



PARENT HANDBOOK  
2022-2023

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# **Welcome to OAHE CHILD DEVELOPMENT CENTER (OCDC) Head Start/Early Head Start 0-5!**

Parents are the first and most important teachers for their children and we would like to partner with you for your child's success! We hope you will become an active member of our Head Start / Early Head Start program, by being engaged in the classrooms, at socializations, at parent activities, on the Policy Council, or on various committees.

We are excited that you have enrolled your child in OAHE CHILD DEVELOPMENT CENTER HEAD START/EARLY HEAD START! Welcome to our program.

We hope you will find this parent handbook a useful resource. It was put together so you could become more familiar with our program, policies, and procedures. The Head Start staff will review this handbook information with you and we ask that you sign a page stating you received this handbook and will follow all policies within. Please feel free to ask questions.

We will work closely with you to make sure you and your child get the most out of the Head Start/Early Head Start experience. This means we want your input! We look forward to seeing and hearing from you often!



Throughout the year parent meetings will be held in your community. Flyers, newsletters, notes in your child's partner pouch, Facebook and School Messenger are ways we inform you of the date, location, and time!

For families enrolled in the home-based option, socializations are held twice a month. Your home visitor will keep you informed of the dates and times.

*Board and Policy Council* meet every month.



# WHAT IS HEAD START?



*a United Way Partner Agency*

Head Start was created in 1964 under the Economic Opportunity Act. The program was designed to provide preschool children from economically limited families with a “head start” on formal education. It is a national program that aims to promote school readiness in our youngest children. This goal is achieved through a comprehensive child development program that provides for the physical, social, emotional, and intellectual growth of children. Each Head Start is designed to meet the needs of children, families, and the cultures they serve. Strong parent engagement is encouraged to ensure children are ready for school, entering kindergarten with the skills and knowledge necessary for learning, as well as an eagerness to explore and learn.

Head Start staff members offer your child quality care, respect, nurturing, guidance, and a developmentally sound learning experience. Head Start provides the experiences of success while having fun and learning to get along with others. Head Start engages parents (or guardians), family, and community in each center. Our program encourages parents to become Head Start volunteers!

# OAHE CHILD DEVELOPMENT CENTER



## **Mission Statement:**

Empowering individuals, strengthening families, and building communities for school and life success.

## **Vision Statement:**

Caring communities that maximize the potential for all children and families.

# How to Reach Us



<b>Pierre Center (Main Office)</b> 2307 East Capitol Ave Pierre, SD 57501	<b>Phone: 605-224-6603</b> <b>Fax: 605-224-0850</b> <b>Text: 605-280-8262</b>
<b>Irwin Center</b> 2506 East Irwin St. Pierre, SD 57501	<b>Phone: 605-224-6603</b> <b>Fax: 605-224-0850</b>
<b>Jones Co. Center</b> 306 South Cleveland Murdo, SD 57559	<b>Phone: 605-669-2669</b> <b>Fax: 605-224-0850</b>

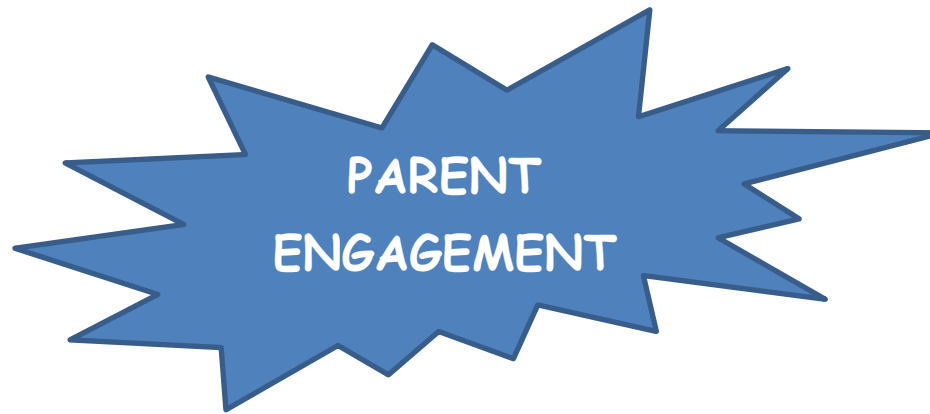
**OCDC Office Hours**  
**Monday – Friday 7:45 am to 3:30 pm**

If the phone is not answered, please leave a detailed message.  
All staff have an e-mail address. It is their [firstname.lastname@oahechild.com](mailto:firstname.lastname@oahechild.com)  
The web page address is [www.oahechild.com](http://www.oahechild.com)



Check us out on *Facebook* at OAHE CHILD DEVELOPMENT CENTER (HEAD START/EARLY HEAD START).  
Click on the **like** button to receive updates about meetings, special events and community happenings.





GET INVOLVED! This may be your child's first experience with school and you have the opportunity to shape the way your child views school! Studies show that parents being engaged in their child's education is the single greatest factor related to their child's success at school. Teachers conduct at least two home visits per program year for each family, including one before the program year begins. Teachers also hold parent conferences, as needed, but no less than two times per program year. Home visits and conferences help engage parents in their child's learning and development and enhance the knowledge and understanding of both staff and parents of the child's education and developmental progress in the program.

### **Parents in the Classroom**

We love to have you visit your child's classroom.

- You are welcome to come eat with your child any time after the first week of school. Please let the teacher know ahead of time so that we have enough food for everyone.
- We would love to have you read to the children, share a special activity, hobby or help with special planned activities in the classroom.
- You can help prepare things for the classroom from home. Ask your child's teacher for suggestions.
- You can assist on classroom field trips. It is **always helpful** to have more adults when we go places.
- Attend your child's socializations.

### **Parent Meetings (Family Fun Nights) Socializations and Activities**

Parent meetings (Family Fun Nights), socializations and activities are held regularly at OCDC. These will be announced through flyers or by *School Messenger*. Going to parent meetings is a way to meet other parents and learn what is happening in the classroom and in the program, as well as communicate with your *Policy Council* representative.

## **Policy Council**

*Policy Council* is a policy and decision-making body for OCDC program. As a *Policy Council* representative, you can learn more about the program and take part in major policy decisions such as:

- Who is eligible for Head Start & Early Head Start
- Goals and plans
- Budgets
- Who is hired to work at Head Start and Early Head Start
- Assist in planning and coordinating agency-wide activities for parents
- Assist and encourage parent participation in the program
- Serve as a link between public and private organizations
- Initiate suggestions and ideas for program engagement and improvement

The *Policy Council* is made up of HS/EHS parents and other community representatives who give advice and help oversee the program. Each parent group will elect representatives from their group to attend *Policy Council*. *Policy Council* meets once each month at the Pierre Center to represent and speak for parents in their area. **It is a responsibility of Policy Council members to report back to the parent group at Parent Meetings (Family Fun Nights) about decisions made during the meetings.** *Reimbursement for travel is offered to those living outside the Pierre area and childcare is provided.*

## **Committees or Advisory Groups**

These groups are responsible for reviewing and evaluating current services and recommending change to the *Board*, *Policy Council*, and staff. We need parents to be part of groups such as: Program Self-Assessment, Health Advisory, Curriculum Committee, and E.R.S.E.A. (Eligibility, Recruitment, Selection, Enrollment, and Attendance). Call us at 605-224-6603 if you are interested in being a part of any of these groups.

## **HOW DO I KNOW WHAT THE BOARD AND POLICY COUNCIL ARE DOING**

- ◆ Minutes of the Policy Council and Board meetings are posted on our web site
- ◆ Attend Parent meetings
- ◆ Talk with staff or your *Policy Council* representative

## **HOW DO I LET THE BOARD AND POLICY COUNCIL KNOW MY IDEAS?**

- ◆ Attend Parent meetings to talk to your representative
- ◆ Call or write your representative
- ◆ Contact the Director or Program Administrator to assist you





## Volunteers

OCDC values and encourages volunteers! Children are especially delighted when a family member or someone they know participates in our program. If you are unable to volunteer in the program as a parent but know of someone that would like to come in and help on a regular basis, please let them know. We are always looking for volunteers. Volunteers could be a grandparent, aunt, uncle, co-worker, or even your next-door neighbor. Volunteers are valuable assets to our program!

We do ask for Parent Volunteers to start after the first week of school. This gives children and teachers a chance to learn some of the routines first!



**OAHE CHILD DEVELOPMENT CENTER** strives to keep children safe in all situations. Drills are completed throughout the year, so children know what to do in emergency situations. We practice lockdown, fire, evacuation, and tornado drills. We hope to never have these situations arise but want to be prepared in case of an emergency.



# WHAT IS IN-KIND?

Engagement in a child's education by a person significant to the child has a very positive impact on the way a child views school. Children who see that school is important to Mom or Dad will come to believe it is important to them as well. This is one of the reasons *in-kind contributions* are so important to Head Start and Early Head Start.

An *in-kind contribution* – usually just called “in-kind” – is a donation of time, materials, or other services. In-kind can include your time working on specific projects at home, reading to your child, activities that promote developing literacy skills or school readiness, or volunteer time in your child's classroom, or another classroom. In-kind activities support the curriculum used in the classrooms each day. The in-kind form will be sent out in your child's Partner Pouch, or your Home Visitor will give this to you weekly.

**Early Head Start/Head Start is a federally funded program. The government provides 75% of the funding used to maintain and operate OAHE CHILD DEVELOPMENT CENTER (OCDC). It is a requirement of the grant that OCDC obtain 25% of its grant as a local match, this is in-kind. This is another reason in-kind contributions are so important to the program.**

It is necessary to have all in-kind contributions documented. This documentation must include the date after completion, signature of the contributor, the activities performed or type of donation indicated, and the amount of time spent if applicable.

## **There are many ways to earn in-kind hours:**

- Serve as a member of Policy Council or special committees
- Help with maintenance of repairs of building and equipment
- Assist with annual program review
- Assist with lunch, read to the children, or serve as a classroom volunteer
- Donate materials or clothing for classroom activities

# FAMILY PARTNERSHIPS

In Head Start and Early Head Start, parent and family engagement is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. Each family has strengths and needs. This includes a strong foundation for identifying and acting on family goals and aspirations. Staff will encourage parent engagement to include setting and achieving short-term and long-term goals for families and their children in the following areas:

## **1. Family Well-Being**

- Families are safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other family support services.

## **2. Positive Parent-Child Relationships**

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

## **3. Families as Lifelong Educators**

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

## **4. Families as Learners**

- Parents and families learn about their child's personality, development, and learning style. They also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.

## **5. Family Engagement in Transitions**

- Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments within and between, Early Head Start, Head Start, early childhood services, early elementary grades, and beyond.

## **6. Family Connections to Peers and Community**

- Parents and families form connections with peers, mentors, and other community members in formal or informal social networks. These networks are supportive and educational. They honor and are inclusive of families' home language and culture, and they enhance families' social wellbeing and community life.

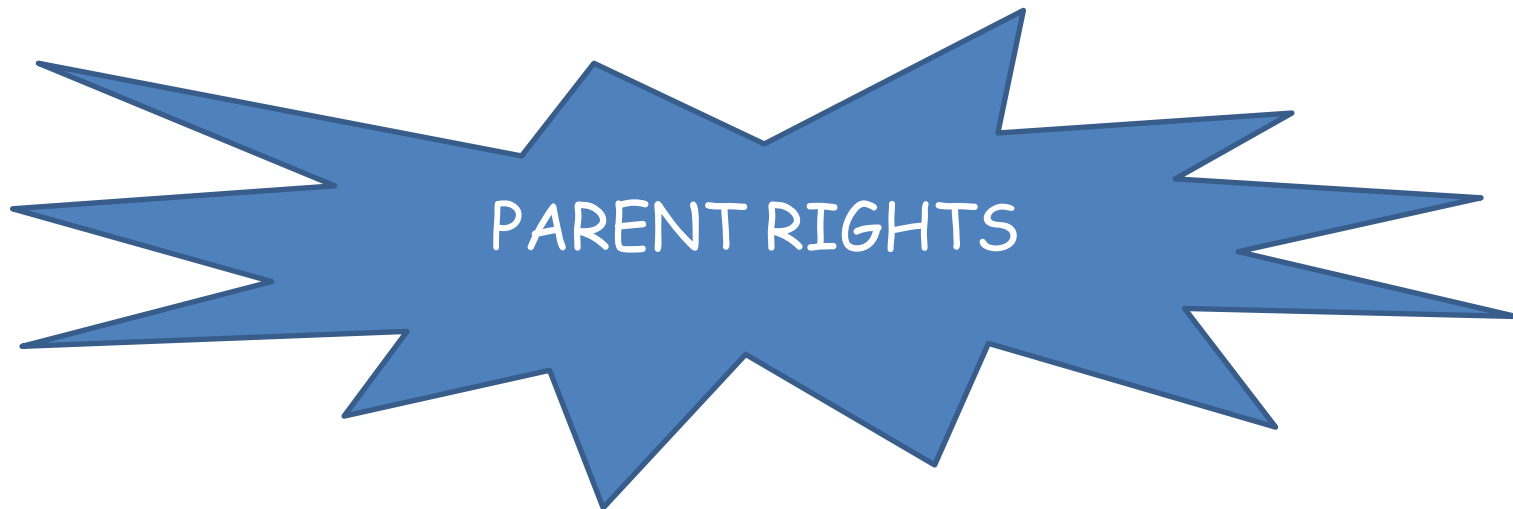
## **7. Families as Advocates and Leaders**

- Parents and families advocate for their children and play leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences.

Family Service Specialists and Home Visitors can help families achieve their goals and can help with new ideas or ways of thinking about family issues. OAHE CHLD DEVELOPMENT CENTER'S Family Service Specialists can provide referrals to other agencies as needed as well as connect you with programs and/or support groups. Head Start/Early Head Start staff have information on community agencies and resources that provide assistance to enrolled families. These resources may include:

- |                        |                  |                      |
|------------------------|------------------|----------------------|
| * Parenting Education  | * Budgeting      | * Housing Assistance |
| * Energy Assistance    | * Counseling     | * Job Training       |
| * Clothing             | * Transportation | * Substance Misuse   |
| * Health and Nutrition | * Emergency Food | * Adult Education    |

Please contact a Family Service Specialist or your Home Visitor with any of these needs.



1. Parents may request to inspect their child's record. The program must make the child's record available within a reasonable time, but no more than 45 days after receipt of request.
2. When the program maintains child records that contain information on more than one child, the program ensures the parent only inspects information that pertains to the parent's child.
3. OAHE CHILD DEVELOPMENT CENTER does not destroy a child's record with an outstanding request to inspect and review the record.
4. A parent has the right to ask OAHE CHILD DEVELOPMENT CENTER to amend information in the child's record that the parent believes is inaccurate, misleading, or violates the child's privacy.
5. The program will consider the parent's request and, if the request is denied, will send a written decision to the parent within a reasonable time that informs the parent of the right to a hearing.
6. If the parent requests a hearing to challenge information in the child's record, the program schedules a hearing within a reasonable time, notifies the parent, in advance, about the hearing, and ensures the person who conducts the hearing does not have a direct interest in its outcome.
7. The program ensures the hearing affords the parent a full and fair opportunity to present evidence relevant to the issues.
8. If the program determines, from evidence presented at the hearing, that the information in the child's record is inaccurate, misleading, or violates the child's privacy, the program either amends or removes the information and notifies the parent in writing.
9. If the program determines, from evidence presented at the hearing, that information in the child's record is accurate, does not mislead, or otherwise does not violate the child's privacy, the program informs the parent of the right to place a statement in the child's record that either comments on the contested information or that states why the parent disagrees with the program's decision, or both.
10. When requested by parent, the program provides, free of charge, an initial copy of child records.
11. A parent has the right to review any written agreements with third parties that directly provide services to their child.

## **Disclosures of Personal Identifiable Information**

### **1.0 Disclosures With Parental Consent**

1.1 OAHE CHILD DEVELOPMENT CENTER (OCDC) will obtain a parent's written consent, except as noted in section 2 below, before our program discloses any *Personal Identifiable Information (PII)* from any child records. The granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive and therefore it does not apply to an action that occurred before the consent was revoked.

1.2 The procedures to protect *PII* require the program to ensure the parent's written consent specifies what child records may be disclosed, explains why the records will be disclosed, and identifies the party or class of parties to whom the records may be disclosed.

a) The written consent must be signed and dated.

1.3 Signed and dated written consent may include a record and signature in electronic form that:

a) Identifies and authenticates a particular person as the source of the electronic consent; and,

b) Indicates such person's approval of the information.

### **2.0 Disclosure without Parental Consent**

2.1 The procedures to protect *PII* allow the program to disclose such *PII* from child records without parental consent to:

a) Appropriate parties to address a disaster, health or safety emergency during the period of the emergency, or a serious health and safety risk such as a serious food allergy, if the program determines that disclosing the *PII* from child records is necessary to protect the health or safety of children or other persons.

b) Comply with a judicial order or lawfully issued subpoena, provided the program makes a reasonable effort to notify the parent about all such subpoenas and court orders in advance of the compliance therewith, unless:

(i) A court has ordered that neither the subpoena, its contents, nor the information provided in response be disclosed.

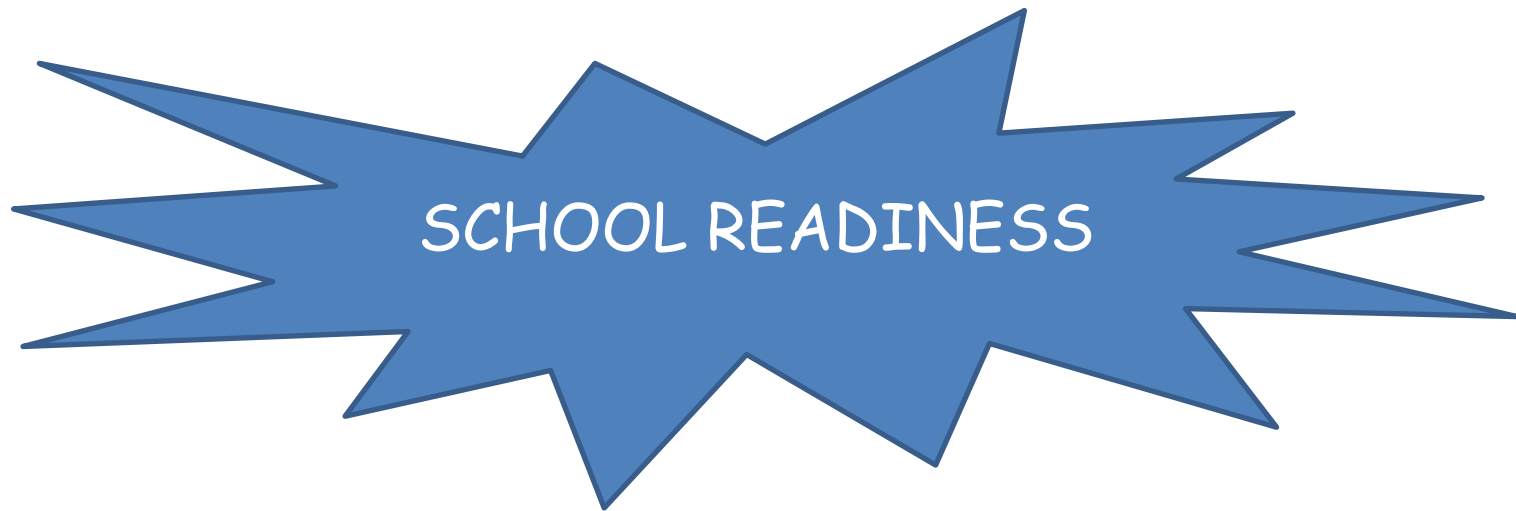
(ii) A parent is a party to a court proceeding directly involving child abuse and neglect (as defined in section 3 of the Child Abuse Prevention and Treatment Act (42 U.S.C. 5101)) or dependency matters, and the order is issued in the context of that proceeding, additional notice to the parent by the program is not required; or,

(iii) The program initiates legal action against a parent or a parent initiates legal action against the program, then the program may disclose to the court, also without a court order or subpoena, the child records relevant for the program to act as plaintiff or defendant.

c) The Secretary of Agriculture or an authorized representative from the Food and Nutrition Service to conduct program monitoring, evaluations, and performance measurements for the Child and Adult Care Food Program.

d) A caseworker or other representative from a state, local, or tribal child welfare agency, who has the right to access a case plan for a child who is in foster care placement, when such agency is legally responsible for the child's care and protection, under state or tribal law.

e) Appropriate parties to address suspected or known child maltreatment and is consistent with applicable federal, state, local, and tribal laws on reporting child abuse and neglect.



Our program provides educational opportunity for you, as a parent, to *enhance* your abilities to assist your child in becoming successful in school, which includes:

- Understanding the educational and developmental needs of your child(ren).
- Sharing concerns and observations about your child(ren) with program staff.

During a program year *parents/guardians* receive:

- Age-appropriate booklets to explain child development levels and opportunities to engage in program events (volunteer form).
- School readiness information, assessment domains and OCDC school goals. Strengths and goals are set for each child and Family Partnership Agreement (FPA) goals are set with families.
- Child's progress on their goals and learning. Goals are continued or new goals are set.

**Program** provides:

- Communication about the child via partner pouch, phone, email or face-to-face.
- Educational information in all component areas of Head Start including Health, Mental Health, Nutrition, Transition, Education and Family Services.
- Weekly school readiness activities for each child.

**Parents** share:

- Concerns and/or observations about their child's development with program staff.
- Goals for their child at home visits and conferences or as necessary to help their child be successful in school.



**Parents** promote school readiness success by:

- Participating in home visits and conferences.
- Attending OCDC parent meetings, Family Fun Nights, and socializations.
- Completing in-kind activities with their child and returning in-kind sheets to Teacher/Home Visitor.
- Completing school readiness activities sent home by Teacher.
- Having input into their child's education.



Our school readiness philosophy is built around the idea that children learn best when the learning is engaging and active. Teachers and Home Visitors actively teach some things directly and serve as a resource for children as they move forward in their journey towards school readiness. Our environment and activities are carefully planned to reflect each child's needs, as well as on-going educational goals. We focus on the whole child and include areas such as safety, self-help, social and emotional growth, physical development of a child's large and small muscles, cognitive, language and literacy learning.

OAHE CHILD DEVELOPMENT CENTER'S center-based program uses *Creative Curriculum*, a validated research-based curriculum. The home-based program uses *Parents As Teachers (PAT)*, also a research based curriculum. Language and literacy, as well as alphabet knowledge, print awareness, phonemic awareness, including a variety of books, are strongly emphasized because we know this emphasis enhances a child's ability to learn to read. We stress math and science concepts as well. We include music and dance and believe play is an active learning tool enhancing cognitive, language, and social growth. Children are allowed choices during the day, as choices foster a child's self-esteem. We believe that parents are the most important teacher of their child and encourage parents to participate wherever possible.

## **Services to children with disabilities and their families**

In Head Start and Early Head Start, all children are special, including those with disabilities. Head Start serves children with disabilities by providing an appropriate environment and adult guidance for the participation of children with special needs. Head Start considers each child a unique person with individual strengths and needs and provides an individualized program for the child and family. Since 1972, Head Start has been mandated to actively recruit and serve children with disabilities. A minimum of 10% of the total enrollment of children served are children with disabilities. Enrolling children with disabilities in the program is an enriching experience for the child with disabilities, as well as for the other children who learn to accept people who may be different from themselves. Our program collaborates with the public-school systems to better serve children with disabilities.



# ***OCDC School Readiness Goals***

Through observations, documentations, analyzing data, and evaluating development, each child will show progression in the following goals:

## **Perceptual, Motor, and Physical Development**

- 1. Children will develop and use perceptual information to guide motions and interaction such as traveling, navigation, and balance.*
- 2. Children will develop skills to manipulate and explore.*
- 3. Children will develop healthy habits and safe practices.*

## **Social & Emotional Development**

- 1. Children will begin to regulate their own emotions and behaviors.*
- 2. Children will develop and establish positive relationships and interactions with adults and peers.*
- 3. Children will demonstrate a positive self-concept and self-confidence in play and everyday tasks.*

## **Approaches to Learning**

- 1. Children will begin to learn and use rules, routines, and directions.*
- 2. Children will begin to develop persistence and attentiveness, curiosity and initiative, flexibility, and express creativity.*

## **Language and Literacy**

- 1. Children will demonstrate receptive and expressive language for conversation and communication.*
- 2. Children will engage, respond to, and understand stories and books.*
- 3. Children will demonstrate an alphabet knowledge and phonological awareness through play and interactions.*
- 4. Children will demonstrate the concepts of print.*
- 5. Children will demonstrate early writing skills.*

## **Cognition**

- 1. Children will begin to develop inquiry, reasoning, and problem-solving skills for remembering and connecting experiences.*
- 2. Children will begin to learn and use simple mathematic skills in everyday routines and experiences.*



# Transitioning from Programs

Once pregnant women enrolled in the Early Head Start (EHS) program give birth to their baby, the baby is automatically transitioned to the Early Head Start program and will continue to receive weekly home visits.

Children enrolled in the EHS program remain in the program until they are age-eligible for the Head Start program. A child must be three years old on or before September 1<sup>st</sup> to be considered age eligible. For example, if a child is in EHS and turns three years old after September 1<sup>st</sup> of the current year, they will wait until the following school year to enroll into the 3-5 Head Start program. As part of the transition process, each age-eligible child will participate in classroom visits. Their Home Visitor or parent will accompany them when visiting the classroom. Classroom visits will happen in April and/or May.

The children in Pierre, Fort Pierre or Murdo that are age-eligible for kindergarten will visit a kindergarten classroom as part of their transition process. We encourage you and your child to attend classroom visits and the Orientations/Roundups of the school they will be attending. This will give them an opportunity to meet the teachers at their school and become familiar with their new school.

A blue starburst shape with a dark blue outline, featuring the word "POLICIES" in white, uppercase, sans-serif font in the center.

POLICIES

### Class Times

Full day class starts at 8:00 am and ends at 3:00 pm.

Morning half day class starts at 8:00 am and ends 11:30 am.

Afternoon half day class starts at 11:45 pm and ends at 3:15 pm.



### Arrival

**CHILDREN SHOULD NOT ARRIVE MORE THAN 15 MINUTES BEFORE CLASS BEGINS AND PARENTS MUST ACCOMPANY THEIR CHILD TO THE CLASSROOM.** We ask that you do not block traffic and to please park in a designated parking area.

Most children have some "separation" symptoms and should be given at least three weeks to settle into a comfortable routine. Often children need time to get used to change and need constant positive reinforcement (praise, encouragement, etc.) to help them adjust and succeed.

Separation symptoms may also occur after a schedule change and especially after a break. Head Start staff will work with you to help your child feel comfortable at the center.

### Pick-Up

**Your child must be picked up within 15 minutes after class.**

If your child has not been picked up within the 15 minutes after class, staff will call you, your emergency contact or any other number that has been provided to us. If they are unable to reach someone, staff will then call Law Enforcement and possibly the Department of Social Services.

Each person picking up a child is required to use the sign-out form in the classroom. When you pick up your child, please use the required sign-out form located at the front desk, as well as sign your child out in the classroom with the teacher.

### After School

We offer After School Care for children in our Full Day classrooms. This care goes from the end of the school day to 5:15 PM. Children may be picked up anytime during that time frame and must be signed out. Children **MUST** be picked up at their assigned doors by 5:30 PM. Children may be outside, in a classroom, or in the multi-purpose room. If children are not picked up by 5:30 PM our regular pick-up policy will be followed (see above). Please call to let staff know if you are going to be late.

### Release of Children

Children will only be released to authorized people. This is someone the parent has approved to pick up their child and notified OAHE CHILD DEVELOPMENT CENTER. You will be asked for the names of the adults that you will allow to pick up your child. Your child will **ONLY** be released to someone on this list for safety reasons and they may be asked to show identification to Head Start staff when picking up children.

OAHE CHILD DEVELOPMENT CENTER will not release a child to the parent or any adult who, in the opinion of the staff, appears to be intoxicated, under the influence of drugs, or is exhibiting threatening, abusive, or violent behavior that presents a potential for imminent danger to the child.

### Emergency Contacts

We ask that all families provide two (2) emergency contacts and their information. In case of an emergency with your child, it is important for staff to have someone else to call in the event parents cannot be reached. This emergency contact should be someone who can pick up your child and/or may know how to get in touch with you when we cannot.

### Attendance

A 100% attendance rate is encouraged to be maintained by each child and family. Attendance will be monitored on every child daily. At the end of each month, the Family Service Specialist/ERSEA will be looking at attendance data to identify children with patterns of absence that put them at risk of missing ten percent of program days per year, which is any child whose attendance is 90% or below. When a child is "chronically absent" or has been identified as at risk of missing ten percent of the school year the FSS/ERSEA will contact the family to develop a plan to assist the child and family to improve individual attendance. A "My Child's Success Plan" will be completed and signed by the family outlining strategies for improving attendance.

***Please make every effort*** to have your child attend each scheduled class day. Call your child's teacher or the center if your child will be absent! According to OCDC policy, a member of the staff will contact you if your child is absent from class without notification.

**Home Visits are also important! Please make every effort to attend each scheduled home visit. If you, or your child, are unable to participate for a home visit please call your Home Visitor or Teacher to let them know.**

### School Closing

In general, if the public schools and/or state government offices close, OCDC will also be closed. However, because these are preschool children, there may be other days when OCDC will judge the road and weather conditions to be too hazardous for small children. If we do not have class, we may have to make up those days at a later date.

***On days that start time is postponed an hour or more, morning classes will NOT receive breakfast. Lunch will be served at the regularly scheduled time.***

**On LATE START DAYS, staff WILL NOT be available until the determined start time. Please do not bring children prior to determined start time.** You will receive a ***School Messenger*** call with school closing information when a cancelation or late start occurs. Jones County will follow their local school district when closing or a late start occurs. Local media may also be notified.



### Reporting Child Abuse and Neglect

All employees of OAHE CHILD DEVELOPMENT CENTER are mandated by law (SDCL 26-10-10) to report any suspected incident of child abuse or neglect to the Department of Social Services or law enforcement officials. All employees have a Division of Criminal Investigation check to be sure they have not committed a crime of child abuse.

### Non-Discrimination

**OAHE CHILD DEVELOPMENT CENTER does not discriminate on the basis of race, sex, age, color, national origin or disabilities in the provision of services and employment.**

All staff agree to represent, support and honor each and every family and child entrusted to them with love, understanding and respect which includes respecting and promoting the unique identity of each child and family and refraining from stereotyping on the basis of gender, race, ethnicity, culture, religion, disability or any other status of characteristics protected under applicable law.

### CULTURAL DIVERSITY/ANTI-BIAS

The cultural, racial, and ethnic composition of our Head Start program is becoming more diverse as Head Start reflects the changes in America. We teach that everyone's unique differences should be shared and appreciated. Learning about our Midwestern culture, along with the cultures of others in our country and the world, will help children grow up strong and knowledgeable, ready to fully participate in a diverse and changing society. Children will be taught how to stand up for themselves when confronted with biased situations by encouraging the use of words rather than actions to express themselves. All children will be challenged to consider fairness and empathy in classroom conflicts.

Themes and activities based on holidays will be reviewed with families to ensure backgrounds of families served are respected! We encourage all families that speak a language other than English at home to enroll their children in Head Start. Children who are dual language learners grow and thrive in our program. Translation services are available. Families are encouraged to come into the classrooms and share their unique cultures and hobbies with the children at OAHE CHILD DEVELOPMENT CENTER.

## No Smoking Policy

**SMOKING IS NOT PERMITTED AT OAHE CHILD DEVELOPMENT SITES OR AT ANY SPONSORED FUNCTION! OAHE CHILD DEVELOPMENT CENTER promotes a tobacco free environment for all children.**



**This Is A  
No Smoking  
Area**

## *Active Supervision*

*In recognizing safety and security concerns, children at any OCDC activity must be under the direct supervision of their parent/guardian. Parents who are meeting/visiting with staff or attending committee meetings must have children in their care with them at all times unless other arrangements have been made.*



## **CELL PHONE USE**

**WE ASK THAT PARENTS REFRAIN FROM USING THEIR CELL PHONE WHILE AT A OAHE CHILD DEVELOPMENT CENTER SITE FOR DROP OFF, PICK UP, OR VOLUNTEERING. ALLOWING COMMUNICATION BETWEEN STAFF AND PARENTS WHILE THEY DROP OFF OR PICK UP THEIR CHILDREN PROVIDES A POSITIVE SCHOOL EXPERIENCE FOR THE CHILDREN.**

**PLEASE ALSO REFRAIN FROM TAKING PICTURES OF CHILDREN WITH YOUR PHONE TO RESPECT THE PRIVACY OF OTHER CHILDREN IN THE CLASSROOM.**



## CLOTHING

Please send your child in clothes that are comfortable and can easily be washed. Learning at Head Start can be active and messy, and we want your child to be able to participate fully. ***We believe children need to feel free to explore activities without fear of getting their clothes dirty, so we encourage casual play clothes.*** Clothes that the child can handle independently at toileting are best. Some children may need their own personal change of clothes at the center, and we try to keep a supply of extra clothes on hand. Shoes must be worn at all times. Tennis shoes, not sandals, or boots, are an excellent choice, as the non-skid soles will help prevent accidents as well as protect feet and toes from injury.

***PLEASE DRESS YOUR CHILD FOR THE WEATHER!*** It is very important that children wear clothes appropriate for the weather; this may include a coat, boots, snow pants, hat, and mittens in the winter. ***WE PROVIDE OUTDOOR ACTIVITIES FOR THE CHILDREN ON A DAILY BASIS. Please send indoor shoes to school when your child is wearing winter boots! If you need assistance in obtaining weather appropriate clothing, please speak with your child's Teacher, Home Visitor, or a Family Service Specialist.***

Diapers and wipes are available to children while attending Early Head Start/Head Start functions.

## Maintaining Confidentiality

1. OCDC staff, volunteers, *Policy Council*, and *Board* members each sign a pledge of confidentiality annually. This statement is kept on file. A code of conduct for staff, volunteers, *Board*, and *Policy Council* is located in the program Policies and Procedures. Training regarding this policy will be provided at the time of signing the pledge. Staff hired after pre-service will receive training on the policy within 30 days of hire.
2. At no time does a volunteer have access to a child's file unless it is their own child. Children's files are stored in a locked file area in the Pierre Center office. Child files may not be removed from the program site. OCDC staff will have access to the children's files on an as needed basis. Personnel from the Regional Office and /or audit agencies have access to records when the program is being reviewed.



## Discipline Guidelines

OAHE CHILD DEVELOPMENT CENTER (OCDC) does not allow any type of physical punishment. Staff will never humiliate, degrade, frighten, or withhold food from a child. We use guidance and positive behavioral techniques. Our ultimate goal is for each child to establish self-control, have the child feel good about themselves, and to learn respect for others. In the event that inappropriate behavior continues, a meeting may be held with parents and staff.

**The behavior management program our classrooms practice are the philosophies and principles outlined in Conscious Discipline by Dr. Becky Bailey. Conscious Discipline is an emotional intelligence program that teaches children to respond, rather than react during life events. Everyday life events are used as teachable moments and guide children to develop self-control, utilize tools for conflict resolution, boost self-esteem, and foster positive relationships and social skills. It is also based on current brain research, child development information, and best educational practices.**

The following are techniques that can be utilized by staff and parents:

- Getting on the same eye level as the child and using eye contact when possible and appropriate.
- Calling the child by their name.
- Giving positive reinforcement, praise, smiles, and affection.
- Redirect inappropriate behavior by clarifying the expectation and then giving choices and/or examples of activities or actions which would be acceptable.
- Whenever possible, use logical consequences for a particular behavior.

The preschool years are very important. We want your child to be as ready as possible for kindergarten. This is not just about knowing letters and numbers. It's also about knowing how to learn and get along with others.

## Parent Concern Procedure

OAHE CHILD DEVELOPMENT CENTER (OCDC) has a Grievance Procedure which serves as a way for Head Start families to state their problems or concerns regarding the program in a formal way.

**Step 1:** Try to discuss the concern or problem with the person or people involved. Are you still concerned? If yes, go to STEP 2.

**Step 2:** Discuss the problem with the employee's direct supervisor.

**Step 3:** If the problem or concern is still not resolved or addressed, contact the Director. This contact may be in person or through a phone call; however, if you still wish to file an official grievance, it must be in written form.

**STEP 4:** The Director has fifteen (15) days from the receipt of the written grievance to respond. The response from the Director must be given in writing.

**STEP 5:** If the parent has followed the above steps and is still dissatisfied, he/she may speak to their *Policy Council* representative or ask to be put on the agenda of the regular *Policy Council* meeting. *Policy Council* will hear the concern and respond in writing within thirty (30) days.

## COMMUNICATION

**HOW DO I LET STAFF KNOW MY FAMILY NEEDS?** Communication begins at the time an application is picked up or submitted with information you share about your child and family. Other ways to receive and give information include:

❖ Head Start Center Base Home Visits— Teachers will home visit a minimum of two times a year to let you know how your child is progressing and to obtain your ideas on what your child needs. Your questions and ideas are always welcome.

❖ Head Start Center Base School Conferences— A formal conference is scheduled twice a year with parents of center-based children. Parents have an opportunity to meet at the school to review their child's progress. Teachers will share their observations of your child's skills.

❖ Personal Contacts— Any time you have a concern, please share it with your child's teacher/home visitor, or appropriate staff. The Head Start center based program also uses Partner Pouches and contact notes for frequent communication. Any form of communication is welcome: notes, phone calls, e-mail, and person-to-person. We are happy to answer questions and hear your ideas.

❖ Parent Committee Meetings— A Parent Committee is made up of parents whose children are in the same classroom/unit. Parent Committees meet to:

♦ talk with your *Policy Council* representative

♦ participate in parent training

♦ make classroom plans



# August 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23 Irwin St. Site Orientation 3:30—5:00	24	25 Capitol Ave. Site Orientation 3:30—5:00	26	27
28	29 <b>First Day of School for ALL Children Home Visits Start</b>	30	31			

# 10 FACTS ABOUT FATHER ENGAGEMENT



Research shows that children benefit directly from a father or father figures parenting contributions. Findings from the rapidly growing science of early childhood and early brain development show the positive, lifelong impact fathers can have by being positively engaged early in their children's lives. The beneficial outcomes for children are not limited to childhood. People with actively involved father figures during childhood are more likely to have higher levels of success in their careers, a better chance of having a strong, lasting marriage, and an improved ability to handle stress. Related findings indicate that fathers' emotional absence has long lasting negative effects on child development. Father absence is defined as any situation where the father is psychologically disconnected from his children, whether or not he is currently living in the same home.

## 10 FACTS ABOUT FATHER ENGAGEMENT

1. Fathers and infants can be equally as attached as mothers and infants. When both parents are engaged with the child, infants are attached to both parents from the beginning of life.
2. Father engagement is related to positive child health outcomes in infants, such as improved weight gain in preterm infants and improved breastfeeding rates.
3. Father engagement using authoritative parenting (loving and with clear boundaries and expectations) leads to better emotional, academic, social, and behavioral outcomes for children.
4. Children who feel a closeness to their father are: twice as likely as those who do not to enter college or find stable employment after high school, 75% less likely to have a teen birth, 80% less likely to spend time in jail, and half as likely to experience multiple depression symptoms.
5. Fathers occupy a critical role in child development. Father absence hinders development from early infancy throughout childhood and into adulthood. The psychological harm of father absence experienced during childhood persists throughout the life course.
6. The quality of the father-child relationship matters more than the specific amount of hours spent together. Non-resident fathers can have positive effects on children's social and emotional well-being, as well as academic achievement and behavioral adjustment.
7. High levels of father engagement are correlated with higher levels of sociability, confidence, and self-control in children. Children with engaged fathers are less likely to act out in school or engage in risky behaviors in adolescence.
8. Children with actively engaged fathers are: 43% more likely to earn A's in school and 33% less likely to repeat a grade than those without engaged dads.
9. Father engagement reduces the frequency of behavioral problems in boys while also decreasing delinquency and economic disadvantage in low-income families.
10. Father engagement reduces psychological problems and rates of depression in young women.

# September 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 OCDL Closed for Labor Day	6	7	8	9 Full Day Class	10
11	12 Picture Day	13 Picture Day	14	15	16	17
18	19	20	21	22	23 Full Day Class	24
25	26	27	28	29	30	

# Child Pedestrian Safety Rules



Most pedestrian deaths and injuries are traffic related. Children from birth to age two are more likely to be hurt in driveways, parking lots, and on sidewalks. These tips can help parents teach their child about pedestrian safety rules.

The following resource is provided courtesy of the **Safe Kids Worldwide**.

Children are particularly vulnerable to pedestrian death because they are exposed to traffic threats that exceed their cognitive, developmental, behavioral, physical, and sensory abilities. This is worsened by the fact that parents often overestimate their children's pedestrian skills.

Children are impulsive and have difficulty judging speed, spatial relations, and distance. Auditory and visual acuity, depth perception and proper scanning ability develop gradually and do not fully mature until at least age ten. Therefore the rules below are vital to keeping your child safe.

1. Cross the street at the corner or at a crosswalk if there is one and obey all traffic signals.
2. Walk on a sidewalk; if there is no sidewalk; walk on the left side of the street, facing oncoming traffic.
3. Walk with an adult until you are at least ten years old.
4. Only cross in front of a school bus when the driver says it is safe. Do not cross behind the bus or where the driver can't see you.
5. Hold an adult's hand when you cross the street. Look left, right and left again before you cross and keep looking both ways until you reach the other side.
6. If you walk when it is dark, wear light-colored clothing or clothing with reflective material so drivers can see you. A flashlight is also a good idea.
7. If a toy or pet goes out into the street, ask an adult for help getting it back.
8. When you are outside playing, play in a backyard or playground away from the street or parking lots.

## South Dakota Car Seat Laws

- In the State of South Dakota all children under the age of five (5) must be properly secured with a child passenger restraint system.
- The child passenger restraint system must be installed according to the manufacturer's instructions.
- The child passenger restraint system must meet the Department of Transportation Motor Vehicle Safety Standard.
- Children that are under the age of five (5) but weigh a minimum of forty (40) pounds may be restrained with a vehicle safety belt.

## South Dakota Seat Belt Laws

- In the State of South Dakota all drivers and front seat passengers must wear a properly adjusted and fastened safety seat belt system.
- The driver of a vehicle is responsible for making sure children between the five (5) and seventeen (17) years of age seated in the front seat of a vehicle are using a properly adjusted and fastened safety seat belt system.

# October 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10 OCDC Closed for Native American Day	11	12	13	14 Full Day Class	15
16	17	18	19	20	21	22
23	24	25	26	27	28 Full Day Class	29
30	31					



# Car Seat Recommendations for Children



- 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; read the vehicle owner's manual on how to install the car seat using the seat belt or LATCH system; and check height and weight limits.
- 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.

AGE



## Birth – 12 months

Your child under age 1 should always ride in a rear-facing car seat.

There are different types of rear-facing car seats: Infant-only seats can only be used rear-facing. Convertible and 3-in-1 car seats typically have higher height and weight limits for the rear-facing position, allowing you to keep your child rear-facing for a longer period of time.



## 1 – 3 years

Keep your child rear-facing as long as possible. It's the best way to keep him or her safe. Your child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the rear-facing car seat, your child is ready to travel in a forward-facing car seat with a harness.



## 4 – 7 years

Keep your child in a forward-facing car seat with a harness until he or she reaches the top height or weight limit allowed by your car seat's manufacturer. Once your child outgrows the forward-facing car seat with a harness, it's time to travel in a booster seat, but still in the back seat.



## 8 – 12 years

Keep your child in a booster seat until he or she is big enough to fit in a seat belt properly. For a seat belt to fit properly the lap belt must lie snugly across the upper thighs, not the stomach. The shoulder belt should lie snug across the shoulder and chest and not cross the neck or face. Remember: your child should still ride in the back seat because it's safer there.

## DESCRIPTION (RESTRAINT TYPE)



**A REAR-FACING CAR SEAT** is the best seat for your young child to use. It has a harness and in a crash, cradles and moves with your child to reduce the stress to the child's fragile neck and spinal cord.



**A FORWARD-FACING CAR SEAT** has a harness and tether that limits your child's forward movement during a crash.



**A BOOSTER SEAT** positions the seat belt so that it fits properly over the stronger parts of your child's body.



**A SEAT BELT** should lie across the upper thighs and be snug across the shoulder and chest to restrain the child safely in a crash. It should not rest on the stomach area or across the neck.

# November 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11 OCDC Closed for Veteran's Day	12
13	14	15	16	17	18 Full Day Class	19
20	21 No Classes Parent Teacher Conferences	22 No Classes Parent Teacher Conferences	23 No Classes	24 OCDC Closed for Thanksgiving	25 OCDC Closed	26
27	28	29	30			

# Health



One of Head Start's requirements is to make sure that within 30 days of enrollment all children have a medical provider for ongoing medical care. If you do not have a medical provider (doctor, physician's assistant etc.) for your child, our Health Specialist will assist you in finding a "medical home". We all know that it is very important that a child receive medical care when sickness occurs. However, it is also very important that a child receive preventive or well-child care in addition to medical care when sick. Receiving preventive or well-child care means that a child receives regular physical examinations or check-ups (when the child is well - not sick). At that time, certain important health screenings such as simple blood tests for lead poisoning, hemoglobin, height and weight, and blood pressure are done. *The purpose of preventive or well child care is to help prevent sickness and to detect illness early.*

## Health Questions and Answers

### **When does my child need Well-Child Exams?**

Federal Head Start/Early Head Start Guidelines and the American Academy of Pediatrics recommend this schedule for Well Baby/Child Exams: By age 1 month, 2, 4, 6, 9, 12, 15, 18 months, 2, 3, 4, 5 years and yearly after that. Most health care providers follow these guidelines in some form. You should ask your provider what their schedule for Well-Child exams is; it may be different because of your child's health needs.

### **Why are Well Child Exams important after age two when my child has all of his/her immunizations?**

While it is true that by age 2 years your child should have completed early childhood immunizations until ages 4-6 years, Well Child Exams are not just immunization times. Your health care provider will use this time to get to know you, your child, and their health needs. Along with this, providers share information about health, development, nutrition and safety. Our physical form is designed to aid in these discussions.

# December 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 Full Day Class	3
4	5	6	7	8	9	10
11	12	13	14	15	16 Full Day Class	17
18	19	20	21 Last Day of Class	22 No Classes	23 No Classes	24
25 Christmas	26 OCDC Closed for Winter Break	27	28	29	30	31

## Immunization Policy

The purpose of immunizations is to prevent infectious diseases in individuals and groups. Every year many children needlessly suffer and sometimes die from disease which could have been prevented by immunizations. In the United States, immunizations are recommended for all children to prevent Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella, Haemophilus Influenza Type B, Hepatitis A, Hepatitis B, Chicken Pox and Pneumococcal Disease. Head Start follows immunization schedules recommended by the Federal Government and South Dakota Department of Health.



OAE CHILD DEVELOPMENT CENTER (OCDC) complies with South Dakota Department of Social Services Child Care Services Rules Chapter 67:42:10:14. Health Standards for Day Care which requires a child's parent or guardian to submit a written statement from their medical provider showing immunization levels of all children are current, and if not, that progress toward achieving adequate immunization levels is being made.

A copy of your child's immunization record is needed at the time of application. Immunizations will be required to be up to date for child placement in the full day program at Capitol Street, which is Child Care licensed, as per SD childcare licensure guidelines. If immunizations are not up to date, progress toward achieving adequate immunization levels must be made within 30 days of enrollment. If this policy contradicts personal or religious beliefs, please contact the Health and Safety Specialist.

## Sick Child Policy

OCDC is not prepared to accommodate sick children. We are unable to honor any requests to keep a child indoors or separated from participating in regular classroom activities due to staff ratio requirements. Staff cannot care for a sick child without compromising the care of the other children. Most children are too sick to attend if they do not feel well enough to participate comfortably in the program's activities. Children who have a fever, diarrhea, or have been vomiting during the night should not attend class the next day.

Your child is too sick to attend if they have ANY of the following symptoms:

Fever: Must be fever free for 24 hours before attending school, without use of fever reducing medications such as Tylenol or Ibuprofen.



# January 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1 New Year's Day	2 OCDC Closed for New Year's Day	3	4 Classes Resume	5	6 Full Day Class	7
8	9	10	11	12	13	14
15	16 OCDC Closed for Martin Luther King Jr. Day	17	18	19	20 Full Day Class	21
22	23	24	25	26	27	28
29	30	31				

**Signs or symptoms of possible severe illness:** Persistent crying, extreme irritability, uncontrolled coughing, difficulty breathing, wheezing, or lethargy.

**Diarrhea:** Increased frequency, looser/watery stools and/or if stool runs out of diaper or if child can't get to the bathroom in time.

**Vomiting:** Has vomited more than once in the previous 24 hours.

A child may be too sick to attend if they have had any of the following diagnoses from a health provider, until treated and/or no longer contagious:

- \* Strep throat or other strep infection - until 24 hours after treatment started and child is free of fever
- \* Infectious conjunctivitis/pinkeye (with eye discharge) - until 24 hours after treatment started
- \* Scabies - until after treatment completed (usually overnight)
- \* Pinworms - until 24 hours after treatment started
- \* Impetigo - until 24 hours after treatment started
- \* Ringworm - until 24 hours after treatment started (may delay treatment until the end of the day)
- \* Pertussis (whooping cough) - until 5 days after treatment started
- \* Chicken pox - until 6 days after rash or all sores have crusted over
- \* Oral herpes (if child is drooling or lesions cannot be covered) - or until lesions heal.

When a child has any of the above signs or symptoms of illness, OCDC will call the parent to pick up their child. It is important we have accurate/up-to-date contact information. We appreciate your understanding that children need to stay home from school if they don't feel well. This will help keep your child and his or her classmates stay healthy. Children can generally return to the center when symptoms of illness are gone and diet and activity levels return to normal. **Medications are not given at OCDC unless special arrangements are made with the health staff.** If a medication must be taken during Head Start hours, the medication must be in the original bottle labeled with the child's name and proper OCDC paperwork and proper physician orders must be presented to a Health and Safety Specialist. Please do not send any medications to school with your child.

**HEAD LICE:** Children found with live head lice may remain in class for the day, but will be discouraged from close direct head contact with others. A OCDC staff member will contact parents to give them the option of picking up their child and discuss treating the child. Children may not return to class until treatment has been done. After treatment of the head lice, students **with nits only** will be allowed into the classroom, although further monitoring for signs of re-infestation will be done. It may be appropriate to screen other children who have had close head-to-head contact with a child who has an active infestation, but classroom-wide or school-wide screening is not recommended.

# February 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<b>CENTER BASE HOME VISIT MONTH!</b>		1	2	3	4
5	6	7	8	9	10 Full Day Class	11
12	13	14	15	16 No Classes Center Base Home Visits	17 No Classes Center Base Home Visits	18
19	20 OCDC Closed for President's Day	21	22	23	24 Full Day Class	25
26	27	28				



# WHEN IS SICK TOO SICK FOR SCHOOL?



## Send me to school if...

I have a runny nose (clear discharge) or just a little cough, but no other symptoms.

I haven't taken any fever reducing medicine for 24 hours, and I haven't had a fever during that time.

I haven't thrown up or had any diarrhea for 24 hours and didn't need medicine.



## Keep me at home if...

I have a fever.

I have been throwing up or have had diarrhea in the last 24 hours.

My eyes are red and painful with discharge that keeps coming back during the day.

I have been having body aches, fatigue, or frequent headaches. I have a runny nose that has yellow or green discharge and a fever.

I have a sore throat with a fever.

I have an undiagnosed rash.



## Call the doctor if...

I have a temperature higher than 100 degrees for more than two days.

I have had a sore throat and fever for several days. I've been throwing up or have diarrhea for more than two days.

I've had a cough for more than a week, and it isn't getting better.

I have had a fever and now have a rash.

# March 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10 Full Day Class	11
12	13	14	15	16	17	18
19	20	21	22	23	24 Full Day Class	25
26	27	28	29	30	31	

## Dental Health Information

Children must receive their first dental exam by the age of 1 year. Oahe Child Development Center requires enrolled children to have a dental exam yearly. Most local dentists will provide the first dental exam free of charge to Head Start children. The Health Specialists may be able to assist with transportation and financial assistance upon request.

### Did you know?

- ❖ Poor dental health can cause behavioral problems.
- ❖ Poor dental health can cause poor nutrition and growth.
- ❖ Poor dental health can cause a child to be a "picky eater".
- ❖ Poor dental health can cause speech delays or incorrect speech development.
- ❖ Children under the age of seven years rarely complain of tooth pain.
  - They do not understand how to explain pain to you, so you may see it come out in behavior, especially at mealtimes when it may hurt.
- ❖ Cavities in baby teeth not only hurt but can cause serious damage to permanent teeth that have not erupted yet.
- ❖ Children do not lose all their baby teeth until between the ages of 12-14 years.
- ❖ A few cavities left untreated can cause a serious whole-body infection.
- ❖ Children with poor dental health may not be able to concentrate and learn as well as other children.
- ❖ Dental health is an important indicator of overall health and well-being.
- ❖ Green runny nose and frequent sinus infections can be a sign of infected (abscessed) teeth.

**Please contact a Health and Safety Specialist at 224-6603 if you need assistance in getting your child a dental exam.**



# April 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7 OCDC Closed for Good Friday	8
9	10 OCDC Closed for Easter Monday	11	12	13 No Classes SDEL Conference	14 No Classes SDEL Conference	15
16	17	18	19	20	21 Full Day Classes	22
23	24	25	26	27	28 Full Day Classes	29
30						

## Health Advisory Committee

OAHE CHILD DEVELOPMENT CENTER has a Health Advisory Committee made up of health professionals and parents of enrolled children. The function of the committee is to advise staff in the planning, operation, and evaluation of the health services offered through the program.

Responsibilities of the Health Advisory Committee are to:

1. Establish and implement goals and objectives for the health services component, including priorities for treatment.
2. Have input into the Health Service Area Plans and Health Procedures.
3. Provide periodic and ongoing evaluation of the health services.
4. Ensure the cooperation of the community in providing health care to children and families.

The committee is primarily advisory in nature. Major policy decisions are made and approved by the Policy Council and Board of Directors or are contained in the Head Start Performance Standards. The Health Advisory Committee must conform to these standards and new policies must have the approval of Policy Council and Board of Directors.

The Health Advisory Committee meets as a group usually two times a year, but smaller sub-committees may meet more often.

Any parent who is interested in the health area and would like to serve on the Health Advisory Committee should contact the Health and Safety Specialist at 224-6603.



# May 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11 No Classes Parent Teacher Conferences	12 No Classes Parent Teachers Conferences	13
14	15	16	17	18 Last Day of Center Based Classes	19	20
21	22	23	24	25	26	27
28	29 OCDG Closed for Memorial Day	30	31			

# June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19 OCDC Closed for Juneteenth	20	21	22	23	24
25	26	27	28	29	30	

# July 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 OCDC Closed	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



## MEAL SERVICE

The Head Start center-based half day option provides more than 1/3 and the full day option more than 2/3 of your child's nutritional needs each day they are in attendance. Therefore, it is to your child's benefit to have them here for the whole scheduled class time. If your child must leave for an appointment, please try to schedule around mealtimes.

Parents/Guardians are encouraged to help in the classroom and/or eat with their child. Children benefit by observing adults serve as positive role models by eating with them. They learn manners and are encouraged to try new foods. Please inform your child's teacher the day before you plan to come to the center so enough food can be prepared for everyone. Training will be provided to all lunchtime volunteers prior to eating with the children. There is no meal charge to lunchtime volunteers or children that come with them. If you would like to be scheduled to eat in the classroom on a regular basis, please call the center.

## BIRTHDAY/HOLIDAY CELEBRATIONS

Foods served in center-based settings or other Early Head Start/Head Start group experiences must be high in nutrients and low in fat, sugar, and salt. The Early Head Start/Head Start nutrition component provides healthy meals/snacks. **Due to an increase in food allergy concerns and for the safety of the children, OCDC does not allow outside treats to be brought to school/socialization sites.**

If you would like to celebrate holidays such as Valentine's Day or your child's birthday with classmates and friends at school and socializations, non-edible treats are welcome. Some suggestions would be stampers, play-dough, pencils, stickers, crayons, chalk, yo-yo's, activity/fun pads, bubbles, sunglasses, etc. ***PLEASE TALK TO YOUR CHILD'S TEACHER/HOME VISITOR ABOUT BIRTHDAY PLANS.*** Your child's Teacher/Home Visitor can suggest ways to celebrate your child's birthday if you wish to include Head Start classmates.



# A Holistic Approach To Mental Health

**"Mental health is as important as physical health to a child's quality of life and impacts their learning, development and success in school."**

OAHE CHILD DEVELOPMENT CENTER views mental health from a holistic approach. A holistic approach addresses all of an individual's needs: physical, emotional, social, cognitive, occupational, and spiritual. Counseling is available to children and families through a referral system.

The **physical** aspects of mental health include:

- Physical health
- Good nutrition habits
- Fitness and exercise
- Dental health

The **social** aspects include our ability to:

- Form meaningful relationships
- Develop our interpersonal skills
- Make and keep friends
- Behave in socially acceptable ways

The **spiritual** aspect provides:

- Internal guidance for living
- Connection to something more than ourselves

The **creative** aspects allow us to:

- Express ourselves
- Release stress
- Have quiet or social time depending on activity

The **cognitive** area involves:

- Development of intellectual skills
- The ability to learn new skills
- Curiosity and an interest in learning
- Problem-solving skills
- The ability to learn how to get new information

The **emotional** aspects encompass:

- How we feel
- How we express our feelings
- Our ability to solve problems
- Our ability to love
- Our ability to cope with stress
- Our ability to challenge ourselves
- Our ability to master strong emotions (anger, jealousy)





# Mental/Behavioral Health Service



## Counseling Services:

- **Capital Area Counseling Services:** (Hughes, Stanley, Sully, Jones and Hyde Counties)
  - Phone number —→ (605) 224-5811
- **Professional Counseling Associates:** Pierre, SD
  - Phone number —→ (605) 224-7247
- **SD Urban Indian Health:** Pierre, SD
  - Phone number —→ (605) 224-8841
- **Missouri River Counseling:** Pierre, SD
  - Phone number —→ (605) 222-9130
- **Rising Hope:** Pierre, SD
  - Phone number —→ (605) 494-1500
- **RISE Counseling and Consulting:** Pierre, SD
  - Phone number —→ (605) 494-0301



## Drug and Alcohol Services/Counseling:

- **Capital Area Counseling Services:** (Hughes, Stanley, Sully, Jones and Hyde Counties)
  - Phone number —→ (605) 224-5811
- **SD Urban Indian Health:** Pierre, SD
  - Phone number —→ (605) 224-8841
- **Alcoholics Anonymous (AA):** 325 Garfield Ave. Pierre, SD (On the truck route)
- **Department of Social Services/Alcohol & Drug Abuse Division:**
  - Phone number —→ (605) 773-3123

**Domestic Violence Services:**

**Hot Line phone #: 1-800-696-7187**

- **Missouri Shores:** (Hughes, Stanley, Sully, Jones and Hyde Counties)
  - Phone number —————> (605) 224-7187 (Crisis Line) or 605-224-0256

**Suicide Support/ Prevention:**

**National Suicide Prevention LifeLine phone #: 1-800-273-8255**

**OR 1-800-784-2433**

***Prevention /Support Groups:***

- National Alliance on Mental Illness (NAMI)
  - Phone number —————> (605) 222-3874
- Avera St. Mary's: Pierre, SD
  - Phone number —————> (605) 224-3100

**Parenting Support/ Classes:**

- **Growing up Together (Common Sense Parenting):**
  - Phone number —————> (605) 224-3189
- **Capital Area Counseling (Parent Management Training):**
  - Phone number —————> (605) 224-5811



# Community Resources

## Emergency Numbers

<b>Ambulance</b>	<b>911</b>
<b>Fire</b>	<b>911</b>
<b>Police</b>	<b>911</b>
<b>Sherriff</b>	<b>911</b>

### NON-EMERGENCY:

#### **AMBULANCE**

Jones Co. (Administrative)	669-2841
Onida (Administrative)	258-2600
Pierre Area (Administrative)	945-0390

#### **POLICE**

Fort Pierre Public Safety	223-7793
Murdo	669-2009
Pierre	773-7410

#### **SHERIFF**

Hughes County	773-7470
Hyde County	852-2513
Jones County	669-7111
Stanley County	223-7792
Sully County	258-2244

SD Highway Patrol	773-3105
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<b>POISON CONTROL (Statewide)</b>	<b>1-800-222-1222</b>
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## Other Emergency Numbers

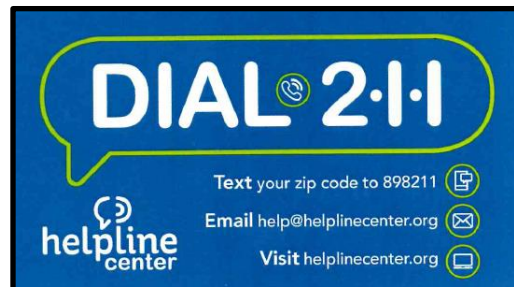
Avera Hospital	224-3100
Urgent Care	224-5901
Consumer Protection	773-4400 or 1-800-300-1986
Red Cross (Rapid City)	605-342-4010
Road Conditions, Statewide	511

## Clinics

Avera Medical Associates Clinic	224-5901
Highmore Clinic	852-2238
Jones County Clinic	669-2121
Oahe Valley Health Clinic	223-2200
Onida Clinic	258-2635
Sanford Clinic	945-5560
Urban Indian Health	224-8841

## Family Support

Birth Right	224-6828
Child Care Assistance	773-3165
Child Support Enforcement	773-3165
<b>Community Health Nurse</b>	
Fort Pierre	223-7740
Pierre	773-3638
Department of Social Services Hughes, Hyde, Jones, Stanley Sully Counties	773-3165
Family Resource Network (Childcare Providers)	668-5730 or 800-354-8238
Growing Up Together	224-3189
Missouri Shores Office	224-0256
Pierre Area Referral Service (PARS)	224-8731
SD CARES	224-5879
SD Parent Connection	1-800-640-4553



## Financial Services

Consumer Credit Counseling Service	945-2399 or 1-888-258-2227
Department of Social Services (Pierre)	773-3165
Tax Preparations (Feb.-April 15) through Pierre Senior Citizens Center or Preparers Direct Number	224-7730 224-8222

## Legal Services

Access to Justice	1-855-287-3510
Dakota Plains Legal Services- Fort Thompson	245-2341
Pierre Area Legal Aid**	224-8731
SD Legal Help	1-800-952-2333
**Applications for these services are available at Pierre Area Referral Service (PARS)	

## MISCELLANEOUS

Goodwill	494-3033
Hospice Thrift Store	945-0150
River Cities Transit	945-2360
SD Indian Education Advisory Council	773-3415





# Housing

Housing & Redevelopment Commission of Pierre	773-7425
Low Income Energy Assistance	1-800-233-8503
Hughes County	773-3612
Hyde County	852-2519
Jones County	259-3101
Stanley County	223-7780
Sully County	258-2541
SD Housing Authority of Pierre	773-3181

## YOUTH SERVICES

Boys & Girls Club	224-8699
Community and Youth Involved	223-2701
<b>Cooperative Extension Service</b>	
Hughes & Stanley County	223-7730
Hyde County	852-2515
Jones County	669-7101
Sully County	773-8120
YMCA	224-1683

# Nutrition



Food Pantry	224-8731
Food Stamps (SNAP)	773-3165
<b>Meals on Wheels</b>	
Fort Pierre Senior Center	223-2701
Hyde County	605-352-6091
Jones County	605-685-6642
Pierre	773-3656
or Pierre Senior Center	224-7730
South East United Methodist Church (Community Center Banquet) FREE weekly community meal	494-0470
<b>WIC (Women, Infants and Children)</b>	
Hughes County	773-3638
Hyde County (call Miller office)	859-2147
Jones County	669-3012
Stanley County	223-7740
First Congregational Church, Ft. Pierre Free Weekly Community Meal	224-5514

# EDUCATION



<b><u>ADULT EDUCATION</u></b>	
Capital University Center	773-2160
Right Turn	773-4755
Sinte Gleska University (Rosebud)	605-856-8100
<b><u>OTHER EDUCATION</u></b>	
Birth to Three Connections	773-3678 or 800-305-3064
Growing Up Together	224-3189
Library for the Handicapped (Braille Talking Book)	773-3131
Vista Care	224-4501
Office of Special Education	773-4165 or TDD 773-6302
SD Department of Education	773-3134
SD Parent Connection	361-3171 or 800-640-4553
SD State Interagency Coordination Council	773-3678

<b><u>EARLY CHILDHOOD PRESCHOOLS</u></b>	
Little Learners Preschool (former AAUW)	224-4221
Early Head Start (prenatal-3 years old)	224-6603
Faith Lutheran Preschool	224-2216
For His Glory	295-3447
Head Start (3-5 year olds)	224-6603
St. Joseph School	224-7185
Top Notch Preschool	224-2427
Chalk	222-2522
<b><u>ELEMENTARY SCHOOLS</u></b>	
<b>ABO</b> (Agar/Blunt/Onida)	
Blunt Elementary	962-6297
Onida	258-2619
For His Glory	295-3447
Highmore	852-2275
Murdo (Jones County)	669-2297
<b>Pierre</b>	
Administration Office	773-7300
Buchanan	773-7310
Jefferson	773-7320
Kennedy	773-7370
Pierre Indian Learning Center	224-8661
Stanley County	223-7741
St. Joseph School	224-7185