every family enrolled in Head Start is entitled to one vote per family. Voting rights allow parents to have a say in decisions at the center-level and program-wide parent meetings.

Guardians who ONLY want to transfer voting rights may instead submit a notarized Authorization for Transfer of Voting Rights Form to the Head Start Central Office. Both authorizations, the Medical Treatment and Educational Consent Form as well as the Transfer of Voting Rights, may be revoked by the guardian *at any time* by providing a *written notarized statement* to the Head Start Central Office.

Notice of Parent Rights under FERPA – The Family Educational Rights and Privacy Act (FERPA) affords custodial and noncustodial parents alike certain rights with respect to the student's education records – Educational Cumulative Files in the classroom as well as Health Cumulative Files and Child and Family Files at the Head Start Central Office, unless a school is provided with evidence that there is a court order or State law that specifically provides to the contrary. These rights are:

1. **Access to Child Files by Custodial and Noncustodial Parents** - The right to inspect and review the student's education records within 45 days after the day the Head Start receives a request for access.

Parents who wish to inspect their child's education records should submit to the Head Start Program Director a written request that identifies the records they wish to inspect. The Head Start Program Director will plan for access and notify the parent of the time and place where the records may be inspected.

2. **The right to seek to have the records amended** - The right to request that inaccurate or misleading information in education records be amended.

Parents who wish to ask Head Start to amend their child's education record should submit to the Head Start Program Director a written request clearly identifying the part of the record they want changed, and specify why it should be changed. If Head Start decides not to amend the record as requested by the parent, Head Start will notify the parent of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. **The right to provide written consent before Head Start discloses personally identifiable information (PII)** from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school districts annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request of the school, Head Start discloses education records to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. **The right to file a complaint with the U.S. Department of Education** concerning alleged failures by Head Start to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202

"Education records" contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

**IF YOU HAVE ANY QUESTIONS REGARDING ANY OF HEAD START'S POLICIES AND PROCEDURES,
PLEASE CALL OUR CENTRAL OFFICE AT 475-0484**

Recognizing Child Abuse and Neglect

The first step in helping abused or neglected children is learning to recognize the signs of child abuse and neglect. The presence of a single sign does not prove child abuse is occurring in a family, but a closer look at the situation may be warranted when these signs appear repeatedly or in combination.

If you do suspect a child is being harmed, reporting your suspicions may protect the child and get help for the family. **Any concerned person can report suspicions of child abuse and neglect.** Some people (typically certain types of professionals) are required by law to make a report of child maltreatment under specific circumstances—these are called **mandatory reporters**. **ALL Head Start staff and interns are mandatory reporters of suspected child abuse and neglect**

Recognizing Child Abuse – The following signs may signal the presence of child abuse or neglect.

The Child:

- Shows sudden changes in behavior or school performance
- Has not received help for physical or medical problems brought to the parents' attention
- Has learning problems (or difficulty concentrating) that cannot be attributed to specific physical or psychological causes
- Is always watchful, as though preparing for something bad to happen
- Lacks adult supervision
- Is overly compliant, passive, or withdrawn
- Comes to school or other activities early, stays late, and does not want to go home

The Parent:

- Shows little concern for the child
- Denies the existence of—or blames the child for—the child's problems in school or at home
- Asks teachers or other caregivers to use harsh physical discipline if the child misbehaves
- Sees the child as entirely bad, worthless, or burdensome
- Demands a level of physical or academic performance the child cannot achieve
- Looks primarily to the child for care, attention, and satisfaction of emotional needs

The Parent and Child:

- Rarely touch or look at each other
- Consider their relationship entirely negative
- State that they do not like each other

Types of Abuse – The following are some signs often associated with particular types of child abuse and neglect: physical abuse, neglect, sexual abuse, and emotional abuse. It is important to note, however, that these types of abuse are more typically found in combination than alone. A physically abused child, for example, is often emotionally abused as well, and a sexually abused child also may be neglected.

Signs of Physical Abuse

Consider the possibility of physical abuse when the **child**:

- Has unexplained burns, bites, bruises, broken bones, or black eyes
- Has fading bruises or other marks noticeable after an absence from school
- Seems frightened of the parents and protests or cries when it is time to go home
- Shrinks at the approach of adults
- Reports injury by a parent or another adult caregiver



Consider the possibility of physical abuse when the parent or other adult caregiver:

- Offers conflicting, unconvincing, or no explanation for the child's injury
- Describes the child as "evil," or in some other very negative way
- Uses harsh physical discipline with the child
- Has a history of abuse as a child

Signs of Neglect

Consider the possibility of neglect when the child:

- Is frequently absent from school
- Begs or steals food or money
- Lacks needed medical or dental care, immunizations, or glasses Is consistently dirty and has severe body odor
- Lacks sufficient clothing for the weather Abuses alcohol or other drugs
- States that there is no one at home to provide care

Consider the possibility of neglect when the parent or other adult caregiver:

- Appears to be indifferent to the child
- Seems apathetic or depressed
- Behaves irrationally or in a bizarre manner
- Is abusing alcohol or other drugs

Signs of Sexual Abuse

Consider the possibility of sexual abuse when the child:

- Has difficulty walking or sitting
- Suddenly refuses to change for gym or to participate in physical activities
- Reports nightmares or bedwetting
- Experiences a sudden change in appetite
- Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior
- Becomes pregnant or contracts a venereal disease, particularly if under age 14
- Runs away
- Reports sexual abuse by a parent or another adult caregiver

Consider the possibility of sexual abuse when the parent or other adult caregiver:

- Is unduly protective of the child or severely limits the child's contact with other children, especially of the opposite sex
- Is secretive and isolated
- Is jealous or controlling with family members

Signs of Emotional Maltreatment

Consider the possibility of emotional maltreatment when the child:

- Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression
- Is either inappropriately adult (parenting other children, for example) or inappropriately infantile (frequently rocking or head-banging, for example)
- Is delayed in physical or emotional development
- Has attempted suicide
- Reports a lack of attachment to the parent

Consider the possibility of emotional maltreatment when the parent or other adult caregiver:

- Constantly blames, belittles, or berates the child
- Is unconcerned about the child and refuses to consider offers of help for the child's problems
- Overtly rejects the child

EDUCATION AND CHILD DEVELOPMENT PROGRAM SERVICES

The Head Start education program is designed to meet the needs of each child. Learning experiences encourage physical, social, emotional, and intellectual development. The program respects the ethnic and cultural backgrounds of each child and family.

Teaching Staff – Teaching Staff are highly trained in working with young children, encouraging all areas of development and in working with families to ensure the developmental success of each child. Each classroom has a teacher, teacher assistant, and a varying number of volunteers. Staff and parents act as role models in the classroom. All Head Start Teachers and several Assistant Teachers are CERTIFIED as Preschool Teachers through the Guam Commission for Educator Certification (GCEC).

Head Start uses the Classroom Assessment Scoring System (CLASS) as an observation tool that focuses on teacher and child interactions as this impacts the effectiveness of classroom interactions among teachers and children. These daily interactions promote children's social and cognitive development. Children thrive when teachers create nurturing, well-managed settings and provide frequent and engaging opportunities to learn. CLASS focuses on the interaction of Teaching Staff and children in the domains of Emotional Support, Classroom Organization and Instructional Support. Based on CLASS observations, Teaching Staff work to strengthen their skills in areas such as intentional teaching, effective interactions, and quality implementation of activities.

Age-Appropriate Learning Environments – Teaching Staff provide a framework for supporting child development by using developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities. They provide children with opportunities to enrich and extend their developmental skills through choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences. Each classroom is organized by interest centers such as dramatic play, blocks, library, computer, arts and crafts and manipulative play.

Curriculum – Head Start uses the 6th Edition Creative Curriculum which is evidence-based and rich in language development and focuses on child outcomes. The curriculum is designed with the belief that children learn through play and socialization. Because a child's self-esteem is so critical to the learning process, activities which promote a positive "I am special" concept are integrated into daily lessons.

Curriculum Support Enhancements – To further support the growth and development of enrolled children, Head Start uses the following:

- Social-Emotional Learning: *AI's Pals* provides young children with the skills to prepare for life's challenges through interactive lessons, engaging puppets, original music, and impactful teaching approaches. This helps preschool children to harness their energy and potential by teaching them core social-emotional and self-regulation skills.

- Nutrition and Physical Development:

- o *I am Moving, I am Learning (IMIL)* is filled with quick and easy ideas for integrating movement, nutrition, and healthy habits into everyday life. The three goals of IMIL are to increase the quantity of time children routinely spend in moderate to vigorous physical activities (MVPA) to meet national guidelines for physical activity; to improve the quality of structured movement experiences intentionally facilitated by teachers and adults; and to improve healthy nutrition choices for children every day.
- o *Food Friends/Mighty Moves (FFMM)* provides resources and teaching guides to parents and teachers focused on exposing preschool kids to new foods and get them moving. Children are given new foods to taste including locally grown fruits and vegetables, and other foods available at a local supermarket. They are introduced to locomotor, stability or object control skills along with movement concepts.

Parent Activity Funds – The program has set aside money for each center to support activities involving the parent and child. As in most center level events, parents/guardians and Teaching Staff make recommendations about what they would like to do, keeping in mind that the intent is to have a fun learning experience and support parent engagement without creating a financial burden on the family.



The purpose of the funds is to provide additional experiences to expand family interests and the lesson (examples: through field trips, projects, special activities etc.) All activities and use of funds must be approved by the Head Start Central Office as well as the Guam Head Start Policy Council and follow the Head Start Performance Standards. Funds include enough money for at least one field trip with bus transportation.

Lesson Planning - Parents participate in the process of creating and approving lesson plans. At a Center Level Parent Group meeting, the teacher will discuss the upcoming lessons and seeks suggestions from parents. Parents must approve the lessons. Field trips are allowed and guest speakers are encouraged to present to the children and parents. Certain activities require the approval of the Head Start Central Office. These include field trip sites, fun day activities, fundraising, and other parent-child activities. Use of the designated Parent Activity Funds also requires the approval of the Guam Head Start Policy Council.

Developmental Screening - Each child is administered a developmental screening to determine the child's present level of performance in the areas of fine and gross motor skills, speech and language, concepts, behavior, self-help skills and social development skills. The results of this screening are used by staff to identify goals and objectives for each child, develop an individual learning plan, and modify lessons, experiences and activities to assist the child in learning and improving his/her skills. Head Start screens children using the DIAL-4 (Developmental Indicators for the Assessment of Learning) as well as the ASQ (Ages and Stages Questionnaire) system which is Guam's mandated developmental and social-emotional screening for early childhood.

Positive Classroom Discipline – Head Start uses *The Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children* to help Teaching Staff build skills to support nurturing and responsive caregiving, create learning environments, provide targeted social emotional skills, and support children with challenging behavior.

- Corporal punishment is strictly prohibited.
- Inappropriate behavior is redirected towards appropriate behavior. (Children are allowed to choose from appropriate activities.)
- Guidance is provided for children by parents and staff in a gentle, but firm, tone of voice.
- Parents/Guardians are contacted by teaching staff depending on the severity and/or frequency of the inappropriate behavior so they can work together to address concern and work

Home Visits – The Head Start Performance Standards require that the Teaching Staff conduct a minimum of two (2) home visits per child each year. Parents are notified before each visit. Additional home visits may be completed at the request of the parent or teacher due to child/family needs or issues such as extended or excessive absences and classroom concerns.

1) First Visit– completed within 45 calendar days of a child's first day of school

- a) To acquaint the child with Teaching Staff
- b) To help parents feel comfortable with Teaching Staff
- c) To share ideas for classroom and parent activities.
- d) To discuss the results of the child's developmental screenings.
- e) To identify goals and objectives for each child.

2) Final Home Visit – completed by May

- a) To discuss child's progress.
- b) To present activities to be done at home to extend classroom activities.
- c) To present developmental activities to support the child during summer.
- d) To assist children and families with making a smooth transition to kindergarten.

Parent-Teacher Conferences – These conferences are scheduled at least twice a year following the schedule for conferences in the elementary school. It is a time in which parents/guardians and teachers discuss their child's progress and develop additional goals for parent child activities in the areas of concern.

Certificate Day – This event is scheduled on the last day of class. Not all children in the classroom will be entering kindergarten because of their age – this is why it is called Certificate Day. This day is planned by parents/guardians and Teaching Staff and thus, can be as simple or as elaborate as they want it to be. Again, plans must take into consideration any expenses involved, be approved by the majority of the parents/guardians, and be cleared by the Head Start Central Office.

Should you need or want further information or help in any area throughout the year, please speak to your Teaching Staff or contact your Family Service Worker.

ADDITIONAL SERVICES FOR CHILDREN WITH DISABILITIES

The Head Start Program enrolls children with disabilities. Our goal is to serve a minimum of ten percent (10%) of the total enrollment. All children learn from their classmates through play, social interaction activities, imitation, teaching, etc. Children with disabilities need to be with their peers to also experience and have opportunities to learn. Head Start is the least restricted placement for most children with disabilities.

EARLY INTERVENTION AND THERAPY HAVE BEEN PROVEN TO BENEFIT CHILDREN

Program Staff work closely to meet the individual needs of the family and child and coordinate services for children with special needs and their families. Services include, but are not limited to:

1. "Child find" or identification of children who may have a disability.
2. Helping the children and families find the needed services.
3. Advocating for the child/family and supporting the family in advocating for themselves.
4. Working with the family and school to develop an Individualized Educational Plan (IEP) which identifies the services the child may need to progress.
5. Working with the teaching staff to modify the curriculum to meet the needs of the child in the classroom.
6. Parent training, support and education.

**IF YOU HAVE ANY CONCERNS ABOUT YOUR CHILD'S DEVELOPMENT,
TALK TO YOUR CHILD'S TEACHER OR CALL THE EDUCATION/DISABILITY COORDINATOR
AND/OR THE PROGRAM DIRECTOR AT CENTRAL OFFICE.**



FAMILY AND COMMUNITY ENGAGEMENT PROGRAM SERVICES

The Guam Head Start Program recognizes that parent and family engagement is important at every level for children's school readiness and success. Parent and family engagement are a way of involving families in decisions about themselves, their children, services, and their communities.

Family Services Staff – These are the people who helped process your child's application, who you saw at outreaches with Public Health and other community partners, and who you will become very familiar with throughout the year. They contacted you soon after Selection to ensure all health requirements were completed for your child to enter the classroom. They substitute in the classroom when Teaching Staff are ill and they provide support to all the areas of the program.

Throughout the year, Family Services Staff may also contact you to discuss attendance issues or other concerns. Please keep your contact information updated on your child's Emergency Card.

Family Engagement – An essential part of every Head Start Program is to support and strengthen parent-child relationships and engage families around children's learning and development. Participation in parent-child projects and/or activities support class lesson plans and activities. Your involvement is essential to the success of the Program and most especially, to your child's development.

Family Partnership Process – Parents are the most important influence on a child's development. Because of this, Head Start is based on a partnership between parents and staff. The building of trusting, collaborative relationships between parents and staff allows them to share with and to learn from one another.

Your family's assigned Family Service Worker will work with you in a family partnership process that begins as early in the program year as possible and continues for as long as the family participates in Head Start, based on parent interest and need. Parents and families are supported in identifying their strengths and needs, advocating for their children and families, and achieving their own goals in areas such as housing stability, continued education, and financial security. Head Start advocates for families to ensure that they get information, access to community services, and benefits to which they are entitled.

- Family Assessment – Family Services Staff work with parents/guardians to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.



- Family Partnership Agreement – When your family's needs are determined, Family Services Staff will work with you to create a Family Partnership Agreement that will define your family's goals related to those needs and the steps needed to help you and your family reach your goals. Referrals can be made on your behalf to agencies and programs in the community that can provide the services and resources you need.
- Updates – Family Services Staff will contact you during the year to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an ongoing basis, as necessary. This Family Assessment will also be updated later in the year.

Ready Rosie Parenting Curriculum – Head Start encourages parent engagement and uses the ReadyRosie Parenting Curriculum to provide parent-child activities to support positive child outcomes. Discover activities and games you can play that relate to classroom learning. Have more fun than ever with your child through meaningful interactions!

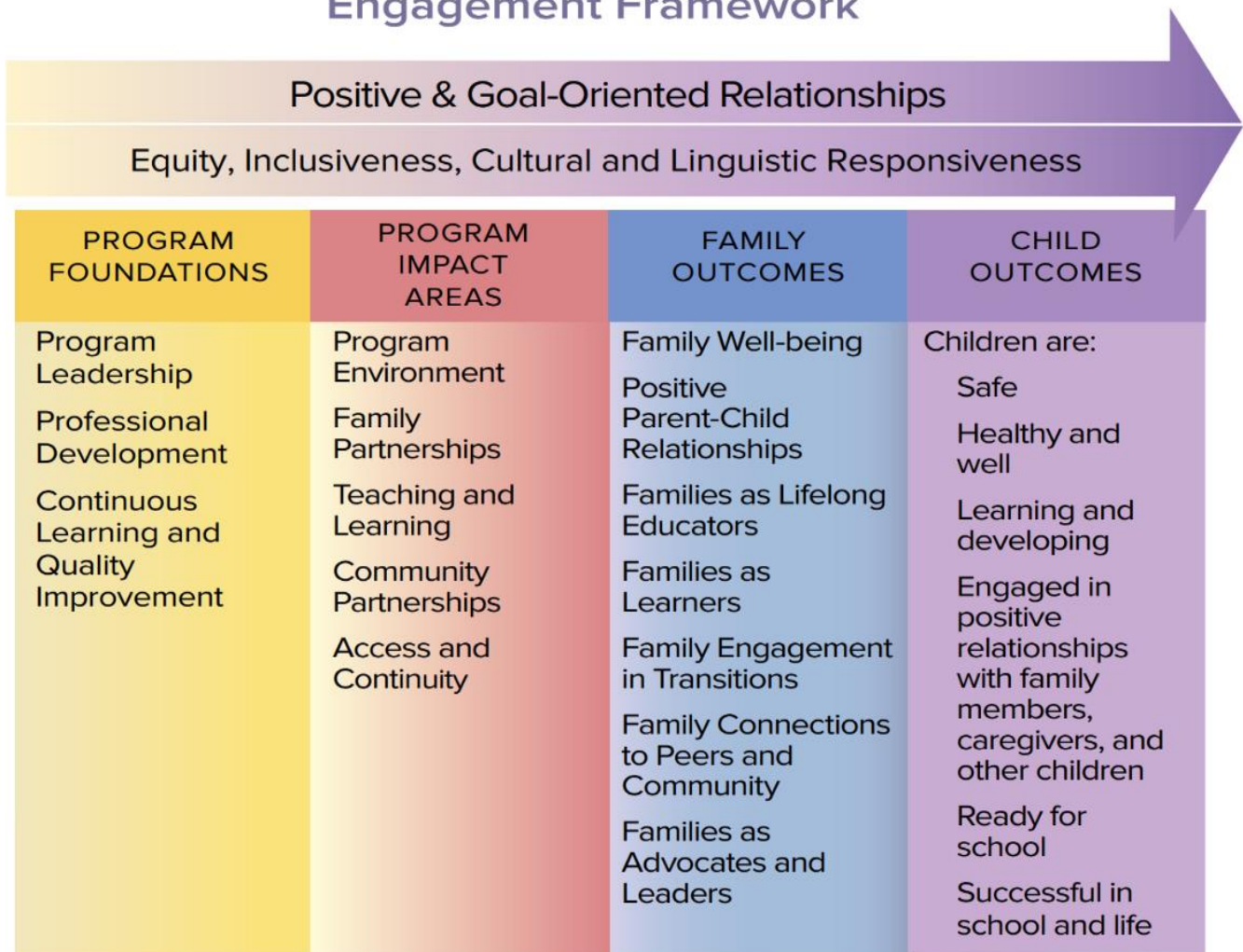
- How Does ReadyRosie Work? – Simply watch a video, do the activity modeled in the video with your child, and everyone learns something new! The activities can be done at home, in the car, at the grocery store, restaurants, or wherever real life happens. The videos come right to your mobile device, tablet, or computer.
- How Do I Sign Up for ReadyRosie? – Any parent or caregiver of a Head Start child can register for ReadyRosie. We will send the invitation to your cell phone and/or email address. Simply open and accept the invitation to begin. If you have any issues, contact your Family Service Worker.
- I Have Registered for ReadyRosie. What's Next? – Parents receive quick videos of modeled moments via text or email on a weekly basis. You and your child can watch each activity/game in a 2-minute video together and then play the game!
 - Download the App – The free subscription also allows parents to download the ReadyRosie mobile app for their iPhone or Android device.
 - Explore the Library – Parents have access to the entire ReadyRosie video library, which includes activities for children from birth to 8 years old.
 - Register other Interested Family Members – Families can sign up multiple caregivers for each child – parents, grandparents, aunts, uncles, etc. Videos are available to model parent interactions from birth through grade 3.
 - Family workshops – We know families are central to a child's health, well-being, and academic success. Participating in interactive workshops enables families to deeply practice parenting skills with peers.

Community Engagement – Although services through Head Start are coordinated by Head Start Staff, the provision of services is most often a collaborative effort between the Head Start program and partners in the community, both public and private. Head Start serves families within the community and recognizes that many other agencies and groups work with the same families. Thus, Head Start collaborates with its community partners to provide the highest level of services to children and families, to foster the development of a continuum of family centered services, and to advocate for a community that shares responsibility for the healthy development of children and families of all cultures.

PFCE Framework – The Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress designed to help Head Start programs achieve outcomes that lead to positive and enduring change for children and families. The PFCE framework shows Head Start Families and Staff the positive relationship between the Program and Families that is needed to get our children ready for school. It emphasizes the need for Parent and Family focused techniques in every area of the program to produce the Child Outcomes that Parents and the Program want to see for all children. Parent and family engagement outcomes are grounded in positive, ongoing, and goal-oriented relationships with families.

IF YOU NEED ASSISTANCE OR IF YOU ARE EXPERIENCING AN EMERGENCY OR CRISIS, PLEASE CONTACT YOUR FAMILY SERVICE WORKER.

Head Start Parent, Family, and Community Engagement Framework



PROGRAM GOVERNANCE AND SHARED- DECISION MAKING

Parents and families play an essential role in making decisions about the Program's direction each year. All families are part of their Center Level Parent Groups (CLPG). Several are elected as part of the Guam Head Start Policy Council (GHSPC). Head Start staff provide information and guidance to parents at CLPG and GHSPC meetings and then facilitate parent input in program planning activities.

Parents are an important aspect of the shared decision-making process in every Head Start Program. Each center has a parent representative on the GHSPC which provides recommendations to the Guam Education Board (GEB).



✧ **CENTER LEVEL PARENT GROUP (CLPG)** – Parent participation is very important in a child's Head Start experience. For this experience to be meaningful and lasting, parents must participate in the daily program and at parent group (center) meetings. These monthly meetings provide an opportunity to share experiences with other parents in planning your child's learning activities. Center meetings also allow parents to give their input in the planning of lesson plans, activities, staff and parent training, as well as the development of health and social services. The teaching staff serve as advisors to this group.

✧ Each CLPG will elect officers (Chairperson, Vice-Chairperson, Secretary, and Treasurer) as well as a Policy Council Parent Representative and Alternate Representative. **No individual should hold more than one of these positions at any time.** Contact Head Start Central Office if you have any questions or want additional information.

✧ **GUAM HEAD START POLICY COUNCIL (GHSPC)** – The Guam Head Start Policy Council consists of elected Parent Representatives from each CLPG and representatives from the community. The GHSPC has the responsibility of discussing and approving or disapproving many decisions of the Guam Head Start Program. They participate in the annual self-assessment as well as the development of the program's grant application and proposed budget. The Policy Council presents Head Start parent concerns, challenges, and recommended actions for the Program to the Guam Education Board who is part of the governance of the program.

✧ Head Start must ensure that members of the Policy Council do NOT have a conflict of interest pursuant to sections 642(c)(2)(C) and 642(c)(3)(B) of the Act. Thus, **employees of Head Start or the Department of Education and members of their immediate family may NOT serve on the Policy Council.**

✧ Regular GHSPC meetings offer an opportunity in which to express issues and/or concerns from parents and/or the community about Head Start. Thus, it is very important that Parent Representatives receive input from all parents regarding their issues and/or concerns during their CLPG meeting and then present them at GHSPC meetings. The Policy Council will then work with Program Staff to address and resolve such issues.

✧ **GUAM EDUCATION BOARD (GEB)** – The Guam Education Board of the Department of Education has legal and fiscal responsibility of the Guam Head Start Program. The

GETTING INVOLVED IN HEAD START

GEB works with the Policy Council with shared decision making for the program's activities, policies, budget and grant, etc.

Parents and Families are the heart of Head Start. We need you to make things happen in the Head Start Program. Parents and other family members can actively be involved in the Guam Head Start Program in many ways.

- ✧ **Encourage and support your child's learning** by working in your own home with your child and participating in home visits and parent teacher conferences.
- ✧ **Participate in the governance of the Head Start classroom and Program** by:
 - ✓ Attending and supporting the monthly Center Level Parent Group (CLPG) meetings
 - ✓ Serving as officers of the CLPG or parent representative of the Guam Head Start Policy Council (GHSPC)
- ✧ **Parent-Child Day** occurs before the first day of Head Start classes. This day is an orientation where parent(s)/guardian(s) and their child go to their assigned classrooms to get acquainted with the teacher and teacher assistant, meet other parents and children, arrange bus transportation, and complete necessary forms. Children go home with parents after these activities.
- ✧ **Parent Trainings** at the Center Level or other venue that cover topics such as nutrition, health, safety, effective discipline, budgeting, stress management, child development, and parenting skills. These workshops will be announced once they have been scheduled. Notices will be posted in the classroom and sent home with your child. Please let your teacher know of your interests so trainings can be coordinated to meet parents' needs.
- ✧ **Head Start Parent Conferences** in which the Program works with community partners to provide information, training and activities for parents on a variety of subjects to include parenting, health, child abuse and neglect, services related to job placement and adult education. The primary parent conference is held in October during Head Start Awareness Month. Additional conferences may be scheduled.
- ✧ **The Head Start Children's Fitness Fair** scheduled in March is sponsored by The Guam Head Start Policy Council is a community outreach event where Head Start parents as well as community partners provide services, information and fitness activities to encourage children and families to get healthy! This is also the event where Registration Information for the upcoming school year is released to include, dates, times and places that registration outreaches will occur.
- ✧ **Parent and Child activities** in the classroom and outside the classroom that are planned by parents and facilitated by the teaching staff.
- ✧ **Community Events and Outreaches** that Head Start is a part of. We welcome parents to participate with staff in these events because parents are our greatest asset in advertising for our program.
- ✧ **Annual Grant Application and Budget Review and Approval** also need parent participation. Members of the Guam Head Start Policy Council (GHSPC) and all parents play a major role in writing and approving the goals written in the Guam Head Start Grant, planning spending through the review and approval of the grant budget and in outlining the needs of Head Start families as well as the community as a whole written in the grant each year.

We need the SUPPORT OF OUR PARENTS AND FAMILIES to make these ACTIVITIES a SUCCESS.

Volunteers– The Head Start Program provides a variety of volunteer opportunities for parents, individuals from programs such as JOBS, FSS, AHRD, and student interns from the University of Guam and the Guam Community College. A “volunteer” is an unpaid person who is trained to assist in implementing ongoing program activities under the supervision of a staff person in areas such as health, education, transportation, nutrition, and management. As classroom volunteers, parents learn more about their child’s development and their role as the primary educator of their children. Parents are also able to obtain experiences helpful for future employment.

- 1) **Classroom Volunteers** – A classroom volunteer is an individual who spends time in the classroom assisting the teacher/teacher assistant with the daily operations of the center. These individuals gain work experience which can be used toward a position as a Head Start Aide. The minimum requirement for a Head Start Aide is one (1) year of work experience or **640 classroom volunteer hours (does NOT include special projects)**.
 - Volunteer training is provided for those individuals who are going to be in the classroom. Your role as a classroom volunteer will be reviewed during the training. You will also learn the daily operations of the center as well as how to work with the children in the classroom. The hours you spend in training will be added to your total volunteer hours.
- 2) **Field Trip Volunteers** – A parent is allowed to assist without obtaining a volunteer clearance. However, the proper documentation and consent must be completed by the Teaching Staff prior to the activity. Remember that when you are assisting on the field trip, the Head Start staff needs your help. Therefore, you must be cleared to interact with the children.
- 3) **Special Project Volunteers** – These are individuals who assist Head Start teaching and/or Central Office staff in a variety of tasks such as special events, advisory boards, clerical work, special committees, etc. You may also assist with center level activities that do not require working directly with children such as preparing materials for lessons, center meetings, cleaning classrooms, fund-raising, etc.

Volunteering with the Head Start Program:

In the Office

- ✓ Assist with copying
- ✂ Assist with answering the phone
- ✂ Assist with filing
- ✂ Use computer for assigned tasks
- ✂ Assist with other duties as available

In the Community

- ✂ Help recruit children for the Guam Head Start Program by telling other parents of preschool children about Head Start
- ✂ Assist staff in posting flyers in the community about the program and activities
- ✂ Representing Head Start in other agency/program outreaches and events

In the Classroom

- ✂ Help teachers with children in the classroom during group time, center time, playground time, mealtime, etc. to carry out daily activities
- ✂ Serve as an additional adult supervising children on field trips
- ✂ Present cultural activities to children



- ✂ Assist teachers with parent bulletin board
- ✂ Assist teachers in the preparation of classroom materials. (i.e. clean toys, label items, organize classroom materials, prepare classroom displays)
- ✂ Read stories to the children

Volunteer Clearance – In order to ensure the health and safety of children, staff, and other volunteers, individuals who would like to participate in the Head Start Program as a volunteer must obtain a clearance from the Head Start Central Office. The requirements for volunteer clearance also apply to all parents and/or guardians who are employees of the Government of Guam and may be participating through the "Governor's Parental Involvement Initiative." The lead on-site Head Start staff may sign any administrative leave forms required for the individual to participate in his/her child's school activities.

- 1) **Regular Volunteer Clearance** – If you would like to volunteer on a regular basis (at least once a week), you will need the following:
 - ✓ PPD (TB) clearance obtained within the past 12 months (must be renewed annually)
 - ✓ Police clearance obtained within the past 6 months
 - ✓ Court clearance
 - ✓ Drug screening clearance from DOE via the Department of Education's Drug-Free Workplace Program
 - Complete volunteer forms at Head Start Central Office to include an Oath of Confidentiality, the DOE Volunteer Form as well as Confidential Health and Emergency Contact Information
 - ✓ Obtain final volunteer clearance from Head Start Central Office
- 2) **Occasional Volunteer Clearance** – Volunteers who assist in the Head Start Program from time to time must comply with all of the requirements for Regular Volunteer Clearance. However, they do NOT have to obtain a drug testing clearance. If you would like to volunteer once in a while (no more than twice a month), you will need the following:
 - ✓ PPD (TB) clearance obtained within the past 12 months (must be renewed annually)
 - ✓ Police clearance obtained within the past 6 months
 - ✓ Court Clearance
 - ✓ Complete volunteer forms at Head Start Central Office to include an Oath of Confidentiality, the DOE Volunteer Form as well as Confidential Health and Emergency Contact Information
 - ✓ Obtain final volunteer clearance from Head Start Central Office

Please call the program at 475-0484 to find out how the program can help you meet the volunteer requirements. The costs of many of the fees are covered. For instance, Head Start can give you a referral to obtain the PPD (TB) clearance from Public Health at no cost. You can sign a consent form which will enable Head Start staff to obtain your Police Clearance from the Guam Police Department or Court Clearance from the Superior Court at no cost. In addition, Head Start has specified funds to assist with the cost of drug screening for those who want to be a Regular Volunteer.



HEAD START AND SCHOOL READINESS

Head Start engages in many activities throughout the year to help get all Head Start children and families ready for kindergarten. The school-home connection is very important for children to succeed in school. Simple things you do at home can help your child learn more about the world around them. Explore the outdoors, teach your child a new word each day, let your child draw shapes and write letters on the sand or dirt with a stick, read books before bedtime, but most of all show a love for learning to your child.

The **HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HSELOF)** is the foundation Head Start uses to get children developmentally ready for kindergarten. Parents and family members can use the HSELOF to:

- Increase their understanding of developmentally appropriate expectations for young children, including the importance of reciprocal interactions and conversations starting in infancy.
- Guide focused communication and discussion with teachers about early learning and development and expected outcomes for children.
- Work together with program staff to promote their child's development and learning through positive interactions and effective learning experiences.

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

Approaches to Learning	Approaches to learning focuses on how children learn. It refers to the skills and behaviors that children use to engage in learning.
Social and Emotional Development	Positive social and emotional development in the early years provides a critical foundation for lifelong development and learning.
Language and Literacy	Communication is fundamental to the human experience, and language and literacy are essential to children's learning.
Cognition	Cognitive development includes reasoning, memory, problem-solving, and thinking skills that help young children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning.
Perceptual, Motor, and Physical Development	Perceptual, motor, and physical development is foundational to children's learning in all areas because it permits children to fully explore and function in their environment.

What do you want for your child?

Think of some **School Readiness Goals** you would like to work on with your child during this school year and what you can do at home to help your child reach these goals. Share your goal with your teacher and family service worker so that they can support you in helping your child reach those goals and be ready for school!!

Head Start's School Readiness Goals Some things my child will learn	Readiness for Kindergarten Some things I'll see my child do at home
APPROACHES TO LEARNING	
By the end of the program year, students will be able to regulate their own emotions and behavior, establish and sustain positive relationships, and participate cooperatively in group situations 85% of the time.	Your child will tell you what he/she wants to do and will explain how he/she is feeling and why. Your child will show a willingness to help out at home; ask you Who, What, Why and How questions; and show an eagerness to learn new things - especially when he/she does not understand something.
SOCIAL EMOTIONAL DEVELOPMENT	
By the end of the program year, students will be able to regulate their emotions and behaviors by following classroom rules, routines and expectations 85% of the time.	Your child will take care of needs like feeding, using the bathroom and will separate from you easily at parties or in the community. Your child will also get along well with siblings and friends by sharing and expressing their feelings to help solve problems.
LANGUAGE AND LITERACY	
<ul style="list-style-type: none"> • 3-4 years old: express their thoughts and needs using a complete sentence of 3 to 5 words through conversations, shared stories, and group discussion. • 4-5 years old: express their thoughts and needs using a complete sentence of 5 to 6 words through conversations, shared stories, and group discussion. 	Your child will tell you how they are feeling or what they want using longer sentences, bigger words and new vocabulary.
<ul style="list-style-type: none"> • 3-4 years old: <ul style="list-style-type: none"> ○ Distinguish when two words rhyme and when two words begin with the same sound; ○ Show awareness of alphabet letters, recognizes letters in own name, writes some letter-like forms and letters; and ○ Answer and ask basic questions about characters or events in storybook. • 4-5 years old: <ul style="list-style-type: none"> ○ Identify which words rhyme from a group of three words and count syllables in given words; ○ Identify 18 upper case letters and 15 lower case letters of the alphabet, produces the sounds associated with several letters and writes first name; and ○ Answer questions in detail by identifying characters, main events, sequences in storybooks and making predictions. 	Your child will name the different letters in their name, write their name and point out letters that they know on cereal boxes, in books, in the newspaper and while riding in the car looking outside the window as you drive.

Head Start's School Readiness Goals Some things my child will learn	Readiness for Kindergarten Some things I'll see my child do at home
MATH	
<u>MATHEMATICS DEVELOPMENT</u> <ul style="list-style-type: none"> 3-4 years old: <ul style="list-style-type: none"> Count verbally up to 10 by ones, begin recognizing the number of objects in a group without counting and begin to understand that written numerals represent a quantity; Recognize & name basic shapes circle, square & triangle; and Makes simple comparisons between to objects height/size. 4-5 years old: <ul style="list-style-type: none"> Count verbally up to 20, recognize without counting quantities of objects up to 5, associate a number of objects with a written numeral 0-5 and recognize, and with support write numerals up to 10; Correctly name basic shapes regardless of size and orientation, identify and describe the characteristics of two-dimensional and three-dimensional shapes; and Compares and orders a small set of objects as appropriate according to size, length, height and weight. 	<p>Your child while helping you cook will use measuring cups and spoons, make patterns with food items (for example using cereal like "Froot Loops" to make patterns of colors like red-green-orange-red-green-orange), and sort canned goods by type or size when helping put groceries away.</p>
<u>SCIENTIFIC REASONING</u> <ul style="list-style-type: none"> 3-4-year-old: Use the five senses to observe and describe materials, organisms, and events; make simple predictions; engage in simple investigation and experiments; draw conclusions and provide simple descriptions of results with adult support. 4-5-year-old: identifies the five senses and uses them to describe and make observations; make predictions about their environment and brainstorms solutions based on their experiences; tell whether their prediction is correct or inaccurate. 	<p>Your child while watching or helping you cook will tell you if things are liquid vs. solid or water based vs. oil based. Your child will also tell you what the weather is like and tell you if things are living or non-living and plants or animals. Your child will also tell you different ways to reduce waste and reuse of recycle things.</p>
PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT	
<u>GROSS MOTOR</u> <ul style="list-style-type: none"> 3-4-year-old: move purposefully from place to place with control and balance; manipulate balls or similar object with flexible body movements 4-5-year-old: coordinate and balance complex movement in play and games; manipulate balls or similar objects with full range of motion. 	<p>Your child will dance, run, hop, skip, and jump. Some children can pedal a tricycle and play kickball or basketball.</p>
<u>FINE MOTOR</u> <ul style="list-style-type: none"> 3-4-year-old: Grip drawing and writing tool with whole hand to make marks or simple shapes. 4-5-year-old: use three-point finger grip to hold and manipulate tools for writing, drawing and painting; use coordinated movement for cutting along a line, pouring and buttoning. 	<p>Your child will be able to pick up items using their fingers. They will hold a pencil or crayon to write or draw.</p>
<u>HEALTH, SAFETY, AND NUTRITION</u> <ul style="list-style-type: none"> 3-4-year-old: show awareness of personal hygiene and self-care skills; demonstrate knowledge of basic foods and what they do for the body; aware of safety practices at school and home. 4-5-year-old: demonstrates ability to take care of personal self-care (brushing teeth, washing hands, toileting & getting dressed); identifies healthy and unhealthy foods and understands that eating healthy foods help the body to grow and be healthy; identifies and follows basic safety rules at school and home. 	<p>Your child will wash hands before and after eating; brush teeth when they wake up, after eating and before going to bed; and tell you when they need to use the bathroom.</p>

Eight Practical Tips for Parents of Young Children with Challenging Behavior

Tip #1: Keep Your Expectations Realistic - It is important for you to know and understand your child's abilities and limitations. When you expect too much or too little from your child it can lead to problems and frustrations for you both.

- You are in a restaurant with a group of friends. The waiter took your order over 30 minutes ago and your food still hasn't arrived. 2 ½ year-old Simone is getting impatient—she is throwing her crayons and saying that she wants down. Instead of getting angry and frustrated with her for acting up, try taking her for a short walk to give her and others a needed break.

Tip #2: Plan Ahead - Try to anticipate what your child may do or need in various situations. Make sure that you plan ahead to set your child up for a successful experience. Hope for the best, but plan for the worst. Always have a back-up plan!

- Your family is in the car headed to your mother's house for dinner. It is usually a short drive, but there is an unexpected traffic delay. Are prepared for your child's response?

Tip #3: Clearly State Your Expectations in Advance - Some undesirable behavior occurs because your child can't act differently, other times it occurs because your child simply doesn't want to act differently. Either way it helps for you to remember that your child cannot read your mind. Be sure to give your child one clear instruction so that he knows what it is that you want him to do.

- You are visiting at your sister's house and your daughter has been playing with her favorite cousin. Over the course of the afternoon, toys have been tossed aside and scattered throughout the room. When you say, "Come on Alicia, it's time to get ready to go!" she ignores you completely and continues to play. A better approach might be to say, "All right, time to get going. Alicia, let's start by putting the blocks in their box. I see it over there in the corner!"



Tip #4: Offer Limited, Reasonable Choices - Most children are not born with the built-in ability to make decisions and then accept the consequences. In order for your child to learn to take personal responsibility they will need plenty of support and practice.

- You have just picked up your son at childcare and he doesn't want to get into his car seat. You sense a battle of the wills coming on. One way to avoid a struggle might be to say, "Zachary, the car won't start until you get buckled in your seat. Do you want to climb up in there yourself, or do you want Daddy to put you in?"

Tip #5: Use "When...Then" Statements - A "when...then" statement is a simple instruction that tells your child what he or she must do in order to earn a desired consequence (what he/she wants to do). This is also known as a contingency statement. -it may be "NO"

- It's a sunny day and your barefoot child has decided she would like to go out in the backyard and play. She starts



outside and you stop her and say, "No...put on your shoes." She starts to throw a tantrum. Here's an alternative approach you might want to use next time. "When you put on your shoes, then you may go outside". You are not just saying "No". You are letting her know what needs to happen in order for her to reach her desired destination.



Tip #6: Catch Your Child Being Good - Did you ever stop to think about how much time you spend telling your child what he should not do? Instead, try giving specific, positive attention to the behavior that you want to see. This will teach your child what you want him to do and increase the likelihood that this behavior will occur again and again.

- You are enjoying a remarkably calm family meal. Instead of waiting for your 4-year-old to begin fidgeting, trying to leave, or stuff green beans down his shirt, you look at him and exclaim, "Manuel, it makes Daddy so happy to see you eating your dinner like a big boy!"

Tip #7: Stay Calm - When your child's behavior is unacceptable, you can choose to either respond to it or ignore it. If you decide that a reaction is required, remember that the least response necessary is usually best. Acting calm with a minimum of attention will reduce the risk of strengthening the very behavior you wish to discourage. When you remain calm, it also gives you time to think about how you want to respond. Remember, you are modeling desired behavior for your child the more out-of-control your child becomes, the more self-control you need to show. When you remain calm your child learns appropriate ways to respond to difficult situations.

- You are cleaning your house in preparation for your in-law's annual visit. You go in the kitchen for just a moment and return to your family room to find that your 2-year-old son has colored on a white wall with red and blue crayons. Your immediate reaction is to scream in horror. However, you think twice, take a deep breath and say, "Christopher, paper is for coloring, Mommy's walls are not," and buckle him in his high chair where he can continue to create his art on paper.

Tip #8: Use Neutral Time - Neutral time cannot be found in the middle of a difficult situation filled with strong feelings. Instead, neutral time is when everyone is calm enough to think and talk and listen. It's important to remember that neutral time can occur either before or after a child's unacceptable behavior occurs. You can talk about what happened earlier and talk about positive ways to handle problems in the future. The challenge is to identify neutral time and make use of these opportunities.

- You are sitting on the sofa reading books with your daughter when you look up at the clock and realize it is 7:30—bedtime is approaching fast. Getting Emma to brush her teeth each night has become more and more of a struggle. As you hold her on your lap you say, "Almost bedtime kiddo. Hey, tonight Mommy is going to brush her teeth at the same time you do-it'll be fun for us to do it together!"



Signs and Symptoms of Childhood Trauma

Trauma occurs when children experience an event or series of events that causes harm to their emotional or physical well-being.

Possible Traumatic Experiences:

- Being neglected
- Being seriously hurt
- Seeing a loved one be seriously hurt

Why Is Understanding Childhood Trauma Important?

- Children who have experienced trauma are often misunderstood.
- Trauma and adversity in early childhood can impact them later in life.

The **Good News** Is help is available and you can support your child to be resilient.

- Be responsive to your child's needs.
- Try to understand the message of your child's behavior. What is your child communicating?
- Provide reassurance that adults can help keep children safe.
- Encourage your child to talk about his/her feelings.

Young children are always watching, listening and learning. They absorb the feelings of adults around them.

Signs and Symptoms of Trauma

In Infants & Toddlers	In Preschoolers
Problems eating	Avoid adults
Trouble sleeping	Anxious, clings to caregivers
Clingy/difficulty separating from parent	Helpless, passive
Fearful/Upset	Restless, impulsive, hyperactive
Language delay	Aggressive and/or sexually acting out behavior
Easily startled	Sadness/Irritability
Aggression	Repetitive play about the trauma
Loss of skill (e.g., stops walking even after the child is able to walk)	Poor peer relationships and social problems
	Inattention, difficulty problem solving
	Physical symptoms (e.g., headaches, etc.)

Active Supervision at-a-Glance

SIX STRATEGIES TO KEEP CHILDREN SAFE

The following strategies allow children to explore their environments safely. Infants, toddlers, and preschoolers must be directly supervised at all times.



Set Up the Environment

Set up the environment so you can supervise children and are always able to reach them if necessary. Keep spaces clutter-free and place furniture so you can observe the whole room.



Position Staff

Plan where you and other staff position yourselves to see and hear all children. Make sure there are clear paths to where children are playing, sleeping, and eating. This allows you to react quickly when necessary and stay close to children who may need additional support.



Scan and Count

Always be aware of where every child is and what they are doing. Scan the entire environment and count children frequently, especially during transitions when moving from one location to another.



Listen

Listen closely to children to identify signs of potential danger. Specific sounds or the absence of them may be reason for concern. Listen for signs that a child is getting upset or for sounds in the environment, such as bells on the door that alert you when a child leaves or enters the room.



Anticipate Children's Behavior

Use what you know about each child's temperament, developmental abilities, interests, and skills to predict what the child may do next. Pay attention to changes in a child's mood or health and anticipate when they may wander off, get upset, or take a dangerous risk.



Engage and Redirect

Offer support by using what you know about each child's individual needs and development. Encourage children to solve problems on their own and help them develop solutions if needed. Offer different levels of assistance or redirection depending on each child's needs.



National Center on

Health, Behavioral Health, and Safety

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1-888-227-5125

health@ecetta.info

<https://edkcs.acf.hhs.gov/health>

